

Introduction

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

In order to apply for a grant under Title V programs, an institution of higher education must have applied for and be designated as an eligible institution. In addition to basic eligibility requirements, an institution must have at least 25 percent enrollment of undergraduate full-time equivalent (FTE) Hispanic students at the end of the award year immediately preceding the date of application.

Applications for grants under the Developing Hispanic–Serving Institutions program are submitted electronically using Grants.gov and are reviewed by a panel of three external grant reviewers.

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

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

In FY 2020, the DHSI program office received 249 applications and only awarded 118 applicants due to budget constraints of the program. In FY 2021, the program did not hold a new grant competition. The program decided to “fund down” the FY 2020 new awards slate in rank order and fund 38 high-quality applications that were unfunded in FY 2020. These 38 applicants developed high-quality and promising applications, as demonstrated by their total scores. Scores ranged from 105.33 down to 100.67.

The maximum award size per grant award is \$600,000 per year for a period of 5 years. Total funding for new awards was \$22,397,605.

Below are the project abstracts for the newly funded FY 2021 grantees.

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P031S210061

**California State University, Sacramento State
CA**

PROJECT ABSTRACT

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

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

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

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

These three strategies will help achieve our overarching goal of enhancing student learning and success. For prospective and incoming students, we aim to integrate early career preparedness and financial wellness curriculum into existing Equity Educational Fairs and new student orientation to provide goal setting and an introduction to STEM and in-demand industry sectors. For lower and upper division students we will provide dedicated career and financial wellness counseling, individual career planning, and opportunities to expand work-based learning. Finally, to faculty and staff, we will offer professional development and mini-grants to develop institutional capacity to integrate early career development, financial wellness and work-based learning into existing courses and programs. The proposed project measurable outcomes include: (1) reduce numbers of students who are undeclared; (2) increase retention rates; (3) reduce numbers of students changing majors more than once; (3) increase numbers of students pursuing STEM and in-demand degrees and careers; (4) expand curricular and co-curricular programs with early career development and financial wellness components; (6) increase two- and four-year graduation rates; and (7) earn a Seal of *Excelencia*, to recognize the institution’s service to Hispanic students. The Project’s overall five-year budget of \$3,000,000 represents a cost-efficient approach that will support personnel, fringe benefits, supplies, software/technology, professional development, travel, training, and external evaluation. The **project addresses both Competitive Preference Priorities** of this Title V competition related to workforce development and financial wellness.

P031S210090
Victoria College
TX

PROJECT ABSTRACT

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

To improve these outcomes by September 2025, VC established three goals: 1. Realize student success; 2. Meet community needs; and 3. Achieve institutional excellence. To fulfill the goals, VC will implement four activities over the five-year grant period. The activities will benefit all VC students, including VC's high proportion of Hispanic students:

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

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

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

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

P031S210057
Heritage University,
WA

PROJECT ABSTRACT

Heritage University, a private, four-year Hispanic-Serving Institution located in Toppenish, Washington, was founded in 1982 to **extend access** to higher education to this low-income, high minority, and under-served area of Washington State. Many area residents **have low levels of income and education**, and these characteristics are shared by Heritage U.'s students, more than half of whom (69%) are **Hispanic** (vs. 49.9% for the county) and another 12% **Native Americans** (vs. 6.5% for the county). Yakima County is well endowed agriculturally, however, despite this agricultural bounty, the social-economic factors of the region demonstrate critical needs. Yakima County unemployment is almost double (7.1%) that of the State (4.4%) and more persons are living in poverty (16.5%) compared to the State (10.3%). It's astounding that only 16.0% of those 25 years/older in Yakima County hold a bachelor's degree or higher compared to the State at 35.3%! To address these inequities, Heritage U. must build capacity in preparation of Hispanic and other low-income students to enter high-demand STEM and health professions to **extend access, opportunity, and greater community service**. Not only that, it is vital to ensure that we take advantage of technology which improves student retention and amplifies the educational options for and success of diverse student bodies. Further, we will improve and expand our BSN Program and improve and expand our science lab spaces. And, to make sure we are properly tracking our progress, gathering the necessary data, and making formative changes as we progress and ultimately summative decisions to move us forward, we are also setting up an Institutional Research Office. These efforts support significant enrollment-based revenue growth to **sustain new programs and services** in the coming years.

We propose to develop an activity with four distinct yet interrelated components that synergistically work together as follows: (1) **Information and Instructional Technology equipping and upgrades**; (2) **Bachelor of Science Nursing [BSN] Program improvement and expansion**; (3) **Science Department Lab equipping, renovation, and expansion**; and (4) **set up of an Institutional Research Office**. We are also **renovating and equipping** classrooms and labs for effective instruction and **integration of information technology** into courses and programs that are integral to the project and institution as detailed in the proposal that follows. Two new science Labs will be created: the **Environmental Health** and the **Physical Sciences Labs** which will afford us more scheduling options and grow our enrollment in the sciences. The introduction of the **RN – BSN Program** will also grow our enrollment especially of the **non-traditional students** we have lost over the years as our overall enrollment declined. Finally we also address in this proposal; **Competitive Preference Priority 1** by offering **stipends** to students performing **summer internships** and **Competitive Preference Priority 2** by developing a **Financial Literacy course**. Heritage U. proposes **ongoing evaluation** to support achievement of project objectives and **Government Procedures and Results Act (GPRA)** provisions that demonstrate accountability and continuous improvement. Annual project evaluation will produce results for each of the Dept. of Education's **Key Performance Measures**: enrollment, retention, and graduation rates which we will collect, and report as requested during and after funding. External evaluation will also be utilized to make continuous improvements and adjustments to the Project as we progress. A total of **\$3,000,000.00** is requested in Title V funds for this Project.

