

Developing Hispanic-Serving Institutions Program  
FY 2024 Fund Down the Slate New Award Abstracts

Grantee Name	State	Year 1 Award Amount	Page Number
Riverside Community College District/Norco College	CA	\$599,656.00	3
Nassau Community College	NY	\$595,710.00	4
Mohave County Community College District	AZ	\$600,000.00	5
Universidad Politecnica de Puerto Rico	PR	\$600,000.00	6
The Regents of the University of California, Santa Cruz	CA	\$599,996.00	7
ABOR for and on behalf of Northern Arizona University	AZ	\$600,000.00	8
University of Connecticut-Stamford	CT	\$560,148.00	9
LAS POSITAS COLLEGE	CA	\$599,693.00	10
Texas A&M University-Kingsville	TX	\$600,000.00	11
EDP University of Puerto Rico	PR	\$600,000.00	12
Cerritos College	CA	\$595,991.00	13
Lamar Community College	CO	\$599,587.00	14
Bergen Community College	NJ	\$598,269.00	15
University of Houston-Clear Lake	TX	\$355,252.00	16
Palomar Community College District	CA	\$600,000.00	17
Sonoma County Junior College District (Santa Rosa Junior College)	CA	\$600,000.00	18
Menlo College	CA	\$595,097.00	19
Howard Payne University	TX	\$600,000.00	20
Valencia College Osceola Campus	FL	\$600,000.00	21
Adams State University	CO	\$587,650.00	22
California State University, Dominguez Hills Foundation	CA	\$600,000.00	23
University Corporation at Monterey Bay	CA	\$599,996.00	24
West Hills Community College District	CA	\$600,000.00	25
Sonoma State University	CA	\$525,702.00	26
Kern Community College District	CA	\$599,920.00	27
MiraCosta Community College District	CA	\$600,000.00	28
Southeast New Mexico College	NM	\$559,570.00	29
The University of Texas at El Paso	TX	\$600,000.00	30
University Enterprises Corporation at CSUSB	CA	\$598,068.00	31
East Los Angeles College	CA	\$599,208.00	32
Texas Tech University Health Sciences Center	TX	\$449,828.00	33

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Lamar State College Port Arthur	TX	\$590,830.00	34
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University of Puerto Rico Medical Sciences Campus	PR	\$600,000.00	
Woodland Community College	CA	\$600,000.00	36
Los Angeles Valley College	CA	\$600,000.00	37
Eastern New Mexico University-Roswell	NM	\$600,000.00	38
Research Foundation of CUNY on behalf of Baruch College	NY	\$494,118.00	39
Herzing University, LTD	WI	\$525,393.00	40
Colorado State University Pueblo	CO	\$599,262.00	41
The Research Foundation for SUNY obo Farmingdale State Coll.	NY	\$600,000.00	42
Houston Community College System District	TX	\$600,000.00	43
Los Angeles Pacific University	CA	\$417,717.00	44
Northern New Mexico College	NM	\$528,575.00	45
Miami Dade College-Medical Campus	FL	\$518,878.00	46
The Regents of the University of California	CA	\$599,701.00	47
University of Puerto Rico at Ponce	PR	\$600,000.00	48
SUAGM, Inc. dba Universidad Ana G. Mendez, Gurabo Campus	PR	\$599,044.00	49
Imperial Community College District	CA	\$511,740.00	50
Dalton State College	GA	\$481,412.00	51

## **Riverside Community College District/Norco College, CA**

### **ABSTRACT**

Norco College (NC) is a public, two-year, Hispanic Serving Institution located in Norco, California, in Riverside County. The college's student population reflects the region's demographics. In 2021-2022, over 58% of students were Hispanic/Latinx, 64% of enrolled students received need-based financial aid, and only 16% attend full-time (12 units or more). Most NC students struggle with academic success because the college is not adequately prepared to meet their needs, especially given that a significant number are low-income, Hispanic/Latinx, and/or first-generation college students with no family history of higher education. Additionally, because a large percentage of students are low income, they often grapple with the need to work and fulfill responsibilities at home, while simultaneously meeting the demands of school—a formula that too often can lead to deferred or abandoned educational goals.

The proposed Title V project, *Échale Ganas*, responds to Norco's critical need to strengthen institutional capacity to effectively and sufficiently support Hispanic/Latinx and low-income students as they pursue their education and career goals. *Échale Ganas* will support Norco's efforts to "work hard" and transform from a Hispanic-enrolling institution into a Hispanic serving institution. With this transformation, Norco College will be better equipped to assist its highly diverse student body as they "work hard" to pursue their educational pathways toward degrees, transfer and, ultimately, careers. This Title V project will overcome weaknesses identified through a comprehensive analysis process and will implement high-impact practices that have demonstrated success in colleges similar in size and scope to NC. *Échale Ganas* will institutionalize evidence-based strategies that support Hispanic/Latinx and low-income students, faculty/staff/administrators, eliminate structural barriers, ensure culturally responsive curriculum and pedagogy in the classrooms and facilitate student engagement.

The *Échale Ganas* Title V project will implement several activities to increase Hispanic/ Latinx and low-income student enrollment, persistence, and completion:

- Intentional outreach to Hispanic/Latinx students and their families
- Strategic use of existing financial aid resources to guarantee two years of free education
- Summer Bridge Program for Hispanic/Latinx students from secondary to post-secondary education
- Intentionally designed First Year Plus experience for first-time college Hispanic/Latinx students that includes comprehensive educational advising, career exploration/planning, and connection to other college programs that provide second year and transfer support;
- Professional development for faculty who teach first year math and English courses

The Project will have measurable and significant outcomes, including increasing Hispanic/ Latinx: (1) enrollment through census; (2) persistence from the first to second semester; (3) persistence from the first to second year, (4) completion of transfer-level math within the first year of college; (5) completion of transfer-level English within the first year of college; and (6) transfer to a baccalaureate-granting institution. In addition, this project will address both Competitive Preference Priorities and help the region further recover from the COVID pandemic which hit the Inland Empire and Norco's service area particularly hard (Invitational Priority).

**Nassau Community College, NY**

**Abstract**

Nassau Community College (NCC), a constituent member of the State University of New York (SUNY) system, is a comprehensive, two-year public Hispanic-serving institution (HSI) accredited by the Middle States Commission on Higher Education. Established in 1959, NCC is the largest single-campus community college in New York and serves a racially/ethnically diverse population of 13,800+ students (34% White, 20% Black, 31% Hispanic, and 8% Asian). Most (74%) are traditional college-age students, and more than half (60%) are enrolled full time. A large percentage (55%) of students are considered low income based on eligibility for/receipt of Pell grants.

NCC is requesting a total of \$2,976,663 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. NCC is committed to pursuing academic excellence while honoring the dignity and worth of those we serve.

In formulating the plan of activities necessary to achieve the objectives of this grant, the Title V Team at NCC has designed this project with an end goal of increasing retention and persistence of Hispanic students. By providing orientation, first- and second-year experience; integrating new initiatives supporting industry needs; creating strong relationships and instituting robust faculty and staff development opportunities, NCC will achieve the goal.

Objective 1: Reduce the percentage of FTIC Hispanic students who do not meet college readiness criteria from the baseline of 45% (fall 2020) to 40%.

Objective 2: Increase to 75% the percentage of FTIC Hispanic and/or low-income students who participate in at least two career advising sessions per semester. (Baseline is 0)

Objective 3: Increase the combined three-year transfer-out and graduation rate of Hispanic FTIC students from the baseline of 26% (fall 2017 cohort) to 28% for the cohort entering in fall of 2026.

Objective 4: Increase the combined three-year transfer-out and graduation rate of low-income FTIC students from the baseline of 26% (fall 2017 cohort) to 28% for the cohort entering in fall of 2026.

Objective 5: Increase to 50% the percentage of faculty and staff who complete at least one professional development activity per year related to cultural competency.

Objective 6: 50% of faculty and staff will participate in continuing education opportunities tied to institutional priorities as defined by college leadership.

**Mohave Community College, AZ**

**ABSTRACT**

Mohave Community College (MCC) is a public, two-year, Hispanic-Serving Institution located in northwest Arizona and is situated in Mohave County, the fifth largest county in the United States. MCC is one of ten Community College Districts in the state and embraces our mission to serve our communities, empowering students to succeed through innovative pathways and quality education.

The project, Pathways to Success for Hispanic and Low-Income Students, has four components, see below, and is designed to:

- Support students as they choose their academic and career pathways to better solidify credential attainment and reduce time to completion;
- Improve student progression by developing college-readiness programs and services empowering students to enter and succeed in college-level coursework;
- Improve academic success in college-level courses which have high enrollments and low success rates;
- Improve student persistence, graduation and transfer outcomes; and,
- Bolster professional development for faculty and staff by providing research-based, best practices to serve Hispanic and low-income students.

The project has one activity with four components based on the Guided Pathways Framework from the Community College Research Center (CCRC).

Component #1: Improve Student Attainment, Clarify the Path.

MCC will develop clearly defined and simple program maps including further education and employment in fields of importance to the region for all Areas of Interest in the Instructional Divisions. These program maps will be part of the Educational and Career Attainment Plan developed as students enter their Areas of Interest.

Component #2: Improve Student Attainment, Enter the Path

MCC will begin the task of redesigning the student experience as they enter their Areas of Interest. Students will be empowered to complete Educational and Career Attainment plans ideally by the end of their first term. These plans will include course program maps and career or further educational aspirations.

Component #3: Improve Student Attainment, Stay on the Path

In order to help students, stay on the path, MCC will provide academic supports such as embedded academic coaching and tutoring in historically difficult courses. Just as important are the non-academic supports. We will equip faculty and staff with equity-minded decision-making practices resulting in higher levels of servingness.

Component #4: Improve Student Attainment, Ensure Learning

The Faculty Institute for Course Redesign, Assessment and Program Review will be the driving force to assist MCC with the redesign of developmental and high-risk college level courses. Faculty will receive professional development to engage students with more effective teaching practices, student engagement, career experiences, collaborative learning, project based learning and other applied learning approaches.

**Universidad Politécnica de Puerto Rico, PR**

**ABSTRACT**

**“Guiding Pathways to Student Success (GPSS)”**

Universidad Politécnica de Puerto Rico (UPPR), a Hispanic-Serving Institution located in Hato Rey, PR, proposes a Title V Project to improve student performance and thereby increase the institution's retention and completion rates and productivity. The Project addresses Competitive Preference Priority 1 (Meeting Student Social, Emotional, and Academic Needs) and Competitive Preference Priority 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success). The Activity intends to: (a) strengthen academic support services through the provision of intensive tutoring services for at-risk students in a positive, inclusive, and identity-safe climate (CPP1); (b) establishment of One-Stop Student Success Center that will allow for integrating multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, and career services (CPP2); (c) strengthen the teaching-learning environment through instructional laboratory upgrades to enhance the instruction of academic programs; (d) provision of evidence based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status (CPP1); (e) early intervention/improved tracking system; (f) increase access to chemical engineering program via distance education; (g) reduce time-to-degree completion by minimizing course withdrawals and course failures; and (h) increased number of faculty with advanced degrees in the field of instruction to improve student outcomes. The proposed strategies will strengthen the University, bolster students' academic outcomes, improve recruitment, retention, and graduation rates, reduce the number of withdrawals per course, foster improved grades and increase student satisfaction (as measured by regular satisfaction surveys). Contact Person: Dr. Maria Veaz E-mail: MVeaz@uppr.edu Telephone: (787) 622-8000

Performance measures will include, but will not be limited to, increasing the number of 1) students receiving multiple comprehensive student support services; 2) students receiving tutoring services to enhance their academic achievement, 3) students in good academic standing, 4) faculty participating in professional development opportunities, 5) faculty incorporating asset-based approaches into their teaching strategies; and (6) improve student tracking system. Sample of other key measures by the end of the grant period: a) at least 75% of students receiving tutoring will approve basic Math, Spanish and English courses with a GPA of “C” or better; b) at least 90% students will receive tutorial services in the targeted disciplines as recorded by attendance data; c) 85% of faculty participating in professional development will incorporate asset-based approaches in teaching and learning; d) tutoring center, language lab and chemical engineering lab, equipped with state-of-the- art multimedia technology to enhance the learning environment; (e) Chemical Engineering program converted to online delivery; (f) establishment of One-Stop Student Success Center; and (g) increase the number of Hispanic students completing postsecondary education. The Activity budget dedicates 45% to personnel (includes fringe benefits) and 1 2%consultants and guest speakers who will be key resources in delivering the activities and services to participating students and faculty. Another 1 0 % of the budget will be used for the equipment and supplies; 1% for travel; and 32% for construction and other costs. Of the total request of \$3,000,000, approximately 14% will be dedicated to project management and evaluation.

**The Regents of the University of California, Santa Cruz, CA**

**ABSTRACT**

The Centering Undergraduate Latinx Thriving with University Racial-Equity Action or CULTURA Title V HSI Project at the University of California, Santa Cruz (UCSC) will support UCSC's commitment to student success and equity with structural and cultural changes, data-driven decisions, and students' voices to reverse post-pandemic declines in Latinx enrollment (transfer), retention, and graduation rates. As UCSC enters its second decade as an Hispanic-Serving Research Institution, post-pandemic equity gaps require multi-level campus-wide changes that validate our Latinx and low-income students' potential and engage with them to support their pathways to graduation, graduate school, and high-demand careers. The UC Office of the President has set the goal that every UC campus will graduate 70% of its students in 4 years, to eliminate equity gaps, decrease students' debt, and advance their social mobility. A team of UCSC faculty, staff, and students studied academic, survey, and student interview data from Latinx and low-income students and identified four strategies critical to achieve these goals. To enact these strategies, we propose fostering a campus-wide culture of Ecological Validation,<sup>1</sup> where teams of staff, faculty, and students implement four components:

1. Strengthen a Latinx Student Servingness Campus Hub. El Centro, the campus Chicana/Latinx Resources Center, will serve as a hub to support students' holistic needs, with student-led workshops that link key services, including tutoring, counseling, and psychological services, financial planning, and alumni career panels. Expanded programs for prospective and current families will be offered in Spanish and English.
2. Latinx Student Success. CULTURA will use a case management approach through holistic coaching<sup>2</sup> to address students' experiences with institutional barriers and gaps. We will work in partnership with campus advising, Teaching and Learning Center, and Student Success and Equity units to integrate holistic and validating practices.
3. Health Professions Pathways. UCSC's new Global and Community Health major addresses health care workforce needs, particularly in underserved communities. To open critical transfer and career pathways, we will streamline transfer students' access with an ambassador program, peer mentoring and articulation summits that engage UCSC faculty and their counterparts at local community colleges.
4. HSI Servingness Internships. As an R1 (research-intensive) university, UCSC has opportunities to connect research and practice to improve educational equity. We will pilot and scale up this activity through a large course in research methods focused on HSI servingness. HSI Servingness Interns will extend and deepen their course projects into action research by implementing them with staff, faculty, and students.