P031S210271
Riverside City College
CA

PROJECT ABSTRACT

Proyecto Creación de Comunidad (PC₂) 1

Riverside City College (RCC) is a public, two-year, Hispanic Serving Institution located in Riverside, California in Southern California's Inland Empire region. It serves a student body of 30,083 individuals (Fall 2018), 63% of whom are Hispanic. More than 65% are low-income, and 35% are first-generation college students.

The proposed Title V project *Proyecto Creación de Comunidad/ Project Creating Community (PC₂)*, responds to critical needs for support services to help Hispanic and low-income students be successful in college. The project will complete RCC's transformation from a Hispanic-*enrolling* institution into a Hispanic-*serving* institution that at every level supports its highly diverse students as they 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 RCC. PC₂ will institutionalize research-based strategies that support students, faculty/staff/administrators, as well as parents and community, eliminate structural barriers, ensure culturally responsive curriculum and pedagogy in the classrooms, and facilitate student engagement.

The Title V PC₂ will use two avenues: 1) Student Engagement via: First Year Experience (FYE) including financial literacy training, Summer Bridge, Peer Mentoring, Open Educational Resources and Team-based Learning. The expansion of two Engagement Centers will consolidate these innovative programs and services, and make them easily accessible and culturally relevant, fostering students' sense of belonging in college; 2) Professional Learning for Faculty, Staff and Administration will increase and diversify training to support student success beyond the classroom, focusing on the needs of Hispanic and low-income students. The existing Faculty Center for Teaching Excellence will be remodeled and redesigned into a Faculty Innovation Center. This renaming will reflect the shift in commitment toward innovative pedagogy that supports the diverse population and addresses the needs that first generation Hispanic students bring to higher education.

The Project will have measurable and significant outcomes: 1) Increases in Hispanic and low-income student success; 2) Expanded and increased programs and services to meet the needs of the majority of Hispanic and low-income students at RCC; 3) Increases in faculty professional learning/development on the learning needs of Hispanic and low-income students.

Competitive Preference Priorities: PC₂ addresses both Competitive Preference Priority #1: STEM education and degree attainment; and Competitive Preference Priority #2: Financial literacy.

P031S210063
La Sierra University
CA

PROJECT ABSTRACT

Project Title: Encouraging Teacher Education with Hispanics and Low-Income University Students for STEM Teaching Careers.

Target Area: Increase the number of Hispanic and low-income students who have access to and complete articulated teaching degree and career opportunities in the Inland Empire of southern California that is one of the most diverse in the nation, where poverty is high, and educational attainment is low.

Goals: G1: Increase # of Hispanics earning teaching credentials; **G2:** Expand focus on student support to include the development or redesign of instructional programs and support strategies; **G3:** Strengthen college capacity for improved equity outcomes.

Objectives: O1: O1: Increase by 15% the number of Hispanic full-time Teaching degree-seeking undergraduate students enrolled to become teachers, especially in STEM areas. **O2:** Increase by 15% first generation, full-time STEM field degree-seeking undergraduate students going into a career of teaching. **O3:** Increase by 15% the Hispanics and first generation, full-time degree-seeking undergraduate students graduating within five to six years of enrollment with a teaching credential. **O4:** Increase by 15% the number of transfers from local community colleges seeking teaching credentials (w/equitable representation of Hispanics), and graduating within 3 years of transfer. **O5:** Increase by 15 % the percentage of Hispanic and first-generation education majors from local school districts to complete a teaching credential within five to six years of their start date. **O6:** Increase by 15 % the percentage of Hispanic and first-generation college students who participate in grant-supported services or programs in order to complete a degree with a teaching credential.

Strategies/Outputs: Strengthened articulation program with community college and local high schools; Summer Bridge program for incoming freshmen and transfer students; Curriculum reform and learning space renovation in all STEM areas; High Impact Practices for improved learning; Integrated student support services.

Services to be Provided/Activities to be Conducted: LSU's accelerated Teacher Credentialing Pathway will be linked to instructional improvements in gateway STEM courses including supplemental instruction, learning assistants, incorporation of High Impact Practices, personalized student coaching, summer bridge, effective early alert, and financial literacy workshops.

Competitive Preference Priority 1: LSU Proposes a new internship program for LSU pre-service teachers designed to give them a yearlong internship that leads to immediate employment after graduation and completion of credentials. LSU already has commitment from the main feeder school district (Alvord) and will establish similar connection with other local LEAs.

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

P031S210218
Broward College
FL

PROJECT ABSTRACT

Title V Project Bridges to Career Pathways: Matriculation to Completion for Hispanic Students

Located in South Florida, **Broward College (BC)** is the largest community college in Broward County and the second largest in State. BC is a public, multi-campus, urban Hispanic-Serving Institution (HSI) with an educationally disadvantaged and ethnically diverse student population. In Fall 2018, more than one-third, or 36%, of BC students were Hispanic.

Hispanics are fastest-growing ethnic population in Broward County, growing from 24% in 2010 to 28.4% in 2017 with only 30% of residents 25 years and over having a bachelor's degree or higher, yet over the past three years, Hispanic enrollment at the College has declined by almost 3% a year. This decline is a result of the lack of readiness for college-level coursework and need for support from entry into the college through the completion of a technical certificate or degree program. Additionally, there is no alignment between non-credit and credit programs for a seamless matriculation for those students completing workforce training.

In response, the College proposes to implement the ***Bridges to Career Pathways: Matriculation to Completion for Hispanic Students*** project through a single activity of building a bridge to guide the matriculation of Hispanic students to completion of a certificate or degree program. The program is tailored to the needs of students matriculating into the college, particularly Hispanics coming from low-income, high unemployment neighborhoods in Broward County. These students are in need of college preparation to support their successful matriculation, as well as academic support and assistance for retention and completion.

Broward College will work towards three goals:

1. Increasing matriculation of Hispanic and low-income students;
2. Increase retention and certificate and degree attainment of Hispanic and low-income students;
3. Strengthen the College through research and increased capacity for resource development. Fulfilling these goals will support the research on non-credit to credit matriculation with college readiness and success coaching support which points to increased student success.

The single activity includes evidenced-based promising practices and strategies:

- Develop and pilot a Matriculation Framework aligned to the College's eight career pathways to facilitate matriculation of non-credit workforce development students to credit programs,
- Develop and conduct Bridge workshop series, a series of accelerated college preparation courses to prepare students, particularly Hispanic students to enter a credit program,
- Implement a Success Coaching Model to provide personalized advising and guidance while reducing/eliminating barriers to success, and
- Research the effectiveness of the Bridges to Career Pathways Model to increase the College's capacity for resource development.

To create sustainability of the Bridge Series, a research-based college preparation program, the College will establish an Endowment. The College will raise the required matching funds for the Endowment.

P031S210238
El Paso Community College
TX

PROJECT ABSTRACT

Accelerate My Degree @ EPCC: Competency Based Education Project

Accelerate My Degree @ EPCC will develop six Associate of Applied Science degrees into a competency-based education platform at El Paso Community College (EPCC). This project is designed for students who have dropped out, adult learners looking to retrain, or students with some college but no degree. The percent of students who have dropped out on average from the fall 2013 to fall 2017 First-Time-in-College cohorts is 15 percent of the cohort. The average completion rate of a certificate or degree program is 3 percent.

A Competency-Based Education (CBE) model can give these students an incentive to return to college as two major characteristics of CBE is awarding credit by demonstrating competency and providing a way to accelerate completion through rigorous assessments. Traditional courses, whether face-to-face or online, measure learning in an environment that time is constant, and learning is variable. CBE flips this to make time a variable and learning constant. This is achieved by restructuring a course to allow the learning path for the student to be customized or adaptive based on the student's demonstration of knowledge and skills.

Building a learning path that is adaptive and rigorous to reflect the expected course outcomes evaluated by the Texas Higher Education Coordinating Board and SACSCOC, the regional accrediting body for EPCC requires a strong development team. The team needs faculty, staff, and an instructional design team that can leverage the current theory in learning science with today's technology that is interactive, responsive to students and provides an accessible platform for all students. EPCC will use the Title V grant funds for the startup costs of building out the six AAS degrees that lead to high wage and high demand jobs in the region.

P031S210261
California State University, East Bay
CA

PROJECT ABSTRACT

EB Si: East Bay STEM Initiative

CSU East Bay (CSUEB/EB) is located in Hayward, CA across from San Francisco in the East Bay. The university offers 136 undergraduate degrees, 60 post-baccalaureate and one doctoral program with a student body of approximately 14,525. The majority of students, eighty-six percent (86%), are from traditionally underserved communities, 36% Hispanic, fifty-four (54%) low-income and sixty-nine (69%) are first in their families to attend college.

Goals were developed reviewing What Works Clearinghouse in addition to other sources and will support Hispanic and/or low-income students to increase retention, progress to degree attainment, and increase STEM program student graduation rate, including both first-time freshmen and transfer students by: **(1)** Providing intentional and coherent summer counseling, community-building first-year experiences (FYE) for first-time students. **(2)** Support Financial Literacy (FL) for all CSUEB students, Priority #2 **(3)** Recruit and prepare students from community colleges to attain computer science degrees; Priority #1 **(4)** Recruit and prepare students, from community colleges, to enter a STEM teaching career pipeline at CSUEB; Priority #1. **(5)** Streamline access, analysis, and communication of EB SI student data. **(6)** Develop the skills, pathways, and opportunities for juniors and seniors to attain paid internships relevant to their majors and career goals. In addition, this grant will coordinate its efforts with the Hayward Promise Neighborhood grants that are dedicated to addressing widespread poverty in Hayward, CA.