Measurable objectives include: increase Latinx students' first-year retention rates by 5% (freshmen and transfer); increase number of degrees awarded to Latinx students each year by 10% (freshmen) and 5% (transfer); improve campus climate and Latinx students' sense of belonging by 5%; increase Latinx and transfer students' enrollment in health professions pathways by 421%, and increase integration among campus units by 10%.

**Northern Arizona University, AZ**

**ABSTRACT**

Northern Arizona University (NAU), a Hispanic-Serving Institution located in Flagstaff, Arizona, proposes a Title V Individual Development Program to expand educational opportunities for and improve the academic attainment of Hispanic students and enhance the academic offerings and program quality. The proposed Activity titled *Comunidad, Cultura y Conexión (C3): Enhancing Institutional Effectiveness with Hispanic Students at NAU*, addresses Competitive Preference Priority 1 (Meeting Student Social, Emotional, and Academic Needs) and Competitive Preference Priority 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success). The Activity responds to both competitive preference priorities because it aims to provide the resources, services, and tools to meet the students' social, emotional, and academic needs (CPP1); increase postsecondary education access, affordability, completion, and post-enrollment success (CPP2); and ensure a campus environment that is inclusive, proactive, and more conducive to success and persistence. The specific objectives of C3 are to: (a) Increase access to and quality of educational support services in areas of academics, community building, finances, and well-being for Hispanic students through development and implementation of a cohort-based freshmen and sophomore program (C3 Scholars) with shared coursework, High Impact Practices, and wrap-around, coordinated services; (b) Improve faculty and staff capacity for supporting Hispanic students through development of a year-long Community of Practice (C3 CoP) focusing on inclusive and identity-positive practices; (c) Improve the coordination and alignment of NAU's social, emotional, academic, and financial support services to better meet student needs through development of an advisory and review group (C3 Advisory Council) focused on transforming institutional policies and procedures; and (d) Improve processes for institutional data sharing in areas of persistence, retention, completion, student experience surveys, and post-college outcomes through gap analysis and developing and implementing a plan for remediation.

Contact Person: Dr. Luis. Fernández Phone: (928) 523-2231 email: Luis.Fernandez@nau.edu  
Performance measures will include, but not be limited to (1) meeting student social, emotional, and academic needs through the provision of evidence-based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status (CPP1); (2) strengthening academic support services through the provision of student support programs in a positive, inclusive, and identity-safe climate, and expanding multiple comprehensive and evidence-based services, such as academic advising, structured/guided pathways, and career services (CPP2); (4) Students improve their sense of belonging, financial awareness, academic success & well-being; (5) Improved students' social, emotional, academic, and career development; (6) improve first to third year persistence rates; (7) faculty and staff utilize assetbased approaches to increase capacity and support for Hispanic student success; (8) increased collaborations and better coordination of services; (9) faculty/staff increase knowledge and use of student data to make decisions. The Activity's budget dedicates 52% for personnel, 24% for fringe benefits; 2% for supplies and materials needed to improve the academic programs and support services; 1% for travel; and 20% for other expenses. Around 30% of the total funding request will be assigned to the Project Management and Evaluation.



## **University of Connecticut-Stamford, CT**

### **Abstract**

UConn Stamford proposes Sueño Scholars: Supporting Latiné Teacher Dreams, a scholarship and support program for students who are planning to teach in Connecticut's most underserved school districts. The program will recruit, support and mentor undergraduate Hispanic, other minority, low-income, and high-need students to pursue a master's degree in education to teach culturally and linguistically diverse students, providing undergraduate and graduate student populations with community-based internship experiences through partner Alliance districts with teacher shortages in the key areas of special education and other secondary content areas. The project meets both competitive preference priorities of the DHSI program and the invitational priority as stated in the notice to apply through four main goal areas:

Academic Goals: (a) improve master's degree attainment in educational psychology and curriculum and instruction plus eligibility for CT teacher certification in content-specific areas for Hispanic, other minority, low-income, and high-need students; and (b) promote a studentcentered climate that ensures equal access to educational opportunities, contributes to increases in retention and persistence, and improves student success through collaboration that values diversity.

Institutional Goal: Recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.

Fiscal Goal: Increase fiscal stability by increasing UConn Stamford's retention and completion rates for Hispanic, other minority, low-income, and high need students.

Liberatory Project Goals (Garcia, 2021): (a) support UConn Stamford students in developing and sustaining antiracist orientations towards teaching and learning; and (b) support the graduate school aspirations and racial identities (Garcia, 2019) of Hispanic and first generation UConn Stamford students.

Sueño Scholars: Supporting Latiné Teacher Dreams directly addresses both competitive priorities through its activities of supporting students through their college and master's degree experience by building the university's sense of belonging and inclusion for underserved students (CPP #1) and increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs through activities that increase awareness, advising, and enrollment in the teacher education program. (CPP #2). The project also aligns

with the invitational priority through the establishment of a certification/internship stipend fund designed to defray transportation costs associated with student teaching, certification fees, and other basic needs and expenses.

Over the five-year program Sueño Scholars: Supporting Latiné Teacher Dreams will improve UConn Stamford's abilities to serve Hispanic, other minority, low-income, and high need students through 1) the establishment of an undergraduate learning community including a speaker of color series; 2) 50 undergraduate senior scholarships; 3) full tuition support for 50 graduate students; 4) a financial system to provide resources to meet basic fundamental health and safety needs of students; and 5) the enhancement of a hybrid one-year accelerated teacher education program. The proposed project will ultimately increase the number of teachers from historically marginalized communities in the state of Connecticut.

## **Las Positas College, CA**

### **Abstract**

**Project Title:** Guided Pathways Implementation as a Catalyst for Institutional Transformation  
**Target Population:** 1281 Hispanic/Latinx and low-income first time to college annually or 1537 unduplicated students over five years.

**Context:** Las Positas College (LPC) is a comprehensive, public, two-year community college located in Livermore, California in a significantly multicultural region in the San Francisco Bay area serving the residents from the communities of Dublin, Livermore, and Pleasanton. The College resides in Alameda County, a highly diverse county where 54% of all students are first-generation college students, with Hispanic/Latinx students having 76% of that measure, with ~45% being from low-income families. LPC has become a majority minority institution within the last 10 years and has been designated as a Hispanic Serving Institution and was awarded a DHSI Title V grant in 2015. As of Fall 2022, LPC has a total enrollment of 6,825 students that is 68% non-white with Hispanic/Latinx students as the second largest population on campus at 31%. Fall to Fall retention rates among Hispanic/Latinx students (65%) falls seven percent below other groups and points to the need for an integrated set of student support services to better address Hispanic/Latinx students' academic and personal needs. Over the past five years our college has engaged in earnest conversations concerning access and equity, with emphasis on enhancing our campus culture to become more welcoming and create a stronger sense of belonging on campus for our underrepresented students.

**Proposed Services:** LPC has adopted the Guided Pathways framework and a model that employs an integrated, proactive and intentional system that provides opportunities for students to discover, clarify, and enter their pathway, and to persist and succeed in achieving their academic and career goals. All students will be placed into our new Academic and Career Pathways (areas of interest) and supported by Pathway Student Success Teams. Student data will be regularly collected, disaggregated by area and demographics. Intentional outreach and in reach to our community around career and academic opportunities, will increase enrollment and retention. Pathway Student Success Teamwork, in collaboration with the implementation of the Caring Campus initiative, will strive to elevate care, confidence and belonging for our students. Student voices will be integrated into all processes.

**Anticipated Results and Learning Outcomes:** By the end of this grant, it is our intent that 100% of students annually enrolled at LPC have developed a Student Educational Plan (SEP), that we will increase Hispanic/Latinx Fall to Fall persistence rates by 6% and meet the Community College Chancellor's Office goals of a 20% increase in Associate Degrees and Certificates and a 35% increase in transfer to our 4-year partners.

**Competitive Preference Priorities Addressed:** Priority # 1-LPC will implement a set of academic and student support services to address the holistic needs of Hispanic/Latinx students. Priority #2 - LPC will increase recruitment, affordability, and student success efforts focused on Guided Pathways strategies.

**Invitational Priority.** LPC is aggressively engaged in recovering the over 2000+ students who dropped out/stopped out during the COVID pandemic between Spring 2020 and Fall 2022 through targeted outreach, use of a variety of social media and community events. In addition, LPC is developing a FIPSE, Title VII Post Secondary Student Success 3-year grant proposal to further extend our efforts through customized, student testimonials, and onboarding focused on re-engagement.

## Texas A&M University-Kingsville (TAMUK), TX

### ABSTRACT

The Providing Undergraduates Resources to Advancement “PURA” Familia grant project will provide students with social, emotional, and academic learning opportunities and support underserved students with financial and academic assistance. These goals will foster retention, persistence, and completion to graduation whilst instilling a sense of belonging.

Goal 1 proposes five activity objectives that include: activities that will foster a strong sense of belonging on campus, faculty-student undergraduate research partnerships, hands-on learning experiences, provide guidance for transfer students as they transition to a 4-yr institution, and opportunities to participate in professional development that directly impacts student relationships. The Journal of Hispanic Higher Education identifies the importance of social and emotional focused activities\*. The Survey of Undergraduate Research Experiences examined how undergraduate research experiences attract and retain students\*\* and The International Journal of STEM Education revealed that students’ sense of belonging to the makerspace increased \*\*\*, hence increasing the student retention rates, student engagement, and graduation.

Goal 2 supports and develops the implementation of programs that will address our student’s basic needs. Goal 2 proposes three activity objectives that include: financial support to address sophomores and juniors persisting to fall semester, financial assistance to meet students’ basic need of childcare services, and will provide technological devices to assist Hispanic and underserved students enrolled in hybrid and online courses.

Competitive Preference Priority 1 addresses meeting student social, emotional, and academic needs. This project will foster a sense of belonging and inclusion in underserved students. Student Family-Friends activities will be in place collaborating with student centered university departments. These activities are specifically designed to instill a strong sense of belonging for students and families with limited English proficiency and transfer students. Competitive Preference Priority 2 will meet students’ basic needs by providing affordable academic and technology access. Services and initiatives that address basic needs such as childcare, student financial aid, and access to technological devices. These will increase the number of underserved students who enroll in and complete postsecondary education programs. Promising Evidence Studies:

\*Suwinyattichaiorn, T., & Johnson, Z. D. (2020). The impact of family and friends social support on Latino/a first generation college students’ perceived stress, depression, and social isolation. *Journal of Hispanic Higher Education*, 153819272096492. <https://doi.org/10.1177/1538192720964922>

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Lopatto, D. (2004). Survey of undergraduate research experiences (SURE): First findings. *Cell biology education*.

Retrieved May 11, 2022, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC533131/>  
<https://doi.org/10.1187/cbe.04-07-0045>

\*\*\* Andrews, M. E., Borrego, M., & Boklage, A. (2021, March 31). Self-efficacy and belonging: The impact of a University Makerspace - *International Journal of STEM Education*. SpringerLink. Retrieved May 11, 2022, from <https://link.springer.com/article/10.1186/s40594-021-00285-0>

**EDP University of Puerto Rico, PR**

**ABSTRACT**

EDP University of Puerto Rico, Inc., a Hispanic-Serving Institution proposes a Title V Project to improve student performance and thereby increase the institution's retention and completion rates and productivity. The Project addresses Competitive Preference Priority 1 (Meeting Student Social, Emotional, and Academic Needs) and Competitive Preference Priority 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success). . The Activity intends to: (a) strengthen academic support services through the provision of intensive on-line tutoring services for at-risk students in a positive, inclusive, and identity-safe climate (CPP1); (b) establishment of a Virtual One-Stop Student Support Center that will allow for integrating multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, and career services (CPP2); (c) establishment of virtual learning spaces to promote collaboration among students, staff and faculty; (d) strengthen the teaching-learning environment through upgrades to instructional laboratories to expand experiential learning and allow students and faculty to conduct research, clinical practices; (e) provision of evidence-based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status (CPP1); (f) early intervention/improved tracking system; (g) Enhance undergrad curricula in criminal justice, political science, and health billing and codification services by providing fast-tracked remote options for core/specialty courses; (h) reduce time-to-degree completion by minimizing course withdrawals and course failures; and (i) introduce effective teaching techniques in the core and second-level curriculum to improve student outcomes.. The proposed strategies will reinforce students' academic outcomes, improve retention, and graduation rates, foster improved grades, and increase student satisfaction.

Contact Person: Dr. Mayra Figueroa, Chancellor, Hato Rey Campus

E-mail: **Error! Hyperlink reference not valid.** Telephone: (787) 765-3560

Performance measures will include, but will not be limited to, increasing the number of 1) virtual students receiving multiple comprehensive student support services; 2) students receiving tutoring on-line services to enhance their academic achievement, 3) students in good academic standing, 4) faculty participating in professional development opportunities, 5) faculty incorporating asset-based approaches into their teaching strategies; 6) number of academic programs offered on-line.

Sample of other key measures by the end of the grant period: a) at least 75% of students receiving tutoring will approve basic Math, Spanish and English courses with a GPA of "C" or better; b) At least 92% percent of at-risk students will have received multiple on-line comprehensive and evidence-based services such as advising, tutoring, academic counseling, career counseling, and well-being; c) 85% of faculty participating in professional development will incorporate asset based approaches in teaching and learning; d) a Virtual One-Stop Student Success Center and

Virtual Learning Spaces established to support academic and student services; and e) increase the number of Hispanic students completing postsecondary education. The Activity budget dedicates 35% to staff salaries; 6% to fringe benefits; 23% for consultants who will be key resources in delivering the activities and services to participating students and faculty;

23% for equipment and supplies; 1% for travel; and 13% for other costs. Of the \$3,000,000 request, approximately 9% will be dedicated to project management and evaluation.

## **Cerritos College, CA**

### **Abstract**

Cerritos College is a public, two-year community college located in a diverse and densely populated area on the Southeastern edge of Los Angeles County. In Fall 2021, Cerritos College enrolled 18,954 credit students (unduplicated), 70 percent of whom identify as Hispanic/Latinx. Based on National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) enrollment data, the college consistently ranks in the top ten two-year colleges nationwide for total Hispanic/Latinx student enrollment.

The primary goal of the Mentoring, Access, Data, and Equity (MADE) project is to increase the number of Hispanic/Latinx students who enroll in and successfully complete postsecondary certificate and degree programs at Cerritos College. The project aims to increase Cerritos College's capacity to serve and support Hispanic/Latinx students by (1) promoting college completion culture on high school campuses by improving dual enrollment infrastructure, developing new dual enrollment curriculum, and increasing outreach; (2) upgrading the college's technological infrastructure to simplify tracking of degree progress, automate award of earned degrees, and promote data-informed college decision making; (3) providing professional development to build asset-based and equity-minded teaching capacity; and (4) expanding and enhancing the college's Cerritos Complete holistic student support program.

By employing these four main strategies, Cerritos College aims to achieve the following objectives by grant end:

- 10% year-over-year increase from academic year 2023-2024 through 2024-2035 in dual enrollment course enrollments,
- Increase Cerritos Complete enrollment to at least 50% of incoming first-time, first-year students by Fall 2028,
- 5% decrease in course-level equity gaps affecting Hispanic/Latinx students in six targeted gateway courses,
- 5% increase in fall-to-fall persistence for first-time, first-year students, and
- 5% increase in 3-year cohort graduation rate.

The MADE project responds to Competitive Preference Priorities 1 and 2.

**Lamar Community College, CO**

**ABSTRACT**

Lamar Community College serves four extremely rural counties in southeastern Colorado. The college enrolls approximately 670 students each year; 38% are Latinx and 99% receive financial assistance. In addition, 82% are first-generation college students.

LCC is proposing the project ASPIRA: Achieving Success in Postsecondary Innovation, Retention, and Academics. It will include three activities: outreach to the community and area high school students; the development of the ASPIRA Center and hiring of Success Coaches; and in-depth professional development activities for faculty and staff. These activities were designed to meet three significant problems:

Problem 1: The region's Latinx and low-income students have little knowledge of or experience with college-going.

Problem 2: Latinx students are underperforming their non-Latinx peers.

Problem 3: Significant Problem 3: LCC's faculty and staff do not reflect the ethnic makeup of the service area or the College.

The implementation of planned activities will result in:

- A 5-percentage point increase in the matriculation rate from area high schools to LCC.
- A 5-percentage point increase in fall-to-fall retention rates for Latinx and/or low-income students.
- A 4-percentage point increase in the percentage of Latinx/low-income students who have a grade point average of 3.0 or higher.
- A 5-percentage point increase in the three-year graduation rate for Latinx and/or low-income students.
- A 5-percentage point difference in the transfer rate of Latinx/low-income students.

LCC is seeking a total of \$2,997,326 over five years. Based on the number of individuals to be served, this equates to under \$700 per person. The budget includes 46% for salaries and fringe benefits; 3% for travel; 15% for supplies; 17% for construction; 13% for contractual; and 6% for other.

LCC is addressing both Competitive Preference Priorities for this project. Information supporting both are included as part of the project narrative.

**Bergen County College (BCC), NJ**

**ABSTRACT**

The Bergen Rebounds: Assist, Advance, and Achieve grant program will provide our Hispanic students and at-risk students with evidenced based interventions that foster retention, persistence, and completion to graduation through student-centered high-impact practices. BCC's fall retention 2nd semester rates have declined from fall 2017 (81.8%) to fall 2021 (72.9%). During this same period, Hispanic enrollment has increased from 29% to 40.4% of total enrollment. We have also experienced post-COVID a great increase in students enrolled in at least one online course.

The proposed five-year Bergen Rebounds: Assist, Advance, and Achieve grant program is designed to improve and expand services to Hispanic students through the following three goals: Goal 1: To increase the retention and graduation rates for Hispanic and Underrepresented low-income students, by providing a comprehensive set of wrap-around student support services that are grounded in holistic-based best practices that will assist students throughout their academic career at BCC. Goal 2: To expand existing first-year institutional student success courses, support service structures, and professional development offerings that will advance the institution's student completion agenda. Goal 3: Introduce evidence-based practices and initiatives that improve institutional capacity, responsiveness, and readiness in supporting students, educators, and faculty to achieve their academic, professional, and personal goals. The project, designed around evidence-based practices consistent with What Works Clearinghouse (WWC) standards, will be housed within the College's Divisions of Academic and Student Affairs and will offer the following project activities: 1) Redesigned New Student Orientation Program; 2) Introduction of Multiple Measures in Testing and Placement Process; 3) Redesign of Student Success Course; 4) Embedded Tutoring for Asynchronous Courses; 5) Faculty Professional Development focused on DEI, Trauma Informed Pedagogy and Best Practices Supporting Student Retention and Completion; 6) Experiential Learning and Preparing Students for Transfer; and 7) Revised Financial Aid Literacy Programming. Several project activities are supported by promising evidence based on the findings contained in the WCC practice guide "Effective Advising for Postsecondary Students" indicating "moderate or strong level of evidence" for the Project's corresponding practice guide recommendations. Specifically, activities 1 and 4 integrate successful intervention models proven to support objectives described in the practice guide. Competitive Preference Priority 1 and 2, are addressed by the comprehensive set of activities that will improve overall student success outcomes while addressing student social, emotional, and academic needs.

This application seeks \$2,967,913.53 that will be utilized over the five-year grant cycle. With this funding, the project will hire needed full-time and part-time professional staff, peer leaders, student success coaches, and embedded tutors, who will provide support through project leads in each activity area.

**Promising Evidence Studies:**

Karp, M., Ackerson, S., Cheng, I., Cocatre-Zilgien, E., Costelloe, S., Freeman, B., Lemire, S., Linderman, D., McFarlane, B., Moulton, S., O'Shea, J., Porowski, A., & Richburg-Hayes, L. (2021). Effective advising for postsecondary students: A practice guide for educators (WWC 2022003). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

<https://whatworks.ed.gov>.

## **The University of Houston-Clear Lake, TX**

### **Abstract**

The University of Houston-Clear Lake (UHCL) proposes the Title V DHSI First to Fly: Success Strategies for First Time in College Students project. This proposed project will expand curricular and co-curricular practices grounded in research that provide underserved first time in college students support structures that focus on their academic, social, and basic needs. There are three overarching activities: 1) a comprehensive summer bridge program, 2) faculty professional development, and 3) a basic needs students' assistance endowment. These activities address Competitive Preference Priority 1 (CPP1): Meeting students' social, emotional, academic, and career development needs and Competitive Preference Priority 2 (CPP2): Increasing students' postsecondary education access, affordability, completion, and post enrollment success.

Five activities support CPP1. 1. Summer Bridge Program. Students participate in a residential summer bridge program for four weeks taking two courses earning 6 hours of college credit. 2. Career Workshops. Career Center will offer career exploration workshops during summer bridge and in fall and spring semesters to minimize the number of changes in degree majors. 3. Peer Mentors. Peer mentors will live in the residence hall during the summer and will continue to mentor the students during the fall and spring semesters leading to enhanced sense of belonging. 4. Embedded Tutors. Course Embedded Tutors will offer tutoring services as part of the course structure, increasing accessibility to students and building a community of learners within the course to ensure students are making progress to successfully complete their courses. 5. Mental Health First Aid Training. This training can help students, faculty, and staff increase their ability to identify students who might be at risk for suicide or mental health problems and refer them to appropriate on and off campus resources for assessment and treatment.

Four activities support CPP2. 6. Faculty Professional Development. Through the Center for Faculty Development faculty cohorts 1) revise curriculum to incorporate learning strategies in their courses, and 2) develop techniques to proactively connect to students in their courses to support their learning. 7. Basic Needs Assistance. Students receive funds to pay for unforeseen emergencies so they can continuously enroll in class. 8. Single Stop Platform. This technology will provide a more efficient referral system for resources and securely track student data related to basic needs. to decrease students' insecurities. 9. Basic Needs Endowment. To ensure sustainability of the basic needs' component of this project, an endowment will be established using grant funds to match private donations.

First to Fly activities will strengthen the resources and support available to students and to faculty to ensure that UHCL continues to meet the academic, social, and basic needs of underserved first time in college students. The evaluation of this project will produce data demonstrating the effectiveness of these proposed strategies.



**Palomar Community College District, CA**

**ABSTRACT**

Palomar College (PC) is a public postsecondary 2-year institution located in North San Diego County. PC serves over 18,000 students annually, of which 50% are Hispanic or Latino. The Launching the Student Success Journey project addresses the invitational and both competitive priorities of the Title V grant program. PC proposes to integrate and streamline outreach and enrollment and retention strategies to increase the number of Hispanic or Latino and low-income (HLI) students who enroll, retain, and complete their postsecondary education. Through an extensive needs analysis, PC developed a five-year comprehensive plan with an overarching goal of Improving outreach, onboarding, and academic success strategies to increase retention and completion for first time in college Hispanic students. The objectives of the proposal are:

1. Increase enrollment of First Time in College (FTIC) Hispanic students.
2. Increase the percentage rate of FTIC HLI students who complete required college-level gateway math courses by the end of their first year.
3. Increase Fall-to-Fall retention rates for all FTIC credit students.
4. Increase the percentage of FTIC HLI students who complete an AA/AS degree and/or or Certificates degree in four years.
5. Increase the percentage of FTIC HLI students who transfer to a 4-year institution within four years of enrollment.

The Title V Planning Group considered a variety of options to achieve the plan's goal and objectives. The group proposes to implement the following two interwoven components. Component #1: Outreach, Inreach, and Holistic Onboarding Support. Create programs and support services that foster student success and ensure equitable access to educational opportunities. Activities include opening a Bienvenidos (welcome) center, providing bilingual outreach support services, community-based bi-lingual parent education workshops, and integrating cultural design elements on campus to foster a sense of belonging. PC will expand Credit for Prior Learning into the onboarding and enrollment process, thus enabling students to accelerate their progress towards degree completion. Lastly, technical contract support will be given to implement a CRM, integrated into outreach, that will strengthen the College's ability to document and track communication with students from pre-application to completion.

Component #2: Intentional Academic Support. Increase student and academic support to ensure completion of math gateway courses to accelerate time to degree and improve retention rates. Activities include improving processes for guiding students into suitable math courses based on their chosen pathway. PC will develop and pilot High Dosage bilingual tutoring and bilingual academic math coaching to provide extra academic support for math gateway courses. This requires developing and implementing evidence-based professional development for faculty/staff designed to significantly improve student success in mathematics.

An evaluation plan will be developed and deployed annually. Through these activities, PC will improve the educational outcomes of its HLI students. The proposed five-year budget for this Title V project is \$3,000,000.

## **Santa Rosa Junior College, CA**

### **Abstract**

Santa Rosa Junior College (SRJC) is a publicly funded two-year Hispanic-Serving Institution located in Santa Rosa, California; 39.72% 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 Fall 2022, SRJC enrolled over 30,000 students with 39.72% identified as Latinx. Of those, only 47% of eligible students applied for financial aid. With 18% of SRJC students receiving assistance coming from households making under \$20,000/year, and 28.4% of those families live below the national poverty level. In 2019-20, 29% of SRJC students were first-generation college students, 25% were low-income, and 11% had no High School diploma or equivalent. To increase academic opportunity and attainment for Hispanic, low-income, and first-generation students, SRJC proposes the SRJC Title V (DHSI) Transformando (Transformation) Initiative. The Transformando Initiative 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) Improve Success: Improve course completion and success rates among Hispanic and low-income students in math and English and in online classes;
- 2) Belonging: Foster belonging of Hispanic, low-income, and first-generation students through the culturally relevant curriculum. Provide professional development activities for all employee groups geared towards serving the target population; and
- 3) Cohesion: Unify student support services to better serve Latinx/ Hispanic students in a seamless process to facilitate the student's journey from entering college through transfer or graduation. Unite initiatives to become a minority serving IHE.

Achieving the goals of the Transformando Initiative will improve academic achievement, persistence, and career success for Hispanic, low-income, and first-generation students. The Transformando Initiative will enact sustainable institutional transformation that will strengthen SRJC's capacity to serve diverse student populations more equitably.

The Transformando Initiative directly addresses both Title V Competitive Preference Priorities 1 and 2 as well as the Invitational Priority. The Transformando Initiative contains core activities that increase postsecondary education access, affordability, completion, and post enrollment success and meet student social, emotional, and academic needs while addressing the impact of COVID-19 on students, educators, and faculty.

**Menlo College, CA**

**Abstract**

Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Developing Hispanic-Serving Institutions (DHSI) Program, Assistance Listing Number 84.031S

Project Title: From Hispanic-Enrolling to Hispanic-Serving: Improving Outcomes for Hispanic and Low-Income Students at Menlo College

Goals: Meet Hispanic and low-income student social, emotional, and academic needs, and; increase postsecondary education completion and success.

Expected Outcomes:

- Safe and supportive environment for underrepresented students
- Culturally centered change management systems institutionalized among leadership
- Graduates have strong preparation for the business world, securing lucrative careers that enhance their family's financial future through generational wealth
- Students and alumni role model and inspire academic success for future generations of students

Population(s): Current and future students at Menlo College, with an emphasis on, but not limited to, Hispanic and low-income students.

Primary Activities to be Performed:

The enclosed proposal intends to solve specific problems which disproportionately affect Hispanic and low-income students, and just as importantly, assist Menlo College in more fully serving underrepresented students. Intended grant activities are focused on:

1. Expanding Academic Advising Programs to be more holistic and better include the needs of transfer, commuter, and first-gen students.
  2. Implementing a Peer Counseling Program to provide one-on-one peer support to students.
  3. Expanding and improving Student Services, to better support mental health and basic needs, increase belonging/a sense of community, improve communications of key information to Menlo students and develop strong personal and professional networks.
- If Menlo College can better assist Hispanic students to matriculate, graduate, and be more successful through the activities described in this grant, using best practices identified to address the needs of Hispanic students, it will have an impact on all students' success. If funded, this proposal will bring these goals to fruition, making Menlo College a more fully Hispanic- (and student-) serving institution.

Subrecipient activities that are known or specified at the time of application submission: none

**Howard Payne University, TX**

**ABSTRACT**

Howard Payne University (“HPU”) is a private, Christian university with campuses in Brownwood, New Braunfels and El Paso, Texas. Undergraduate students choose from more than 100 majors in seven schools. The instructional programs are taught through a variety of media, including traditional face-to-face lectures, laboratory experiences, and electronic delivery. Numerous academic programs at HPU engage in service learning that includes a public outreach component.

The university’s Title V project, “Centro de Éxito” (Center of Success), is designed to assist underserved students through access to academic and wraparound services. This includes the construction of a Center for Student Success that will house many of the student support services at the university. Centro de Éxito builds off of HPU’s strategic planning activities and is designed around four student support service pillars: Bridge, Success, Connection and Completion.