P031S210275
College of San Mateo
CA

PROJECT ABSTRACT

STEM@CSM

The College of San Mateo (CSM) has served the diverse educational, economic, social, and cultural needs of its community for 98 years, making it the one of the oldest community colleges in the state and the oldest of three colleges in the San Mateo County Community College District (SMCCCD). CSM has evolved into a multicultural institution that continues a tradition of educational excellence by providing a broad range of quality and innovative programs to serve the academic and vocational needs of its approximately 9,000 culturally and linguistically diverse students. CSM students tend to be younger (65% are under 24), the majority come from traditionally underrepresented populations (52%), many are the first in their family to attend college (46%), and almost half of students receive aid (48%). Over the past decade, CSM's Hispanic student enrollment has grown from 19% to 30%; the upward trend is projected to continue over the next several years. An increasing percentage of Hispanic students served by the college, combined with a substantial growth in the number of STEM-field occupations predicted, presents the College of San Mateo with both the challenge and the opportunity to increase the number of Hispanic and low-income students who graduate with STEM degrees and to provide evidence-based services and activities designed to improve student success.

Strategies: To address the challenges described in the CDP, the College of San Mateo is proposing one comprehensive activity, "STEM@CSM," which is designed to ensure students succeed and achieve their full potential. This will be achieved through four strategies: (1) Establish a Centralized STEM Center; (2) Increase undergraduate research/internship opportunities; (3) Revise STEM curriculum and update equipment; and (4) Establish a Science Faculty Institute for Teaching and Learning.

Goals: Academic Programs Goal: Implement evidence-based activities and services to improve success for Hispanic, low-income, and other students; **Institutional Management Goal:** Enhance infrastructure and systems to support CSM's mission; **Fiscal Stability Goal:** Improve student metrics for increased fiscal stability.

Outcomes: Measurable outcomes include increases in the following: course success rates (Obj. 1); first-year gateway math completion (Obj. 2-3); fall-to-fall retention (Obj. 4); STEM degree completion and transfer (Obj. 5-6); research/internship opportunities (Obj. 7); faculty who incorporate new techniques into the classroom (Obj. 8); optimal space for centralized STEM center (Obj. 9); and overall student satisfaction with STEM center services and activities (Obj. 10).

Competitive Preference Priorities 1 and 2: STEM@CSM addresses both competitive preference priorities.

Total Requested: \$3,000,000

P031S210016
Pueblo Community College
CO

PROJECT ABSTRACT

Pueblo Community College is one of 13 institutions in the Colorado Community College System. Serving southern and southwestern Colorado, PCC has been a Hispanic-Serving Institution for more than 25 years. Students at PCC are 33.9% Hispanic/Latinx, 49.4% first-generation, and 49.6% Pell-eligible.

PCC used an in-depth analysis process to identify its strengths and weaknesses and, as a result, identified two significant problems it will address through this Title V application, **Onboarding Practices and Teaching to Implement Cultural Awareness (OPTICA)**. These include students coming to the college without a knowledge of college-going and what is expected of them; and a disconnect in ethnicities/culture between students and faculty. OPTICA will address these problems through two activities:

- • Onboarding, which will develop a more in-depth and personal approach to helping new students become adjusted to PCC, including online orientation, a welcome event, learning cohorts/mentoring, a laptop lending program, and a financial literacy component.
- • Professional Development, which will focus on culturally-relevant pedagogies and how faculty members can make their courses more welcoming for students.

OPTICA will meet the following objectives: Objective 1: By Sept. 30, 2024, increase student retention by 8.8%.

Objective 2: By Sept. 30, 2024, increase PCC's overall graduation rate by 10%.

Objective 3: By Sept. 30, 2024, decrease the average debt students graduate with by 10%.

Objective 4: By Sept. 30, 2024, increase the percentage of courses using culturally relevant teaching pedagogies by 40%.

P031S210176

Queensborough Community College (QCC)

NY

PROJECT ABSTRACT

Title: Leveraging Faculty Development and Supplemental Instruction to Enhance the First-year Experience and Beyond: An Integrated Strategy to Improve Retention and Graduation Rates for Hispanic and Low-Income Students at Queensborough Community College

Queensborough Community College (QCC) is a public two-year institution located in Queens, New York. QCC is Part of City University of New York (CUNY), the largest public urban university in the country. It serves economically and ethnically diverse communities in New York, enrolling 13,101 students in 2018-19, of which 28% (3,668) were Hispanic.

In Fall 2019, QCC formed a Title V Grant Development Leadership Group. They agreed that two priority areas for institutional improvement that are mission critical and aligned with college strategic planning goals are (1) improving the retention and graduation rates of Hispanic and low-income students and (2) facilitating Hispanic and low-income students' academic success. The two goals will be achieved by strengthening institutional capacity through three guiding activities: (1) improving the students' first-year experience; (2) providing faculty professional development opportunities to improve pedagogy and supplemental instruction to enhance academic support, both directed at key courses in the curriculum; and (3) facilitating students' successful completion of online courses. All three projects are aimed at improving student retention and graduation. A total of 12,800 first-year students is expected to be served by Activity 1 from Years 2 to 5 (3,200 a cohort); 27,000 students are expected to be served by Activity 2 from Years 1 to 5; and 2,895 students are expected to be served by Activity 3 from Years 2 to 5.