The purpose of Centro de Éxito is to build institutional capacity to increase the number of Hispanic and low-income students attaining postsecondary degrees. The project has the following objectives:

- Increase enrollment of Hispanic students by 10% in five years.
- Create a sense of “belonging” on campus.
- Institute a Summer Bridge program for underserved students.
- Increase retention rates of Hispanic students by 10% from current levels.
- Increase graduation rates for all students by 8% by 2028.

Project objectives will be accomplished through student-centered activities including a) extensive community outreach b) creation of a Summer Bridge program for underserved students c) renovation of student success space d) provision of success coaching, tutoring and supplemental instruction d) creation of First-and Second-Year Experiences and e) professional development for faculty and staff to ensure success of all students in a welcoming, inclusive, and supportive environment.

Howard Payne University is requesting \$3,000,000 over five years to support the project initiatives.

Centro de Éxito addresses Competitive Preference Priority Number1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success. This grant application also addresses the Invitational Priority.

## **Valencia College – Osceola Campus, FL**

### **Abstract**

Valencia College – Osceola Campus (VC-Osceola) is an open-access, public community college in Central Florida. VC-Osceola students can pursue a comprehensive range of degree and certificate programs, including an associate in arts degree aligned with various degree pathways supporting students' transfer into upper division baccalaureate programs; 37 Associate in Science degrees, four Bachelor of Science degrees, two Bachelor of Applied Science degrees, and 100 college credit certificates. The proposed project Validando e Impulsando el Talento de Adultos Latinos (VITAL): Advancing Upward Mobility for Adult Learners seeks to increase the enrollment, retention, and completion rates of low-income, Latino, and/or non-traditional students; specifically, adults ages 25 years or older (25+).

The Title V planning process resulted in the identification of the following weaknesses: 1) VCOsceola creates barriers to access through a confusing, disjointed process for awarding transfer credit and determining credit for prior learning and experience; 2) Services for adult learners are limited and not targeted. VC-Osceola enrolls a limited number of adult learners, despite the high number of adults in the region without a college degree. Adults ages 25+ comprise 32% of enrollment but 47% of stop outs; and 3) VC-Osceola inefficiently uses staff time on credit for prior learning, outreach, enrollment processes and support services for adult learners ages 25+.

Through this Developing Hispanic-Serving Institutions proposal, VC-Osceola leadership proposes strategies to build infrastructure and capacity to achieve three goals:

Academic Programs: Goal 1 – Enroll adult learners into pathways leading to degrees assisting them to obtain jobs in the region's high-demand industries.

Institutional Management: Goal 2 – Support adult learners through cross-training staff, faculty, and tutors in andragogical practices and targeted services.

Fiscal Management: Goal 3 – Leverage digital systems to support the credit for prior learning and experience process as well as support students on Guided Pathways to improve retention and increase efficiency of staff time.

To achieve these goals, the project will achieve the following measurable objectives:

Objective 1.1: By September 30th, 2028, enrollment of degree-seeking undergraduate adult learners will increase by 8% from an Academic Year (AY) 2021-22 baseline of 15,327 to 16,553 by AY 2027-28, and undergraduate Latino adult learners will increase by 8% from an AY 2021-22 baseline of 5,441 to 5,876 by AY 2027-28.

Objective 1.2: By September 30th, 2028, the percent of adult learner degree-seeking students retained or graduated from fall to fall will increase from a Fall 2021 baseline of 68% to 75% (increase of 7 percentage points) and the percent of Latino adult learner degree-seeking students retained or graduated from fall to fall will increase from a Fall 2021 baseline of 68% to 75% (increase of 7 percentage points).

Objective 1.3: By September 30th, 2028, increase the three-year graduation rate of degree seeking adult learners from a fall 2018 cohort baseline of 12% to 17% (increase of 5 percentage points) and increase the three-year graduation rate of degree-seeking Latino adult learners from a fall 2018 cohort baseline of 12% to 17% (increase of 5 percentage points).

Objective 1.4: By September 30, 2028, the number of degree-seeking adult learners who stopped out will decrease 5% from a fall 2022 baseline of 3,064 to an annual headcount of 2,911, and the number of Latino degree-seeking adult learners who stopped out will decrease 5% from a fall 2022 baseline of 1156 to an annual headcount of 1,099.

**Adams State University, CO**

**ABSTRACT**

With an undergraduate student population that is 37% Hispanic, Adams State University (ASU) is Colorado's oldest Hispanic-Serving Institution (HSI). Adams State serves the remote, rural San Luis Valley (SLV), which has a Hispanic population of 46% and is home to 5 of the 10 lowest income counties in Colorado. As the only 4-year institution of higher education in this vast region, Adams State is the SLV's primary engine of opportunity, social mobility, economic development, and cultural programming. In its commitment to equity and inclusion, ASU embraces its role as a HSI by providing Hispanic, low-income, and other underserved students with the educational opportunities and services they need to succeed in college and beyond. The Ascender project implements 3 strategic goals to prepare and support Hispanic and low-income students in their pursuit of postsecondary credentials:

1) Develop and Deliver Dual Credit and College Preparation Programs. Adams State will collaborate with school districts across the region to develop and implement an innovative dual credit and college preparation program that attracts and inspires underserved students to higher education. At no cost to students, summer academies on campus, college readiness activities, and dual credit courses online will build student confidence, community, and motivation, as they complete a General Education Certificate.

2) Increase Student Persistence via Success Coaching. Campus-wide professional development in a proven, asset-based coaching methodology builds ASU's capacity to inspire and motivate students and help them overcome barriers on their college journey.

3) Advance Faculty and Staff Development in Cultural Responsiveness. To promote students' sense of belonging, self-efficacy, cultural validation, and engagement, faculty and staff participate in workshops and cultural experiences to gain insights into the inequities and challenges men of color and other underserved students face in education. Through a cultural immersion program with local host families and workshops in cultural responsiveness, including strategies for teaching Gen Z students, faculty develop tools for creating a welcoming and supportive classroom climate for underserved students.

To build its capacity to develop, implement, and sustain these initiatives within the 5-year grant period, ASU requests \$2,957,442 in Title V support. Key outcomes for Hispanic and low-income students include: 1) increased enrollments and credential completions by SLV students in ASU dual credit programs; 2) increased 1st-year fall-to-fall persistence and GPAs for SLV dual credit students matriculating to ASU; 3) increased fall-to-fall persistence rates, year-end GPAs, and 4-year degree completion rates for coaching participants; 4) survey data showing student satisfaction with faculty cultural responsiveness.

The Ascender project addresses both Competitive Preference Priorities- CPP 1: Meeting Student Social, Emotional, and Academic Needs via evidence-based practices including student success coaching and faculty professional development in cultural responsiveness. CPP 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success through: (a) student savings in the cost of college via seamlessly transferable dual credits; (b) programs to promote general education dual credit completion; and (c) establishing a system of high-quality data collection and analysis.

**California State University Dominguez Hills, CA**

**Abstract**

This proposal, entitled "Advanced VR-Assisted Learning for STEM Education: Enhancing Opportunities for Hispanic Students with Adaptive Technologies." outlines a transformative initiative to increase minority representation and success in Science, Technology, Engineering, and Mathematics (STEM) fields at our institution. Leveraging the power of Virtual Reality (VR) technology, the project proposes an innovative, immersive, and interactive learning environment that can bridge the gap in STEM education for underrepresented minorities.

Through a multi-faceted approach, our project aims to achieve the following goals: enhance the integration of VR technology in teaching and learning across various courses and disciplines; increase engagement and learning opportunities for underrepresented students; reduce attrition rates and improve student success in STEM; strengthen faculty capacity to utilize VR technology effectively in their teaching practices; and foster innovative research in VR applications through student-led research projects.

Our comprehensive development plan includes a wide range of activities, such as faculty training programs, the creation of VR laboratories, student peer groups, a Saturday VR program, summer research projects, and a high school science summer VR program. Our strategy for implementation is realistic and comprehensive, supported by relevant studies and a structured timetable. The project also features a strong project management plan and an in-depth evaluation plan that closely monitors the project's progress towards our goals and performance measures.

Through this innovative and integrated approach, we aspire to enhance STEM learning experiences, boost student success, and ultimately increase minority representation in STEM fields. We believe that by providing our students and faculty with cutting-edge VR technology and resources, we can empower them to reach new heights in STEM education and beyond.

**University Enterprises Corporation at CSUSB, CA**

**ABSTRACT**

The California State University (CSU) system is the primary educator of first-generation, low-income, and underrepresented students at the baccalaureate level in the state. It is the nation's largest four-year public university system, with approximately 460,000 students in attendance in 2019: Nationally, one out of every 20 Americans with a college degree earned it from the CSU. CSUSB CREWS program will serve a selected group from the more than 19,000 students at CSUSB, with more than half of CSU students are students of color; one-third of undergraduates are the first in their families to attend college; three out of four students work more than 20 hours per week; 49% of undergraduates are Pell recipients.

The focus of this proposal is on innovative, career pathway enhanced academic advising and related writing intensive curricular transformation, and alignment that we envision within CSUSB that will allow our institution to improve retention and academic success of students, including moving the students rapidly into core courses and through program completion. The work we will undertake in this project will 1) increase the number of Hispanic and other low-income students attaining degrees, and 2) will develop model career and professional alignment for students and recent graduates in a variety of career fields.

There are two project goals for the CREWS program. First will be improving undergraduate (first-time freshmen and transfer) student retention and graduation through a comprehensive revision of embedded career advising. The second will be to develop a culturally responsive writing intensive model for educating faculty and academic advisors on career development, pathways, and exposure to better address first-generation student needs in career and academic planning.

The activities planned for the CREWS program build each year to both fit with and enhance student development. For the experiential career advising activities, we will identify selected students with designated pre-majors in the first year at CSUSB. We will set registration holds for all intervention group students to have them meet with a Career Advisor, to go over academic and career plans, discuss campus services and review engagement opportunities. Students will be introduced to supplemental instruction, tutoring, career services, and academic advising.

When looking at outcomes for the first project goal, the CREWS program will achieve enhanced identification and engagement of students with career development needs through participation in activities. 90% of incoming students in target majors will attend an enhanced academic advising appointment with career development infused into the content in their first semester. 90% of students in target majors will attend at least 3 career-focused co-curricular activities per academic year. Another goal is to increase a sense of self-efficacy and empowerment as a college student among participants. Finally, eliminate the achievement gap in year-to-year retention for first-generation students.

Outcomes for the second project goal of Writing Intensive and Career Development Pedagogy Development, Training, and Infusion, the outcomes will be to enhance current practices in 100% of upper division writing courses to include Writing Intensive and Career Development pedagogy. Complete 100% training of all professional academic advisors and 100% of upper division writing course faculty on use of new pedagogy by the end of year 2. Finally, enroll 100% of students into upper division writing courses supported by innovative Writing Intensive and Career Development pedagogy by the start of year 3.



**West Hills Community College District ("WHCCD"), CA**

**ABSTRACT**

Goals Related to Title V Activity.

CDP Goal 1: To improve the social, emotional, and career development of Hispanic, first generation, and/or low-income students by creating a positive, inclusive, and identity-safe climate.

CDP Goal 2: To increase postsecondary education access for Hispanic, first-generation, and/or low-income students by making bachelor's degree courses available at WHCCD campuses.

CDP Goal 3: To increase postsecondary education affordability for Hispanic, first-generation, and/or low-income students by making bachelor's degree courses available at WHCCD campuses.

Expected outcomes [Activity Objectives ("AO")].

Note: The baseline for all AOs is 2022-2023, and all AOs are to be sustained after the grant period with no additional federal cost.

AO #1. To increase the annual rate of degree completion for all students in associate degree pathways by 10% during the five-year grant period (average 2% increase annually).

AO #2. To increase the annual rate of degree completion for Hispanic students in associate degree pathways by 25% during the five-year grant period (average 5% increase annually).

AO #3. To increase overall persistence from one year to the next of all students in associate degree pathways by 10% during the five-year grant period (average 2% increase annually).

AO #4. To increase overall persistence from one year to the next of Hispanic students in associate degree pathways by 25% during the five-year grant period (average 5% increase annually).

AO #5. To increase transfer to a four-year institution for all students in associate degree pathways by 250% during the five-year grant period (average 50% increase annually).

AO #6. To increase transfer from transfer to a four-year institution for Hispanic students in associate degree pathways by 300% during the five-year grant period (average 60% increase annually).

Contributions related to research, policy, and practice. The Convivir project will produce findings on implementing a comprehensive faculty/staff professional development program to reduce Imposter Syndrome among Hispanic students.

Population(s) to be served. In Fall 2022, WHCCD enrolled 11,848 students, of whom 7,926 (66.9%) are Hispanic; 9,597 (81.0%) are first-generation; and 9,194 (77.6%) are low-income.

Primary activities. WHCCD will implement a comprehensive professional development program for faculty to effectively address Imposter Syndrome among Hispanic students. WHCCD is a distance from California State University, Fresno (CSU, Fresno), the four-year transfer destination for WHCCD students, and the region has poor public transportation. For these reasons, CSU, Fresno will establish a satellite campus on WHCCD offering onsite bachelor's degree courses in Psychology and Criminology for WHCCD students who have earned associate degrees. Both onsite and online courses will be offered. Psychology and Criminology are the two largest pipelines for WHCCD transfer students and as such are the inaugural disciplines at the satellite campuses. The satellite campus will substantially increase the access and affordability of a bachelor's degree for WHCCD students.

Partner [subrecipient] activities. California State University, Fresno will deliver to the satellite campus onsite/online upper division bachelor's degree courses in Psychology and Criminology.

**Sonoma State University, CA**

**Abstract**

Sonoma State University (SSU), situated on a 269-acre residential campus 50 miles north of San Francisco in the heart of the nation's premier wine region of Sonoma County, California, proposes to conduct PUERTA: Preparando Hispanic Estudiantes Realizando Their Ambitions as a five-year high-impact project that meets the requirements for the Developing Hispanic Serving Institutions Program (DHSI) Competitive Preference Priority for FY 2023. Components of the PUERTA Project are designed to increase postsecondary education access, affordability, completion, and post-enrollment success for Hispanic, first generation and low-income students matriculating in pre/professional (Pre-Health, Pre-Nursing and Pre-Teaching) pathways. This project, which builds on SSU's successful progress on meeting Strategic Plan 2025 goals focused on equity and access, will leverage a coalition of campus and community college partners to increase the academic achievement and professional development of Hispanic students. As a result of implementing PUERTA, SSU will achieve the following goals by September 30, 2028: (1) establish a system of high-quality data collection and analysis to track student success metrics in order to address barriers to student success; (2) implement high impact student success programs of advising, mentoring and tutorial support to promote resilience and increase program completion for Hispanic students in pre/professional pathways and (3) enhance faculty's ability to deliver linguistically and culturally sustaining (LCS) and accessible learning opportunities that are accelerated or hybrid online, credit bearing and flexible for working students in pre/professional pathways. PUERTA Project outcomes are designed to increase the graduation rate and professional preparation of Hispanic students in pre/professional pathways, by providing targeted support for meeting their college-to-career aspirations in the fields of Health, Nursing and Teaching.

**Kern Community College District, CA**

**ABSTRACT**

Porterville College is an accredited, two-year community college committed to providing excellent educational opportunities and is recognized as a Hispanic-Serving Institution (HSI) program. In 2022–23, the college provided academic services to 4,256 students, 80% of whom are Hispanic. Porterville College is located in Tulare County in the rich agriculture Central Valley of California.

The Purpose of PASO-Porterville Access, Success and Opportunities is to build institutional capacity to increase the number of Hispanics, males, adults, and low-income students attaining postsecondary degrees/certificates. Paso is Spanish for step and the project will outline the steps needed for success.

The project seeks \$2,998,475 over five years to achieve the following steps:

The first step or “primero paso” is strengthening and expanding educational Access through:

1) Developing targeted outreach strategies. 2) Providing access to career pathways, alternative class schedules, financial aid, and scholarships. 3) Creating a welcoming campus environment that is supportive of Hispanic students. 4) Developing mentoring and leadership development programs. 5) Providing lending laptops, textbooks, and technology resources.

Second step or “segundo paso” will strengthen PC for student Success through increased institutional stability:

1) Faculty/staff professional development. 2) Improving learning environment. 3) Implementing effective teaching strategies and pedagogies. 4) Focusing on DEIA to identify and implement innovation/change in the classroom.

Third step or “tercero paso” will provide students Opportunities through 1) Opportunities for connection with career fields and provide internships and job opportunities. 2) Participating in research and experiential learning opportunities. 3) Creating industry certificates and bilingual courses.

All project strategies and activities have been designed to meet both Competitive Preference Priorities (#1 & #2) and the Absolute Priority as described in the NIA. The ways in which project services meet the CPPs include: #1 Developing sense of belonging, implementing evidence based success practices, professional development, #2 Guided Pathways, increased enrollment and completion, developing and using data decision making, and evidenced based success programs. Absolute Priority addressing the Impact of COVID–19 through providing technology resources and evidence-based approaches to support students struggling with knowledge loss and mental health.

## **MiraCosta College (MCC), CA**

### **ABSTRACT**

MiraCosta College (MCC), located in San Diego County, CA, has grown enrollment since its founding in 1934 to over 20,000 students annually, 44% of whom are Hispanic. San Diego County is home to 3.3 million residents whose backgrounds and needs are diverse and whose contributions are essential to the region's overall success. MCC will deploy the following three interconnected strategies to implement and scale the equity-minded interventions identified by research as holding the most promise to increase attainment of Hispanic students, filling essential gaps to realize a seamless pathway to careers in regionally high-demand, high-wage careers:

#### Strategy #1: Start Strong

(a) K12 Outreach & Onboarding: Pivot to program-specific, culturally-affirming, and care relevant onboarding to specifically orient students to biosciences opportunities; (b) Leverage Dual Enrollment: Coordinate with dual enrollment to strengthen Hispanic and low-income student preparedness for key STEM prerequisite courses (c) Holistic Transition & Retention Support: Deliver individualized support, coaching, and interventions to students across the biosciences program pipeline

#### Strategy #2: Stay Strong

(a) Experiential Learning: Expand internships, research, and applied learning experiences throughout lower division biosciences programs; (b) Paid Internships: Partner with industry and community entities to develop and place students in paid internships; (c) Comprehensive Professional Development: Develop culturally affirming PD designed to foster authentic connections between and among students, faculty, and staff

#### Strategy #3: Expand Capacity

(a) Expand Capacity of the Upper Division Biosciences Program: Scale proven-effective strategies across the biosciences pipeline to expand capacity of the biosciences program to double its current size; (b) Expand Capacity to Understand the Student Experience: Develop formative research and feedback loops that drive improvements to programs and services that improve outcomes for MCC's Hispanic and low-income biosciences students.

5-Year Objectives to be accomplished by September 30, 2027: Increase: Hispanic students' share of those admitted to the bachelor's degree program from 31.3% to 43%; Overall bachelor's degree program admission from 26 to 60 students; Hispanic student completion of 12+ units in the 1st term from 29.2% to 34.5%; Hispanic student completion of 24+ units in the 1st year from 27.1% to 34.5%; Hispanic student course success in all courses from 65% to 73%; Hispanic student course success in all biology courses from 65% to 76%; Hispanic student course success in all chemistry courses from 60% to 74%; Hispanic student course success in all math courses from 53% to 67%; Hispanic students' share of associate's degrees earned from 37.2% to 43%; Bachelor's degree completion from 23 to 48 students.

The project is intentionally designed to address the Title V Invitational Priority and both Competitive Preference Priorities (CPPs): Invitational Priority: IP.a: Provide resources to meet basic needs; IP.b: Address well-being; IP.c: Assist students who did not enroll, withdrew, or reduced course loads due to COVID-19. CPP #1: CPP 1.a: Foster a sense of belonging and inclusion; CPP 1.b: Implementing evidence-based practices; CPP 1.c: Providing evidence-based professional development. CPP #2: CPP 2.a: Increase postsecondary access; CPP 2.b: Increase enrollment and completion; CPP 2.c: Establish a system of high-quality data collection; CPP 2.d: Develop and implement integrated success programs.

## **Southeast New Mexico College, NM**

### **Abstract**

Southeast New Mexico College (SENMC) proposes to measurably increase postsecondary enrollment, persistence, completion, transfer, and post-graduation outcomes for Hispanic and low-income students through the proposed Title V Proyecto Conexiones (“Connections”).

Need for the Project: 59% of our enrolled (1,361) students are Hispanic, 66% are female, 45% are Pell Eligible. According to the 2021 U.S. Census American Community Survey, only 9% of the region’s Hispanic residents have earned a bachelor’s degree. Despite of the region’s energy exploration and production industry strength and currently low unemployment rate of 2% pre-existing health, education and well-being disparities worsened during COVID-19 (2023, New Mexico Department of Workforces Solutions; 2023, USA Facts.org).

Proyecto Conexiones design responds to broad-based organizational input about what we must do to improve postsecondary success for Hispanic and underserved students. The project’s activity objectives focus on strengthening the sense of belonging in postsecondary programs for Hispanic and low-income students and clarifying pathways to and through postsecondary certificates and degrees. The Project’s evidence-based methods and strategies were selected for having shown promise in increasing postsecondary success for students. The Project will establish a new Student Wellness and Success Center, expand our adoption of the Guided Pathways framework (Bailey, Smith Jaggars & Jenkins, 2015), and spearhead the introduction of the Ask-Connect-Inspire-Plan advising framework (Jenkins & Lahr, 2022) to support 2-year college students as they select and commit to their chosen field of study, including transfer to 4- year programs. The project will also measurably improve data transparency and use.

The project responds to the Invitational Priority (a) Addressing the Impact of COVID–19 on Students, Educators, and Faculty with a focus on Hispanic and underserved students and the educators who serve them by creating a new Wellness and Success Center. Staffed by a project funded, Licensed Clinical Social Worker and campus-funded Nurse Practitioner, the Center will provide resources and supports meeting the basic, fundamental, health and safety needs of students and educators alongside enhanced mental, physical, academic and career wellness information and skill building designed to meet the needs of our students, educators, and staff. The Project responds to Competitive Preference Priority 1 Meeting Student Social, Emotional, and Academic needs by (a) Fostering a sense of belonging and inclusion for underserved students. The Student Wellness and Success Center’s renovations, programming and atmosphere will result in an aesthetically pleasing, technologically functional, and ergonomically healthy space designed to strengthen a sense of belonging for Hispanic and underrepresented students’ and generate postsecondary success. The project also responds to Competitive Preference 2 (a) Creating Clear Pathways to College. We will achieve this through activities that result in enhanced pathways advising so that Hispanic and low-income students are more successful earning credit that counts toward certificates, degrees and transfer. The project responds to the Invitational Priority subsection (1) through the basic, fundamental, health and safety needs of students and educators that will be addressed through the Student Wellness and Success Center. Project investments are predicted to increase Hispanic and low-income students’ college enrollment, transfer and completion success at least 5% over our AY 2021-2022 baseline over the five-year project timeframe from October 1, 2022-September 30, 2027.

To support the proposed Proyecto Conexiones, we request \$2,958,368.

## **The University of Texas at El Paso, TX**

### **ABSTRACT**

The overarching goal of the “UTEP Hispanic Servingness Program for Equity in Student Health and Success” is to advance Hispanic students’ post-secondary success and quality of life through strengthening equity in access, engagement, retention, and achievement while also addressing social and emotional learning needs. The program addresses Priority 1 (Meeting Students’ Social, Emotional, and Academic Needs), Priority 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success), and the Invitational Priority (Addressing the Impact of COVID-19 on Students, Educators, and Faculty).

Objectives for Priority 1 emphasize assessing students’ social, emotional, and academic needs across UTEP Colleges and preparation levels; implementing student trainings using a trauma-informed approach; implementing evidence-based inclusive professional development for faculty and staff to advance asset-based instruction and assessment; supplementing the curriculum for Health Sciences and Education students to position them as peer educators and experts in holistic, trauma-informed practice approaches.

Objectives for Priority 2 emphasize fostering on- and off-campus community engagement for students by partnering with campus and community stakeholders; building upon existing “Access and Excellence” high-impact practices of UTEP initiatives through transformative collaborations; partnering with Institution Assessment entities to critically review needs assessment findings, promoting meaningful data collection and predictive analysis for student recruitment, retention, graduation, and professional success; and using needs assessment findings to inform the provision of wrap-around/support services to students, promoting equity in access to basic needs and addressing underlying Social Determinants of Health (SDOH) that may be impacting student success.

Objectives for the Invitational Priority emphasize providing customized resources for promoting the health and safety of students, faculty, and staff to mitigate the impacts of COVID19; incorporating strategies within the activities developed for Priorities 1 and 2 to address the impact and risks posed by the COVID-19 pandemic for student well-being, access, and success; promoting an interdisciplinary understanding of how access to health resources (from an SDOH lens) and educational attainment are inherent primary mechanisms in university initiatives that address the continued impacts of the COVID-19 pandemic on student success.

An advisory board consisting of campus and community stakeholders will provide guidance as programs are developed, implemented, and evaluated. Members will include the Director of the Diana Natalicio Institute for Hispanic Student Success, the Director of UTEP Counseling and Psychological Services, the Assistant Director of the Student Health and Wellness Center, the Senior Advisor to the Provost for Strategic STEM Initiatives, the Director of Campus Advocacy, Resources, and Education, and the Chief of UTEP Police. Community stakeholder board members will include alumni and community members who advise the colleges.

Primary long-term outcomes include (a) building organizational capacity for Hispanic student success by increasing the number of peer educators and trainers; (b) developing sustainable processes for addressing students’ social, emotional, and academic needs; (c) increasing Hispanic students’ equity in access to resources; (d) increasing semester-to-semester retention of students through engagement; (e) increasing progress to graduation metrics; (f) enhancing social mobility for UTEP students; (g) building organizational capacity to lessen the continued impacts of the COVID-19 pandemic; and (h) fostering student post-secondary equity and success through programs that holistically address student well-being and education.

**University Enterprises Corporation at CSUSB, CA**

**ABSTRACT**

The California State University (CSU) system is the primary educator of first-generation, low-income, and underrepresented students at the baccalaureate level in the state. It is the nation's largest four-year public university system, with approximately 460,000 students in attendance in 2019: Nationally, one out of every 20 Americans with a college degree earned it from the CSU. CSUSB CREWS program will serve a selected group from the more than 19,000 students at CSUSB, with more than half of CSU students are students of color; one-third of undergraduates are the first in their families to attend college; three out of four students work more than 20 hours per week; 49% of undergraduates are Pell recipients.

The focus of this proposal is on innovative, career pathway enhanced academic advising and related writing intensive curricular transformation, and alignment that we envision within CSUSB that will allow our institution to improve retention and academic success of students, including moving the students rapidly into core courses and through program completion. The work we will undertake in this project will 1) increase the number of Hispanic and other low-income students attaining degrees, and 2) will develop model career and professional alignment for students and recent graduates in a variety of career fields.

There are two project goals for the CREWS program. First will be improving undergraduate (first-time freshmen and transfer) student retention and graduation through a comprehensive revision of embedded career advising. The second will be to develop a culturally responsive writing intensive model for educating faculty and academic advisors on career development, pathways, and exposure to better address first-generation student needs in career and academic planning.

The activities planned for the CREWS program build each year to both fit with and enhance student development. For the experiential career advising activities, we will identify selected students with designated pre-majors in the first year at CSUSB. We will set registration holds for all intervention group students to have them meet with a Career Advisor, to go over academic and career plans, discuss campus services and review engagement opportunities. Students will be introduced to supplemental instruction, tutoring, career services, and academic advising.

When looking at outcomes for the first project goal, the CREWS program will achieve enhanced identification and engagement of students with career development needs through participation in activities. 90% of incoming students in target majors will attend an enhanced academic advising appointment with career development infused into the content in their first semester. 90% of students in target majors will attend at least 3 career-focused co-curricular activities per academic year. Another goal is to increase a sense of self-efficacy and empowerment as a college student among participants. Finally, eliminate the achievement gap in year-to-year retention for first-generation students.

Outcomes for the second project goal of Writing Intensive and Career Development Pedagogy Development, Training, and Infusion, the outcomes will be to enhance current practices in 100% of upper division writing courses to include Writing Intensive and Career Development pedagogy. Complete 100% training of all professional academic advisors and 100% of upper division writing course faculty on use of new pedagogy by the end of year 2. Finally, enroll 100% of students into upper division writing courses supported by innovative Writing Intensive and Career Development pedagogy by the start of year 3.

**East Los Angeles College, CA**

**ABSTRACT**

East Los Angeles College (ELAC) was originally established in September 1945 on the campus of Garfield High School. Today, the college consists of an 82-acre Monterey Park Campus and the South Gate Educational Center, established in 1948 and 1997 respectively. ELAC is a major contributor to education of California's Hispanic, highneed, low-income students. As the largest college in the largest community college district in the US, ELAC serves roughly 35,000 students annually, over 75% of whom identify as Hispanic. The college's 75-year legacy of service to East Los Angeles has transformed a densely populated service area, which now numbers approximately 1.5 million predominantly Hispanic residents.