Project Five-year Costs: \$2,997,314

Activity 1: \$992,748; Activity 2: \$1,044,500; Activity 3: \$960,066

P031S210199

**The University of Texas at El Paso (UTEP)
TX**

PROJECT ABSTRACT

The University of Texas at El Paso (UTEP) is the largest Mexican-American-majority Carnegie-classified R1 university. UTEP has an 81% Hispanic-American and primarily commuter student population, and a current enrollment of more than 25,000 students. Thirty-two percent of UTEP students are from families with an annual household income of \$20,000 or less.

A recent institutional analysis found that over the last five years ~12,000 undergraduate students had stopped-out from UTEP. Meanwhile, 2,535 UTEP undergraduate students who were enrolled in the fall 2019 semester did not enroll in the spring 2020 semester. This attrition leads to a lifetime cost for the students, negative impact on the region, and lost revenue for the university. The proposed *Increasing Degree Completion for Stop-Out and Potential Stop-Out Students at The University of Texas at El Paso: **CompleteUTEP*** is timely and necessary.

The **vision** for the proposed five-year project is to develop a national model for Hispanic-Serving Institutions (HSIs) for re-engaging, re-enrolling, effectively educating, and supporting stop-out and potential stop-out students to degree completion. Thus, our **goals** are to increase retention and build workforce-ready knowledge and skills among undergraduates at UTEP. The project addresses **Competitive Preference Priorities 1 & 2**, as its objectives include increasing opportunity for participation in work-based learning experiences aligned with in-demand industry sectors; and expanding UTEP's holistic advising model inclusive of financial literacy and other skills to build personal financial understanding that will contribute to student success.

The **broader impacts** of *CompleteUTEP* are: increased social mobility of low-income and Hispanic students, increased regional economic vitality, increased financial stability for UTEP, and replicable practices for Hispanic students to advance their pathways through college and into careers. Moreover, the project will provide UTEP an optimal opportunity to purposefully investigate and continuously improve the re-engagement, re-enrollment, education, and support of UTEP students to degree completion. Findings will inform further efforts that will impact the broader UTEP student body. Beyond UTEP, lessons learned from this work can apply to regional, state and national completion efforts, and serve as a resource to HSIs.

P031S210208

Saint Xavier University (SXU)

IL

PROJECT ABSTRACT

Saint Xavier University (SXU) is a four-year, private Hispanic Serving Institution that serves the diverse and dynamic communities of Chicago's south side. Founded by the Sisters of Mercy in 1846 to extend educational opportunities to Chicago's Irish immigrants, women and the poor, the provision of a transformative education to the historically underserved is at the heart of SXU's mission. SXU continues to deliver on its mission to one of the most diverse student populations in Illinois. The proposed Title V DHSI Project – **Enlace** – will strengthen SXU's capacity to eliminate educational equity gaps by increasing retention and graduation rates for Hispanic, low-income and other historically underserved students, by **creating a link between academic supports and an environment that enhances racial and ethnic identity.**

The Enlace project will enhance student academic achievement by:

- 1) Increasing SXU's faculty development capacity and **integrating multicultural competency, equity awareness and learning-centered strategies for teaching** and equitably assessing diverse populations;
- 2) **Enhancing academically promising, culturally validating curricular and co-curricular offerings** to leverage the assets of bicultural/bilingual students and peer interaction and support, and to create a culture of inclusivity through expansion of the Spanish in the Professions major and the addition of Spanish language content to Student Media offerings;
- 3) Leveraging the use of **technology to improve student learning and retention**; and
- 4) Increasing SXU's capacity to offer **holistic and humanized supports to facilitate student success** through the hiring of a bilingual Spanish counselor for the Counseling Center.

The project will achieve two measurable outcomes on (1) maximizing student success through improved retention, progression and completion and (2) creating a culture of equity based on the integration of best practices and culturally validating and inclusive high impact educational practices across curricula.

The Enlace program addresses Competitive Preference Priority #1: Connecting Students to Careers (see pages 2-4) by establishing coordinated efforts to connect students to internships and externships through an **Employer Development Outreach Coordinator** and **Industry Advisory Board**; and **Competitive Preference Priority #2: Student Financial Literacy (see pages 4 through 6)** by building a network of **Financial Literacy** supports to better assist students with creating a solid financial foundation for both immediate finances and long-term money management. Financial literacy touchpoints are infused through all aspects of the Enlace initiative, including a **Financial Literacy Coach and Instructor** and the expansion of a new **personal finance online-course**.

The project's overall budget of **\$2,867,919** is cost-effective and will yield strong outcomes for student success. Title V funds will largely support personnel costs for capacity building (90%), with the remainder covering fringe benefits, travel, supplies, external evaluation costs, and support for institutional endowment, for which SXU will provide dollar-for-dollar matching funds. All project costs will be institutionalized by the end of the grant cycle.

P031S210233
Dallas College Richland Campus (RLC)
TX

PROJECT ABSTRACT

Abriendo Caminos (“Opening Ways”) at Richland College

Richland College (RLC) is a comprehensive two-year public community college and an independently accredited member of Dallas County Community College District (DCCCD). RLC is an eligible Hispanic Serving Institution under Title III and Title V.