To improve outcomes of STEM students and secure the performance-based funding under the new funding allocation model, the Support, Engagement and Opportunities (SUEÑO) project includes three overarching and complementary goals: (1) implement quality wraparound support services, cultivating a strong sense of belonging through a collaborative and cohesive academic environment; (2) increase student engagement and workforce preparedness through inclusive career-building experiential learning consisting of industry internships and research experiences for undergraduates; and (3) strengthen and incentivize professional development for faculty, to learn and adopt growth-mindset within their classroom, assisting students to embrace daily challenges and setbacks as growth opportunities.

Measurable objectives are to: 1.1 Increase the annual rate of STEM degree or certificate completion by 7% (35% over 5 years); 1.2 Increase persistence rate of STEM-declaring students, from one year to the next, by 7%; 1.3 Increase the annual percentage of STEM transfers into UC/CSU systems by 7%; 1.4 Serve at least 600 students annually by any one of the direct services supported by the grant; 1.5 In five years, cut the attainment gap of Hispanic students when compared to their Asian peers by half in three math courses: Trigonometry with Vectors, Pre-Calculus, and Calculus I; 1.6 Decrease by 2% annually (10% over 5 years) the average number of units accumulated by STEM Associate Degree for Transfer (ADT) awardees; 2.1 Increase the number of experiential learning opportunities for STEM transfer-bound students by 5% annually; 2.2 Attain an annual experiential learning completers rate of 80% or higher; 3.1 Train a cohort of 10 new STEM faculty in growth-mindset strategies annually; and 3.2 At least 90% of trained faculty have explicitly communicated growth mindset concepts and strategies in their course syllabi.

SUEÑO Project is intentionally designed to address both Title V Competitive Preference Priorities (CPPs). Project meets Student Social, Emotional, and Academic Needs (CPP #1) through implementation of evidence-based wraparound support services and assetbased mindset professional development. Similarly, career-building experiential learning program is positively responsive to Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (CPP #2). East Los Angeles College respectfully requests a five-year grant, beginning on October 1, 2023, and totaling \$2,976,437.



**Texas Tech University Health Sciences Center (TTUHSC), TX**

**Abstract**

Texas Tech University Health Sciences Center (TTUHSC) serves as the primary site for health professions education and health delivery in its service area of Texas' 108 westernmost counties. TTUHSC's Siempre Adelante (SA), or Ever Onward, program will develop a comprehensive mentorship program for Hispanic and other underserved students through implementation of evidence-based practices for advancing success for these students. Specifically, students will participate in a reverse-immersion experience which will further the opportunities for graduates of TTUHSC to deliver culturally responsive and relevant care for diverse patient populations. With a foundation in the Student Integration Model, SA will be structured to provide hierarchical support from already existing faculty mentors selected from the six schools within the TTUHSC enterprise. Faculty Mentors will support the SA Peer Mentors by providing them with academic resources to aide them in their support of the SA Mentee. SA Peer Mentors will be recruited from within the student body and be representative of all six TTUHSC Schools with incremental growth from each School over time. The SA Peer Mentor will be exposed to concepts in academic life, cultural skills, Spanish language, and andragogical methods for interactions with their assigned SA Mentees through an immersion experience guided by an evidence-based curriculum. Since persistence diminishes due to adjustment, skill erosion and other issues, SA activities will foster opportunities needed for Hispanic and underserved students to experience a sense of belonging and inclusion while advancing their success. Retention rates and GPAs among program participants will be measured as indicators of academic success variables. Qualitative indicators will be measured through preand post-tests seeking data on levels of satisfaction and the role of SA in the Faculty Mentor, Peer Mentor or SA Mentees' sense of belonging at the university. This initiative will improve outcomes for students who participate culminating into pre-doctoral, master's, and doctoral degrees.

**Lamar State College Port Arthur, TX**

**ABSTRACT**

Lamar State College Port Arthur (LSCPA) is situated in an impoverished area located amid petrochemical plants near the Gulf Coast of Texas. LSCPA students, like the broader Port Arthur community, are vulnerable to hurricanes, floods, and petrochemical plant explosions, all of which are not only economically devastating but also disruptive to the continuity of education and life itself. LSCPA's student population faces many challenges that impede access to higher education (Grant Goal 1), success (Grant Goal 2) in college once enrolled, the resolution of socioemotional needs (Grant Goal 3), and affordability, access, completion, and post-enrollment success (Grant Goal 4). LSCPA seeks to use grant funds to implement activities which will: result in an increased number of applications to the College, especially among Hispanic and firstgeneration students; enable students to accelerate to college-level coursework and successfully complete coursework at higher rates; result in higher fall-to-spring and fall-to-fall retention rates; and increase post-enrollment success and expand affordable higher education opportunities to rural and underserved populations. LSCPA seeks to target its entire student population via the activities of this grant, as the vast majority of our students are disadvantaged or underserved in one way or another. Almost 80% of our students receive some kind of financial assistance, and 74% of the students are of ethnic or racial minority status. The activities proposed range from improving the onboarding process to expansion of student supports (tutoring, peer mentoring, etc.) to the provision of mental health services, and more.

**University of Puerto Rico (UPR), Medical Sciences Campus (MSC), PR**

**ABSTRACT**

This activity includes two components and will serve 264 undergraduate students (UgS), from a total enrollment of 2,034, by (1) Expanding the current CRESCO (Center for Research Education and Science Communication Opportunities) to the Center for Research, Education and Science Communication-Counseling Opportunities (CRESCO); and (2) Developing and establishing the ACADEMIA in Translational Science (TS) for Pre-University Students, Freshman University Students, Undergraduate Students from Health Professions, Graduate Students and Faculty (PuS, FuS, UgS, GS, F). We are focusing on Hispanic students' academic excellence, skills enhancement in TS, and improvement of the technological infrastructure, as well as the Competitive Preference Priorities 1 and 2. The expected outcomes (baselines=0) include: improving CRESCO's webpage and CRESCO's social network; expanding and developing CRESCO with the appropriate software, platforms, emerging technologies, resources, supplies, books, minor equipment, and services, such as statistics, scientific writing, mentoring-tutoring, counseling-orientation, and coaching according to participants' needs; increasing to 250 the number of students and to 50 the number of F (baseline = 0) that received assistance from the Online CRESCO. Through ACADEMIA-TS: increase to 160 the number of students (PuS, FuS, UgS, GS) and to 40 the number of F with the knowledge and skills in TS with interdisciplinary Approach (IA) including as needed, counseling-orientation and coaching for students; increase to 20 the number of Small Project in Translational Science (SPTS) teams formed; increase to 25 the number of coaching certifications; increase to 80 the students with scientific communication knowledge and skills; increase to 60 the students with information literacy knowledge and skills in TS; increase by 100% the SPTS that received incentives and support for TS research related activities; increase by 70% the number of ACADEMIA-TS participants that will have actively organized, participated and presented in a scientific venue, conference or Title V Annual Symposium in TS. In addition, increase, enhance, and improve the technological and research infrastructure and resources for TS by: 75 desktops for computer laboratories at School of Nursing (SoN), School of Health Professions (SoHP), and Library-CRESCO; 40 computer equipment (laptops/tablets) for ACADEMIA-TS students, and 48 for ACADEMIA-TS faculty and Project's Co-coordinators (including librarians); CRESCO and SoN and SoHP-virtual simulators and other equipment for TS, Wireless Network for 15 floors (access points, equipment and services), 8 smartboards for Library-CRESCO study rooms, and support for SPTS and for 10 academic programs of SoN and SoHP with equipment/materials/software. 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.

## **Woodland Community College, CA**

### **Abstract**

Woodland Community College (WCC) is an accredited California Community College and one of two colleges in the Yuba Community College District. The college serves the northern portion of Yolo County, the eastern half of Lake County, and larger portions of Colusa County. Woodland Community College is a comprehensive, open-access community college that maintains campuses within the communities served including a 120-acre Main Campus in Woodland, the Colusa County Campus in Williams, and the Lake County Campus located in Clearlake. The WCC service area has an increasing population of Hispanic residents in the counties of Yolo\* (49.6%), Lake (31.9%) and Colusa (60.4%).

In response to this growing population, Woodland Community College requests \$3,000,000 over five-years from DHSI Title V to implement the Escalera: Taking Steps to Success in STEM designed to increase the number of Hispanic and other underrepresented students pursuing and attaining STEM degrees and securing jobs within the STEM workforce through a well-coordinated network of academic supports and workforce development programs. The project addresses both Competitive Preference Priorities of this Title V competition related to students' social, emotional, career development, and academic needs (Competitive Preference Priority 1) and post-secondary education access, affordability, completion, and post-enrollment success (Competitive Preference Priority 2).

Aligned with institutional, district and state-wide strategic planning efforts, the following project goals have been identified. Goal 1: (Academic)-Increase in the number and percentages of Hispanic and other low-income students earning credentials in STEM; Goal 2: (Institutional Management)-Enhance institutional infrastructure to increase Hispanic and other low-income student outcomes in STEM fields; and Goal 3: (Fiscal Stability)-Increase Hispanic STEM student outcomes with a focus on decreasing time to completion. Three overarching project initiatives have been developed to support the achievement of these goals including: 1. Improve Student Preparation and Academic Support, 2. Develop a Culture of Hispanic-servingness, and 3. Develop a Comprehensive STEM Center.

Designed to incorporate evidence-based practices, WCC Escalera has implemented activities that have demonstrated success with closing the equity gap in STEM for Hispanic and other low-income students. These activities are STEM focused and include Summer Bridge & Boot Camps, Success Coaching services; Outreach & Discovery Days, Expanded Tutoring & Supplemental Instruction, Peer & Faculty Mentoring, Expanded Workforce Experiential Learning, Financial Literacy, Undergraduate Research, Mental Health Services, Professional Development, Classroom & Lab Updates, and a One-Stop STEM Center.

The institution is confident that the WCC Escalera project provides the support and resources needed to impact institutional outcomes which lead to the sustainability of project components well beyond the grant cycle.

## **Los Angeles Valley College, CA**

### **Abstract**

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 15,061 students and 38.6% identify as Hispanic (Fall 2022, OIE). The high schools that LAVC serve, on average, are low-income households.

LAVC's "Las Sendas: Refining the Dual Enrollment Path" represents a necessary and fundamental enhancement of the most critical mechanisms requisite for LAVC to intentionally guide its students to move toward paths (sendas in Spanish). This will be achieved by implementing the following components:

- Expand ACCESS by building a robust infrastructure for pre-college opportunities that support the transition from high school to college and careers for Hispanic and low-income students.
  - Promote SUCCESS by building strong partnerships with feeder schools to better align curricula to create meaningful and seamless pathways from high schools to college.
  - Ensure EQUITY by developing equity-minded and culturally inclusive training for faculty that addresses the needs of high school students.

Las Sendas will implement the components, which are supported by "promising evidence" as cited in the narrative and evidence form, to accomplish its goals:

1. Enhance access by refining dual enrollment pathways and streamlining admission and registration processes for underrepresented and underprepared students.
2. Improve collaboration with feeder schools on curriculum alignment and pathway development.
3. Improve high school student engagement through faculty professional development that includes innovative strategies, culturally responsive pedagogy, and equity-minded practices.

Las Sendas addresses Competitive Priorities 1 and 2 and the single Invitational Priority through the components and activities of the project.

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

Point of Contact:

Dr. Deborah diCesare, Dean Academic Affairs, dicesad@lavc.edu, 818-778-5522

**Eastern New Mexico University Roswell, CA**

**ABSTRACT**

Eastern New Mexico University Roswell (ENMU Roswell), a public, two-year Hispanic Serving Institution in rural southeast New Mexico, proposes the Academic Connection, Caring, Engagement & Student Success (ACCESS) DHSI Title V Project to improve services and expand opportunities for the area residents, 83% of whom do not have a bachelor's degree and 28% live in poverty. The ACCESS Project employs high-impact practices and evidence-based strategies that promote success for ENMU Roswell's Hispanic (49%), low-income (31%), and first-generation in college (33%) students and will reengage with students who withdrew from higher education during the pandemic.

The ACCESS Project strengthens ENMU Roswell's academic programs, institutional management, and fiscal stability and directly responds to the Invitational Priority and the Competitive Preference Priorities (1&2) by employing the following synergistic activities that will significantly improve Hispanic and low-income enrollment, retention, completion, and transfer rates:

- (1) Peer Mentoring by student ambassadors who outreach to previously withdrawn students and local high schools.
- (2) Holistic Student Support Systems that promote students' mental health address basic needs and improve retention.
- (3) Student-Focused Course Scheduling that uses data analytics to optimize schedules and better serve students' needs.
- (4) Sustained Faculty and Staff Professional Development by developing a teaching and learning center to implement evidence-based practices and improve online learning.

The Project helps students impacted by the COVID-19 pandemic to gain a sense of belonging, find the help they need to re-enroll or stay in school and engage with staff and faculty who have asset-based mindsets and are culturally responsive to their needs.

The Project's five-year budget of \$3,000,000 supports systemic reform by investing in students as peer mentors, developing sustainable and responsive student support systems, and building staff and faculty knowledge and skill to promote learning, engagement, and student success.

Contact: Jacqueline Starr, Director Title V – ENMU-Roswell, Address: 52 University Blvd, Roswell, NM 88203; 575-624-7049; [Jacqueline.Starr@rm01.enmuros.cc.nm.us](mailto:Jacqueline.Starr@rm01.enmuros.cc.nm.us)

## **Research Foundation of CUNY on behalf of Baruch College, NY**

### **ABSTRACT**

Baruch College (Baruch) is part of the 25-institution City University of New York (CUNY) system and is located in the Manhattan area of New York City, New York. Designed to re-create the atmosphere of a traditional college campus in an urban setting, Baruch was recently designated a Hispanic-Serving Institution (HSI), with a quarter of its overall student body reporting as Hispanic in fall 2022. Additionally, 30% of Baruch students are low-income, and 53% are first-generation college students. Baruch offers 23 undergraduate majors, 62 undergraduate minors, and 30 graduate programs through its three schools: the Zicklin School of Business, one of the largest and most respected business schools in the nation; the Mildred and George Weissman School of Arts and Sciences; and the Marxe School of Public and International Affairs. A Baruch education is defined by academic excellence, accessibility, and outcomes. Baruch recently completed multiple integrated strategic processes which identified weaknesses that will be addressed through the proposed project, Maximizing Success through Inclusive Pedagogy and Peer Mentoring. Academic weaknesses include equity gaps between Hispanic and other student groups in various aspects of academic achievement including second year retention, passing rates in key quantitative gateway classes, and graduation rates. Declining enrollment of community college transfer students is also problematic. Institutional weaknesses include limited capacity to meet demand for academic and career advisement, a lack of available data for decision-making, and limited expertise in inclusive pedagogy practices. Fiscal stability weaknesses to be addressed through the project include limited financial literacy among students, and CUNY System-wide budget constraints.

Maximizing Success through Inclusive Pedagogy and Peer Mentoring will focus on improving both a sense of belonging and academic preparedness for Hispanic low-income and transfer students. Through focused efforts on student entry points, onboarding, advising, matriculation, gateway courses that affect year two retention and 4-year graduation/degree completion, Baruch will seek to increase Hispanic transfer student enrollment, improve gateway course success, increase 4-year graduation rates for Hispanic low-income students, and increase 6-year graduation rates for Hispanic transfer students.

Strategies to achieve these objectives fall into four categories. First-year student enrollment strategies include redesign of the first-year seminar and the first-year experience for new and transfer students, as well as collaboration with CUNY community colleges (addressing 2+2-degree maps; course equivalency, ambassadors, and mentors.) Student retention strategies include curricular redesign of gateway quantitative courses and faculty development in gateway quantitative reasoning courses. Student and academic support strategies include embedded tutoring and academic/career coaching and financial literacy support. Informed decision-making strategies include technology tools to track touch points, gathering disaggregated data to track progress and close equity gaps, assessing programmatic learning goals, early alert automation, and professional development on the use of data in decision-making.

In summary, Baruch proposes an integrated and centralized set of student support structures to close the equity gaps between Hispanic and other students. All new Title V practices, improvements, and activities are directly linked to the College's Strategic Goals and the Baruch College Strategic Priority Objectives.

## **Herzing University, LTD, WI**

### **ABSTRACT**

Herzing University (Herzing) requests funding for a Department of Education, Title V – Developing Hispanic Institutions Grant to fund a comprehensive set of academic and cocurricular supports for students pursuing a Bachelor of Science in nursing degree (BSN) at its campus in Kenosha, Wisconsin, (HU-Kenosha). This Title V program is intended to reduce financial barriers to enrollment in the BSN program; provide additional social supports, especially for Hispanic and low-income students who may face added challenges as members of an underserved population; and improve the academic and post-graduate success of HU-Kenosha Hispanic students. Herzing is a private, four-year, non-profit institution that offers both online and in-person programs on eleven campuses located around the country. HU-Kenosha is a commuter campus, with most students living within a 30-mile radius of the campus. Of the 301 students in the BSN program, 40% are Hispanic and 63% are Pell eligible.

Herzing has identified several important strengths in its comprehensive development plan (CDP) which provide it with the foundation on which to build this Title V program. These include a strong nursing focus, ongoing maintenance of the state-required 80% pass rate of National Council Licensure Exams (NCLEX), room for growth, and an infrastructure that enables it to adapt to the needs of its non-traditional (average age 29) student body, of which 70% are parents. Building on these strengths, Herzing will use this grant to address weaknesses and student needs in the financial, social, and academic realms, especially for its Hispanic students. The goals include:

Goal 1: Reduce financial barriers to enrollment in the BSN program.

Goal 2: Enhance non-academic social supports, especially for Hispanic and low-income students.

Goal 3: Improve the academic and post-graduate success of students.

Weaknesses these goals address include: financial constraints faced by students; student concern about the pace and intensity of Herzing's recently revised curriculum, which utilizes adaptive learning to facilitate content mastery through individualized learner data; and lower than desired first-time pass rates for the NCLEX. This Title V project will use a variety of evidence-based practices to achieve these goals, including: (1) extensive information sharing on financial resources, including financial aid, financial supports, and financial literacy; (2) expanded social supports from a peer mentor; a new, student-directed multicultural center; and increased mental health services; and (3) enhanced academic supports to include academic coaching from an academic learning specialist, ESL tutoring, support in obtaining and maintaining clinical positions from a clinical support specialist; and additional NCLEX preparation activities. This program will improve services to Hispanic students in four ways. First, the full-time project coordinator for this grant will be bilingual in Spanish and English. Second, essential nonacademic materials that are developed under this program will be made available in Spanish and English. This includes information on financial aid, financial resources in the community, and student support services at Herzing. Third, a part-time, Spanish-speaking (ESL) tutor will be hired to provide academic support to the BSN students. Fourth, the endowment funds that are a part of this Title V project will be invested and used in later years to provide scholarships to Hispanic BSN students.

This application meets all three elements of the invitational priority and both competitive preference priorities.



**Colorado State University Pueblo, CO**

**ABSTRACT**

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, La Promesa, which the Spanish word for "the promise" supports CSU Pueblo's promise to support low-income, Latinx students. La Promesa will overcome weaknesses identified through ongoing assessment and analysis and will put into place innovative bilingual outreach systems that will increase access to higher education. La Promesa will also implement 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 the following services for students: 1) the expansion of outreach to students to increase access, 2) proactive and intrusive academic advising to support retention, and 3) peer mentoring support, 4) mental health support, and 5) internship and career placement, all of which will increase enrollment, retention, graduation, and career placement while also reducing time to degree completion.

La Promesa will also fund the development of a robust Diversity, Equity, and Inclusion (DEI) renovation on campus designed to foster an identity safe environment and increase students' sense of belonging. A major component of the DEI program is professional development for faculty and staff in culturally responsive pedagogy and practices.

The purpose of the La Promesa 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 and supporting students, (2) Provide advising and intervention strategies that support success, (3) Expand peer mentoring, and (4) Provide mental health services, and 5) Implement DEI programming and professional development. The project proposes the following measurable and significant outcomes: (1) increase the number Hispanic and low-income students accessing higher education; (2) increase number of Hispanic and low-income students retaining through the first year; (3) increase the graduation rates of Hispanic and low-income students, and (4) increase career placement for Hispanic and low-income students, and 5) increase the number of faculty and staff who are trained in culturally responsive pedagogy and practices.

CSU-Pueblo is requesting \$2,992,691 over five years to support the La Promesa initiatives and activities.

Competitive Preference Priorities: La Promesa addresses Competitive Preferences 1 and 2.

## **The Research Foundation for SUNY obo Farmingdale State Coll., NY**

### **Abstract**

**Project Context:** Farmingdale State College (FSC) is the State University of New York's (SUNY's) largest college of technology. Over the past two decades, FSC has been SUNY's fastest growing college with a 31% growth in enrollment. An inclusive campus serving nearly 10,000 undergraduate and graduate students, FSC boasts the 4th most ethnically and racially diverse student population in the SUNY system. Based on an enrollment of 26% of students identifying as Hispanic, in 2022, FSC received its designation as a Hispanic-Serving Institution (HSI). Additionally, FSC serves a large percentage of students (21%) who are the first in their families to attend college, 24% come from low-income families, and 58% of all FSC students receive some form of governmental aid.

**Project Purpose and Goals:** EMERGE is designed to create the conditions and implement the strategies that will serve to address the barriers preventing Hispanic and low-income students from entering chosen

majors, maintaining good standing in them, and progressing steadily to and through graduation. The following broad goals provide the framework for project implementation:

- 1) Create a fiscally sustainable college-wide Office of First Year and Transfer Year Experience (OFYTYE)
- 2) Increase FSC's capacity to support the academic and non-academic readiness of FY/TY students
- 3) Increase FSC's capacity to deliver high quality and evidence-based advising for FY/TY students
- 4) Increase FSC's capacity to better coordinate College-wide learning supports for all students
- 5) Increase FSC's capacity to use timely data for planning and student-level interventions

**Project Summary:** The EMERGE project will address its broad and ambitious goals by implementing the following four project components with rigor and fidelity. The project will serve a total of 250 FSC students and 20 faculty per year, leading to a total of 1,250 students and 100 faculty by the end of the grant. **Academic and Departmental Enhancements:** cross-departmental credit-bearing courses tied to small 25- student learning communities; evidence-based teaching circle seminars building effective FYE and TYE courses/learning communities that support student learning, belonging, and success by implementing culturally responsive teaching; pre-matriculation activities to build students' academic and non-cognitive readiness.

**Intrusive Advising/Academic Success and Wellness Coaching:** supported by two grant-funded academic advisors/success coaches and one grant-funded wellness coach to deliver evidence-based intrusive advising through a robust case management model; a Peer Mentorship Program, a scalable Student Leadership Academy, and program-hosted student community events.

**Academic Learning Support:** accelerated assistance for those ELL students with the greatest needs through embedded ELL writing tutors in FYE/TYE courses, Learning Communities, English 101, and all Writing in the Disciplines (WID) courses; an Intensive Academic English Study, Summer Bridge Program will coordinate with existing access programs (TRIO/CSTEP) to provide proactive support for students through workshop series focused on writing and research skills for academic success.

**Systematic Knowledge Management:** inventorying student needs using information management systems and promoting the use of data by faculty and college leadership to support the development of student profiles annually; use of the College's early alert system and the advising platform CRM Advise to monitor and intervene quickly based on student performance and activity.

**Priorities:** FSC is responding to both CPP 1 and CPP 2 in this application.

## **Houston Community College System (HCCS), TX**

### **Abstract**

Project Title: Centro de Apoyo para el Logro Estudiantil- Center of Advocacy for Student Achievement

Goals:

- Goal #1: HCC Southeast will provide personalized support and pathways for student achievement.
- Goal #2 HCC Southeast will foster inclusivity, social justice, and academic excellence.
- Goal #3 HCC Southeast will offer customized instruction and assessments.
- Goal #4 HCC Southeast will drive economic growth and community partnerships.

Expected Outcomes:

- The percentage of Latinx first-time in college (FTIC), full-time certificate/degree-seeking undergraduate students at HCC Southeast will graduate and/or transfer with an academic or workforce degree within three years of enrollment will increase by 10% by the end of the grant period.
- The percentage of Latinx students enrolled at HCC Southeast receiving financial aid will increase by 15% by the end of the grant period.
- The percentage of Latinx FTIC, full-time, certificate/degree-seeking undergraduate students at HCC Southeast average GPA will increase by 10% by the end of the grant period.
- Over the five-year grant period, the percentage of Latinx FTIC, full-time, certificate/degree-seeking undergraduate students who were in their first year of postsecondary enrollment will persist from fall to fall by 60% by the end of the grant period.
- The percentage of Latinx FTIC, full-time certificate/degree-seeking undergraduate students at HCC Southeast will be accepted into an internship/apprenticeship prior to graduation will increase by 5% by the end of the grant period.

The proposal outlines HCC Southeast's request to fund the creation of - Centro de Apoyo para el Logro Estudiantil- Center of Advocacy for Student Achievement (CASA) a centralized student advocacy center that will expand educational opportunities and improve the academic performance, degree attainment and provide advocacy support services for Latinx students in HCC Southeast service area. CASA, where education becomes your home. The region the college serves is characterized by a significant poverty rate and limited educational achievement, highlighting the pressing requirement for further resources dedicated to institutional transformation. These resources are crucial for addressing the alarmingly low rates of retention and graduation. HCC Southeast's students reside in a community abundant with potential yet lack a sufficient number of proficient professionals. The program is designed to provide low-income and first-generation high school students with the resources and support they need to succeed in high school and pursue a college education.

Primary activities include proactive advisement, improved new student orientation and summer bridge programs, new student orientation, financial aid outreach/financial literacy education, early adult intervention, peer mentoring, tutorial, and instructional support services, and student engagement through mobile application.

**Los Angeles Pacific University (LAPU), CA**

**ABSTRACT**

Los Angeles Pacific University (LAPU) is a distance education institution accredited by the WASC Senior College and University Commission (WSCUC) providing associate, bachelor's, and master's degree programs primarily to a diverse population of post-traditional students. Specifically, LAPU's undergraduate Hispanic FTE percentage is 42% according to the 2021-2022 IPEDS data. During the past 12 months (May 2022 through April 2023), LAPU served 2,122 students, including 1,873 undergraduate students. These undergraduate students are 47% Hispanic, 20% White, 16% African American, 8% Asian, 5% Two or More Races, and 4% Other. These students are also 82.6% female and 17.3% male (with a few of unspecified gender). Less than two percent of these students were first-time, full-time students. Among all undergraduate courses, the average course completion rate is 84.7%; however, the average completion rate for four targeted general education courses is 71.1%. Analysis of the results of these courses has revealed that Asian and White students typically perform better than their peers with the highest withdraw/fail (W/F) rates belonging to Black or Hispanic students. On average, the passing rate for all students who did not identify themselves as White or Asian is 51.0%. Within LAPU, 72.5% of Non-White Non-Asian new students persist to the next session, and 29.9% are retained to the next year. In contrast, the White and Asian students' persistence rate is 78.7%, and their retention rate is 40.4%. Activities and the Population Served LAPU currently uses a Student Success Coach model for all students, but additional layers of support will be provided to new students. The Student Success Team will add general career counseling services for all students. Additional components of the comprehensive program will include first-year core general education course revisions, a peer mentoring program for underserved students, a faculty and staff student mentoring program for underserved students, and faculty and staff professional development focused on the needs of underserved students.

**Project Goals**

The goals of the project are to bridge the achievement gap between underserved students and those who identify as White or Asian. The specific measures include course passing rates, one-semester persistence rates, one-year retention rates, and degree completion rates.

## **Northern New Mexico College, NM**

### **ABSTRACT**

Northern New Mexico College in Espanola, New Mexico proposes the Title V project “Centro de Apoyo” (Support Center). Project goals are to increase Hispanic and low-income students’ postsecondary enrollment, retention, persistence, transfer, and completion success through the creation of a new Student Success Center. The synergistic invitational and competitive preference priority related activities of the project will help our students overcome the impacts of being members of a historically overlooked and undervalued sector of society who were -and still are - disproportionately impacted by the COVID-19 Pandemic. Project strategies and activities will address these effects by instilling a stronger sense of individual and academic identity in our students as rightful members of Northern’s intellectual community. The project will advance this through evidence-based, academic support, mentoring, advising and identity affirming activities and praxis shown to strengthen the connections between underrepresented students’ and their collegiate experience. Hispanic students comprise 74% of our enrolled student population and 54% are Pell Eligible

Project Goals and objectives are to create and staff a new Student Success Center. The Center will scale Northern’s Integrated Student Support System Scrivener, et al. (2015) and further demonstrated to increase early career earnings in From Degrees to Dollars, Six-Year Findings from the ASAP Ohio Demonstration (MRDC, 2023); Systems introduced by the project will support structured academic and professional career exploration and mentoring shown to deepen students’ sense of connection and success in their chosen pathways. The project will also provide resources for a dedicated Educational Researcher position to develop and implement high-quality systems of collecting, analyzing and interpreting the results of project innovations on outcomes factors such as student “sense of belonging”, academic and professional identity, post completion career satisfaction, and more.