The Abriendo Caminos project at RLC will create new infrastructure that opens ways for Hispanic and other underrepresented students and their families with college access, success, and completion regardless of their starting points and their aims. The project design is a “multiple points of entry” model that will accept new RLC students who test at the Developmental Education (DE) level, at proficiency in two of three standardized test scores for math, reading comprehension, and writing, or at proficiency, and prepare them for success.

The project offers several interlocking components that address current challenges for Hispanic students:

Outreach – *To learn how the programs in Abriendo Caminos at RLC can assist them with their transitions;*

Bridges to College – *The DE Bridge will shorten the time they must spend before engaging college-level work. The STEM Bridge will preview first semester STEM gatekeeper (“high enrollment, low success”) coursework for participants.*

STEM Club – Will offer exposure to careers, short field trips, STEM speakers, etc.

STEM Research Skills Boot Camp – Sophomores in STEM will prepare for transfer to junior-level university coursework; and

Minority Serving Institution (MSI) Convening – Focuses on using data to improve MSI student success.

P031S210272

**Our Lady of the Lake University
TX**

PROJECT ABSTRACT

Our Lady of the Lake University (OLLU) is a private, coeducational comprehensive 4-year institution located in San Antonio, Texas (pop. 2,377,507), within Bexar County, about 150 miles from the Mexico border. On the foundation of faith, wisdom and trust in Providence, OLLU seeks to prepare graduates to transform their communities, families and professions. OLLU serves a predominantly Hispanic and low socioeconomic service area and enrolls more than 1,300 undergraduate students annually. Inclusive of graduate students, enrollment exceeds 3,100 each year. The University is accredited to award bachelor's, master's and doctoral degrees by the Southern Association of Colleges and Schools Commission on Colleges.

Founded by the Congregation of Divine Providence, OLLU's initial mission was to educate predominantly Mexican-American women who had limited access to education. While women still comprise the vast majority of students (68%), the mission of OLLU has expanded to serve a wider range of students. Yet the focus remains on students from underrepresented groups. Many (43%) are first-generation college students, more than half (56%) are low-income, and 91% are members of a minority group.

Despite the dedication of OLLU's faculty, staff, and administration, as well as the university's many strengths and accomplishments, we are currently facing severe institutional challenges. Enrollment has been declining for several years, most notably within our STEM programs where enrollment has dropped 11.5% since 2012, 20% drop among low-income students enrolled in STEM. Of the students that are pursuing a program with a STEM emphasis, far too many are failing critical core courses. And thus, our retention (63.0% overall, 63.7% Hispanic) and degree completion rates remain far below acceptable levels. Graduation rate for all students within six years of first enrollment is just 28.7%, compared to 66% for four-year private universities nationwide. For Hispanic students enrolled in STEM degree programs, graduate rates are 15.4% within four years just 26.4% within six years.

As a private institution, we rely almost exclusively on tuition and fee revenue and the current situation has created many severe challenges. Our precarious fiscal situation impedes our ability to invest in initiatives that can stem the tide of high course failure, low retention, and poor graduation rates.

This Title V application has been prepared after a careful and comprehensive analysis of strengths, weaknesses, opportunities, and threats facing OLLU. We submit this proposal for a project titled ***A Comprehensive Approach to Improved STEM Education at OLLU*** and request **\$2,998,434** over five years to implement initiatives that will result in:

- More effective core STEM courses in Math, Physics, Physical Science, Biology, and Chemistry following comprehensive course redesign utilizing the Universal Design for Learning (UDL) teaching and learning strategies. Within the overall UDL concept, course revision will include the use of Experiential Learning and Writing to Learn techniques.
- Improved and expanded academic support resources via creation of an Experiential Learning (EXL) STEM Studio equipped with hardware and software to facilitate hands-on active/collaborative experiential learning activities that are discipline-specific and/or interdisciplinary.

Our proposed project responds to both 2020 *Competitive Preference Priorities* established for the Title V Developing HSIs Program and accomplishing project objectives will result in:

- *Expanded availability of, and increased participation in STEM Internships and Field Experiences. (CPP#1)*
- *Improved Financial Literacy* among our students following participation in customized and contextualized financial wellness and financial literacy instructional modules. **(CPP #2)**

P031S210286
Santa Barbara City College
CA

PROJECT ABSTRACT

Restructuring to Innovate for Student Excellence (RISE): Building a comprehensive support network for student success

Santa Barbara City College (SBCC) is a comprehensive fully accredited community college located on the south coast of Santa Barbara County in California. As a Hispanic Serving Institution with an enrollment of just over 16,000 students, SBCC requests a grant from the U.S. Department of Education to implement its RISE program. This program is designed to continue the development of SBCC's Hispanic-serving culture through strengthening outreach and student support services to ensure students are guided from entry through to completion. With a coordinated implementation of culturally relevant instruction and student services to reach, teach, and support targeted student populations, and innovative and intentional financial literacy strategies; *SBCC seeks to ensure the college engages in strategies that support student readiness to learn and guide Hispanic and low-income students through to successful completion of their academic goals.*

RISE (\$2,993,187 over five years) strategies will increase the number of Hispanic and low-income students that enroll, complete transfer-level math and English, and persist to meet the requirements for degree and/or transfer to a four-year university within two to three years. *Project outcomes include a 15% increase in the number of students who enroll with a student educational plan, a 10% increase in successful completion of transfer level math and English within their first year, a 26% increase in retention, in addition to outcomes to decrease time to degree and increase transfer rates for Hispanic and low income students.*

Component One: Outreach and Enrollment Strategies to increase the enrollment, Guided Pathways success, and financial literacy preparation for Hispanic and low-income students through enhanced outreach and first year experience strategies.

Component Two: Completion and Retention Strategies to increase course success and progression in transfer level math and English, and to improve the time to completion for Degree/Certificate and Transfer through intrusive tutoring and mentoring, financial literacy and professional development.

Component Three: Professional Development and Sustainability to improve cultural pedagogy, course alignment to Guided Pathways and Vision for Success goals, and sustain financial responsibility for underrepresented and low-income students through enhanced and supported Professional Development activities through Communities of Practice.

Numbers of Students Served and Low Program Costs: Comprehensive grant interventions will result in a minimum of 60,000 students served, with an assumption of 25% duplication, resulting in 45,000 students served over the five years of the grant. This will support a return on investment of about \$66.50 per student via improved student success.

P031S210125
Saint Peter's University
NJ

PROJECT ABSTRACT

Saint Peter's University (SPU) proposes a Title V project titled *Ensuring Success for the New Majority Student* to address the growing needs of diverse learners by improving flexible and affordable opportunities through online learning. Located in Jersey City, New Jersey, SPU is a pioneer among Hispanic-Serving Institutions (HSIs) and is the oldest private HSI in the state. Over the past 20 years, SPU's undergraduate Hispanic student population has grown from 25% to 47%. Today, the university is a majority minority institution with a diversity index of .68, according to *U.S. News & World Report* 2020 Best Colleges Rankings. The university serves three categorical types of student learners: (1) full-time undergraduates, (2) transfer students, and (3) graduate students. Despite the degree classification of each student group, all three populations share similar characteristics of the "New Majority" student. New Majority students are a growing number of currently enrolled college students who face unique challenges to earn their college degree. Characteristics of New Majority students and SPU students include status as nontraditional adult learners, first-generation college students, low-income students, and students of color, all of whom are primarily commuters. Because of these shared characteristics, many of SPU's students have the same needs, with some of the most significant ones being affordable cost and opportunities for flexible, alternate course delivery.

To address these needs, the proposed Title V grant will (1) develop a quality-based infrastructure to grow distance education offerings by developing new online courses and converting existing on-ground courses to online courses; (2) provide a holistic, supportive infrastructure to positively impact Hispanic/Latinx and overall New Majority student academic, career, and postgraduation outcomes; and (3) increase faculty and staff professional development in online pedagogy and cultural competency to improve the educational experience for distance learners.

P031S210126

**Inter American University of Puerto Rico (IAUPR)–Arecibo Campus
PR**

PROJECT ABSTRACT

Inter American University of Puerto Rico (IAUPR)–Arecibo Campus is a private, non-profit HSI institution located in an economically deprived region of the Island, serving a 99.4% Hispanic low-income student population. IAUPR Arecibo proposed project consists of a single activity with two components:

Component 1: Strengthening Student Support Services with the development of a Comprehensive Academic and Financial Success Program

The main goal of this component is to increase persistence and retention, to lead students through a success-guided pathway that will take them to a degree completion in six years. The component proposes four complementary monitoring and coordinating efforts toward helping students attain their educational academic and financial career goals. The fifth effort is a summer bridge, to encourage students from high schools, to come and see the possibilities of higher education studies. Comprehensive Academic and Financial Success Program efforts include:

1 Mi Plan -Student Individual guided pathway with an enhanced academic and financial support structure.

2 Students Co-curricular Academy -Skill-building workshops to foster personal growth, leadership skills, work skills and financial literacy.

3 Persistence and Retention Program -Group intervention activities for students identified as needing additional support to improve student academic performance.

4 Academic and Financial Program Center -Student Support center with academic and financial advisors (Success Coaches) and students' peer mentors (Students' Success Team)