Comprehensive activities of the Apoyo project respond to Competitive Preference Priority 1 (a) through the creation of a new Student Success Center. Brady and Gopalan (2019) report that low levels of a sense of belonging early on are extremely predictive of later postsecondary persistence. El Epicentro will be a student-centered place that delivers evidence-based, intersectional, in-person and on-line academic support, social interactions, academic/professional pathway, career preparation and exploration programming. The Center will reinforce and scale Northern’s expanding adoption of asset-based and inclusive praxis through multi-level, campus-wide professional learning, and development.

The proposal responds to Competitive Preference Priority 2 (c) by funding a dedicated Educational Researcher position who will spearhead the development and implementation of high-quality, recurring systems of collecting, analyzing, and utilizing student enrollment, persistence, retention, completion, transfer and post-college outcomes data.

The project addresses the Invitational Priority through mental and physical wellness and basic needs support resources and referrals that will be delivered through the Student Support Center that will help members of our campus community overcome the effects of the Pandemic.

Project outcomes will transform the student experience, yielding a 5% in enrollment, retention, persistence transfer, and completion increase over the five-year project which will in turn strengthen Northern’s fiscal and organizational stability.

The project requests \$2,847,151 for the 10/1/2023-9/30/2028 implementation timeframe.

## **Miami Dade College-Medical Campus, FL**

### **ABSTRACT**

Miami Dade College's Medical Campus (MDC-Medical) requests \$2,767,148 to implement the CAmpus inFrastructure Expansion (CAFÉ) project to upgrade its equipment, supplies, and facilities to make them state-of-the art; and provide professional development for its faculty. The proposed project will directly serve the 59 full-time and 222 part-time faculty of MDC-Medical, and indirectly, the students served by the Health Sciences program at MDC-Medical.

Project goals are to (1) strengthen professional development for faculty to learn and apply student-centered pedagogies; (2) modernize facilities to ensure resources and technologies prepare students for inquiry and active experiential learning; and (3) improve MDC-Medical capacity to support students and increase graduation metrics to secure performance-based funding and ensure the proper and timely expenditure in accordance with applicable regulations and laws. Project objectives include (1) increasing percentage of Hispanic and low-income students persisting in their selected health sciences program of study from fall to fall term (percent change proposed varies by Health Science discipline); (2) increasing percentage of students who receive a credential "on-time" (percent change proposed varies by Health Science discipline); and (3) increasing faculty incorporation of evidence-based pedagogical approaches into classroom by 5%.

CAFÉ is designed to improve retention and completion rates among Hispanic and other low-income students by training faculty to implement student-centered pedagogies known to improve academic success for diverse student population. Each year, the proposed project will (1) train faculty participants to implement a student-focused pedagogy; (2) develop a cadre of faculty who will become pedagogy experts through a train-the-trainer intensive program—this will also help foster the sustainability of the student-focused pedagogy trainings; (3) establish faculty learning communities focusing on exchange of best practices; (4) create an online teaching and learning repository of best practices; and (5) measure the project's impact on student retention and completion using an evaluation plan integrating the statistical requirements of U.S. Department of Education annual performance reports with existing MDC Institutional Research data collection and analysis systems. CAFÉ will also invest in supply, equipment, and physical space upgrades for the dental assistant, dental hygiene, endoscopy, opticianry, and physician assistant programs as well as perform renovations of student study and gathering spaces.

CAFÉ is built on evidence-based strategies and will address Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs by renovating group study rooms and implementing the *Compassionomics* pedagogy to foster a sense of belonging and inclusion for underserved students as well as implement the Design Thinking and Team-Based Learning pedagogies to advance student success for underserved students. CAFÉ will address Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success by implementing strategies to help reduce students' class failures and repeats, and in turn, reduce their financial costs to increase as well as implement activities aimed at increasing the number and proportion of underserved students who enroll in and complete postsecondary education programs.

At a minority-majority institution like MDC-Medical, where a large portion of the student population is classified as low-income, getting a degree in a health care discipline represents opportunity and economic mobility. CAFÉ is a realistic project that identifies an actionable means for student and faculty success with the sole focus of improving hands-on training, academic assistance and improving the campus experience.

**The Regents of the University of California, CA**

**ABSTRACT**

The A Tu Lado Initiative has three goals: First, to increase undergraduate students' acquisition of aspirational and navigational capital we will create a multi-level mentoring system that will employ both peer-mentors and graduate students. Second, to improve equitable access to academic and non-academic programming, we will use our mentoring system and other modes of support to create linkages to address gaps (particularly in cases where the impacts of COVID-19 have disrupted the educational system's regular functioning). Third, to enhance academic advisors' and undergraduate directors' HSI servingness proficiency we will build a college-wide servingness framework. Through the projects tied to these interconnected goals, the A Tu Lado Initiative will provide students with frameworks that enable them to build on their already-existing navigational and aspirational wealth while simultaneously cultivating interactions through which they learn to generate and maintain the kinds of navigational capital that are so vital to the negotiation of university life. And the navigational and aspirational capital that they develop will serve them not only within the undergraduate academy, but also in the graduate school and industry careers that they will pursue with the A Tu Lado Initiative's support.

**University of Puerto Rico at Ponce, PR**

**ABSTRACT**

Project: UPRP: A Pathway for Achieving Students Engagement and Academic Success (PASEAS)

Introduction: The University of Puerto Rico in Ponce (UPR-P) which is one of the eleven campuses of the University of Puerto Rico, serves the poorest region in the Island, where the effects of a severe 14-year economic contraction is magnified by the austerity measures imposed by a central government debt restructuring process, high unemployment and the devastating effects of the recently occurred natural disasters.

This project will expand the educational opportunities in tutoring and complementary support services, workshops, English Immersion Summer Camp, and Congress for students and faculty, for improving the academic attainment of the Hispanic Students. In addition, it will include the remodeling of the Learning Skills Center (LSC), which will create a space for offering students' support services like tutoring, study space, career advice, and metacognition. Likewise, the LSC will serve as a space for faculty workshops, class development, and other related activities.

The main focus of the USDE UPR-P Title V Project seeks to annually rise the students' retention rate, by lowering failures and withdrawals, in favor of increasing the institutional completion/graduation rate.

Objectives:

- 1: A minimum of 20 faculty will participate in development activities designed to teach instructors advanced pedagogical competences and instructional design to annually increase their knowledge by 50%.
- 2: Increase retention rates by 5% and graduation rates by 3% with improving their basic skills with limited English proficiency.
3. Have the resources, tools, and methodologies in place to carry out at least 3 institutional and 4 class assessments.
4. Remodeling an existing area to establish the Learning Skills Center for its students and faculty support services site to provide direct, on-site student support services for at least 200 students and twenty faculty.
5. Increase student participation in the tutoring program by 15 % for first- and second-year students that are at risk of failing resulting in 70% passing grades.

Competitive Priorities: This project will address the CPP1, Meeting Student Social, Emotional and Academic Needs by addressing the evidence-based professional development for UPR Ponce faculty and personnel. CPP2 activities will focus on creating clearer pathways for students between institutions and ensure a more seamless process for the transfer and transparency of course credits through direct tutoring and advising practices within the Learning Skills Center.

Budget: The total cost of the project each year is: \$600,000 The total of the project for the five years period is \$3,000,000

Contact: Dr. Michelle Méndez-Seguinot e-mail: michelle.mendez4@upr.edu Phone number: 787- 844-8181 ext. 2324, ext. 2325



**SUAGM, Inc. dba Universidad Ana G. Mendez, Gurabo Campus, PR**

**Abstract**

a) Target Population

Expected to benefit 25% of the students enrolled in STEAM+H disciplines, providing them with faculty advising, internship, research opportunities, tutoring and peer mentoring services. Expand educational opportunities and improve the academic attainment of Hispanic students by addressing significant problems.

b) Services and Proposed Activities

Universidad Ana G. Mendez, Gurabo Campus (UAGM) is proposing the project titled PATHFINDER: Promoting Advancement through High-quality Training, Faculty Advising, Internships, Development and Research., which proposes three activities: (1) implement a program of faculty advisors to the institutional retention model; (2) expand students' research and internship opportunities by modernizing laboratories and providing career prospects in STEAM+H disciplines; and (3) strengthen institutional academic services by establishing an Embedded Peer Mentoring Program. This proposal is designed to reach all schools and departments within the Gurabo Campus and its additional locations.

c) Anticipated Results

The project will promote participation of 80 students in research and internship. Also, between 1,250 and 2,500 STEAM+H students will meet a Faculty Advisor and receive guidance and advice in their discipline. In addition, the project anticipates that 70% of student participants will be retained in the institution and the embedded peer mentoring program will help students to approve their courses, expecting at least 70% approval by participants.

4. Competitive Preference Priority Addressed: Yes.

a) Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs

i. Faculty Advising Program (Activity 1) will help Hispanic students' integration into university life. To enhance institutional students counseling services and their engagement, faculty advisors will be responsible of identifying, refer, advise, and guide students to support their success and quality of life, in coordination with the Associate Deanship of Student Life, Office of Student Wellness and Center of Academic Advising and Freshmen Counseling. Also, a Psychologist and Mental health professional will support student wellness.

b) Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

i. The project activities help Hispanic students to have access to academic services, extracurricular experiences, and mental health services. Also, the institution will promote the importance of pursuing a postsecondary education in STEAM+H through Campus at Your School.

**Imperial Community College District, CA**

**ABSTRACT**

ACHIEVING STUDENT SUCCESS THROUGH ENGAGING TECHNOLOGY (ASSET) In this proposal, Imperial Valley College (IVC) in California requests funding to expand educational opportunities for, and improve the academic attainment of, the Hispanic students who comprise 90% of the college's enrollment. During the pandemic, Imperial Valley College experienced an erosion of Hispanic students, at 14% much more so than the national rate of 7%. This college understands the impact that COVID had on our communities with almost 50% of the service area infected at some point. Unemployment, low income, and poverty add to the challenges we face to engage new students in college, and to re-engage our existing students. The target populations are Hispanic students, particularly first-generation, who are entering or re-entering IVC through dual enrollment, prior IVC courses, or older students who need upskilling to take advantage of changing economic opportunities. Too few of our underprepared and ESL students pass transfer-level English and Mathematics after two years, and therefore don't graduate in two years, if they ever do. Students in online courses have lower success rates than those in face-to-face sessions. Our students also attempt and earn too many units, a trend exacerbated by the predominance of distance course delivery during the pandemic. We are proposing several goals and related activities as carefully designed responses to the key problems facing IVC students. GOAL 1 Move more first generation, underprepared students from basic skills to college-level courses, thus enhancing their readiness to transfer or enter the work force. ACTIVITIES Educational plan completion by the second semester, increased progression from transfer-level to college level, more successful completion and graduation, and more student transfer on completion. GOAL 2 Promote holistic student learning and wellness through partnerships to identify changing student learning needs and improve student success. ACTIVITIES Develop Communities of Practice Partnerships, train students in self-regulated learning, decrease the average number of credits, increase embedded tutor distance education classes, and develop a program of Equitable Access. GOAL 3 Expand faculty and staff development for asset-based teaching, assessment, and strategies such as coaching, collaborative, and experiential learning. ACTIVITIES Improve student contact rates with support staff and employers, increase the number of STEM transfer-level sections, increase enrollment in college-level CTE and transfer, more professional development in coaching, collaborative, and experiential learning, and more classes using OER and OAR. The Activities above are all based on the more detailed measurable objectives in the application narrative. They are also based upon evidence-based practices and rigorous research findings in the Evidence Form that accompanies this proposal. The Activities/Objectives are all related to the problems to be solved and the comprehensive development plan for IVC. This project requests a total of \$2,485,665 over five years. In Year 1 we request \$511,695; Year 2, \$498,245; Year 3, \$504,435; Year 4, \$494,925; and in Year 5, \$476,365.

**Dalton State College, GA**

**ABSTRACT**

Dalton State College, in Whitfield County, Georgia, is a rural community nestled in the mountains of Northwest Georgia approximately 30 miles south of Chattanooga, Tennessee and 90 miles northwest of Atlanta. In 2017-18, Dalton State became the first college in the state of Georgia to attain designation as a Hispanic-Serving Institution. As an HSI with strong collaborative partnerships with high-need school systems and local industries, the college serves as a point of access and destination for students entering the University System of Georgia. In fall 2022, of the college's 4,535 enrolled students, 51.6% were first-generation students, 49.9% were Pell recipients, 54.8% received some type of need-based aid, 54.5% were white, and 35.7% were Hispanic.

Goals: AP 1: Increase engagement in opportunities that support students in their academic progression and completion. IM 2: Improve the campus culture to strengthen students' sense of belonging. IM 3: Improve use of institutional data for transparency, accountability, and improvement. FS 4: Maintain solid foundation of institutional financial management.

Problems to be Addressed: AP: Dalton serves high percentages of underprepared students from areas with high poverty and low educational attainment; declining retention and graduation rates, especially for Hispanic students; Hispanic students are earning a disproportionate number of bachelor's degrees; the first-year seminar course is falling short of full potential to impact student success. IM: Student engagement is low and declining; Dalton is not doing an adequate job of assessing or using available data to improve student outcomes. FS: Dalton has experienced numerous budget reductions due to enrollment declines and the pandemic and is highly dependent on state appropriations that are declining.

Implementation Strategies: Strategy 1: Create a Center for Student Transitions, Belonging, and Inclusion. Strategy 2: Provide professional development opportunities designed to build asset-based mindsets for faculty and staff and inclusive of race, ethnicity, culture, language, and disability status. Strategy 3: Implement student engagement platform. Strategy 4: Standardize data collection and analysis.

Outcomes: Increased fall-to-fall retention for Hispanic students and overall (Obj. 1-2); increased degree completion overall and for Hispanic and low-income (Pell) students (Obj. 3-5); increased sense of belonging for first-year students (Obj. 6); increased understanding of available engagement opportunities (Obj. 7); increased faculty/staff satisfaction with the college's capacity to standardize data collection and analysis (Obj. 8); and growth in endowment (Obj. 9).

CPP 1 and CPP 2: The project addresses both CPPs.

Funds Requested: \$2,452,044