5 Summer Bridge -High school students early experience in a higher education campus

P031S210169

**Universidad Politécnica de Puerto Rico-Orlando (UPPR-O)
FL**

PROJECT ABSTRACT

Specializing in engineering programs, *Universidad Politécnica de Puerto Rico - Orlando* (UPPR-O), is a private non-profit, 4-year university branch campus of the Universidad Politécnica de Puerto Rico, serving the Orlando metropolitan area. With a population in excess of 2.49 million, the Orlando MSA is among the nation's fastest-growing regions. UPPR-Orlando was established in 2003, in part as a response to Central Florida's growing Puerto Rican population. Since its opening the university has witnessed shifts in enrollment, primarily in line with the region's economic swings. Nevertheless, we continue to attract an increasing number of nontraditional students, drawn to our flexible academic programming and familiar cultural environment. While 29.7% of the Orlando metro area is of Hispanic descent, UPPR-O's student population is 98.7% Hispanic. Our students are older (avg. age 35), most are working and/or have family obligations. Yet eager for improved employment opportunities and career advancement, they are motivated by our evening and online/hybrid course offerings. While still small, (Fall 2019 enrollment: 162), we are growing, and the speed of growth is gaining momentum. The addition of three new engineering specializations in 2016 contributed to an almost doubling of enrollment in just two years. We are fortunate to have the backing and support of our parent institution Universidad Politécnica de Puerto Rico (UPPR). With eight ABET accredited engineering programs, just over 700 graduates per year, UPPR has a strong reputation as one of the United States' leading producers of Hispanic and female engineers. The proposed project was developed following a thorough review of current research and is guided by a well-designed logic model to facilitate project implementation, and evaluation. This Title V initiative will capitalize on a rebirth of the aerospace industry in Central Florida's "Space Coast" that, fueled by large industry investments, is creating significant career opportunity for individuals with appropriate education and credentials. We request **\$2,999,773** for a project titled ***Expanding Educational & Career Pathways in Emerging Engineering Fields*** with initiatives resulting in:

- Expanded degree options by creating an Aerospace minor for our B.S. of Mechanical Engineering and three new specializations within this minor: 1) Manned Aircraft Design, 2) Propulsion System Design, and 3) Unmanned Aerial Systems Design.
- Improved support for our faculty to facilitate their mastery and use of digital resources and other technology to better engage diverse learners.
- Expanded online student service resources via the creation of a Student Integrated Online Services (SOIS) Center with particular emphasis on improved Career/Educational Planning.
- Creation of a suite of services to improve students financial literacy, career planning, and postbaccalaureate preparation skills and thus prepare them for graduate studies and professional success.

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

□ ***CPP #1: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills: c)***

Creating or expanding opportunities for students to obtain recognized postsecondary credentials in Science, Technology, Engineering, Mathematics, or Computer Science.

□ ***CPP #2: Fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens: Support Instruction in personal financial literacy, knowledge of markets & economics, knowledge of higher education financing & repayment, or other skills aimed at building personal financial understanding/responsibility.***

Success in these initiatives translates to expanded career opportunities for our students as well as increased enrollment, corresponding revenue, and improved fiscal stability for UPPR-O.

P031S210017

**New Mexico State University, Carlsbad Community College
NM**

PROJECT ABSTRACT

***Ascender Project* NMSU Carlsbad**

New Mexico State University, Carlsbad is a public, two-year Hispanic Serving Institution (Enrollment 1,791) serving southeastern New Mexico. Over 58% of our students are Hispanic and over eighty-two (82%) of the region's residents have **not** earned a bachelor's degree or higher (U.S. Census QuickFacts, 2020). Rapid urbanization associated with expansion in the energy exploration and production sector are transforming this once-rural, geographically isolated region of Southeastern New Mexico. Surging economic growth and chronic poverty exert tremendous influences on the academic, social, and economic experience of our students, the majority of whom are Hispanic, low-income and tend to come from families where college degrees are uncommon. Whether they are under skilled for technical and professional positions, unexcited by the prospect of working in the Oilfield, or just dream of a future that takes them far beyond Carlsbad city limits, we must redouble our efforts to ensure their postsecondary success. NMSU Carlsbad's enrollment, persistence, completion, and transfer data are contradictory: Fall to spring retention is up (72% 5-year average), but Second Year Persistence has dropped (50%). Completion (22%) and transfer out (19%) are uninspired. Our analysis indicates academic programs are misaligned to regionally significant employer and industry demands and existing student services advising practices insufficiently address the unique needs and circumstances of our predominantly part-time enrolled (79%), Hispanic student population. Are we fully serving the needs of students (and their families) who trust us with their futures? To connect students more effectively with knowledge, skills, and exciting advantages of a postsecondary certificate or degree, the proposed *Ascender* Project will create an intentional **First Year Experience**. Personal development courses will challenge, engage and inspire students with academic and professional career path exploration, and provide the advising and educational supports to propel their success through to completion and transfer. The project will implement intensive, equity-centered professional learning, resulting in pedagogies and practices aligned to regional hiring and cultural needs. The project will deliver practical and useful personal and postsecondary financial literacy in association with community-centered outreach initiatives of the project. We expect these efforts to yield measurably increased postsecondary success and entry to higher wage, more satisfying careers for Hispanic and low-income students, with the universal benefits of overall higher educational levels in our community.

The Project addresses **Competitive Preference Priority #1:** (a) Improving collaboration between education providers and employers and **Competitive Preference Priority # 2:** Personal Financial Literacy. Reasonable, allocable, and necessary costs within the scope of the project to support all objectives totaling **\$2,879,365** are requested to support the ambitious and necessary activities of the project.

P031S210133
Atenas College
PR

PROJECT ABSTRACT

Enhancing Hispanic students' competencies through reflective and self-regulated learning

Atenas College is a private, not-for-profit institution of higher education, incorporated in 1996 under the laws of the Commonwealth of Puerto Rico, serving a population of 100% Hispanic students. Atenas, located in the municipality of Manatí, within the northern coast of the Island, serves neighboring commuting students who **are experiencing an extremely challenging environment marred by a 13-year severe economic recession, high unemployment rate (11.6%), low labor participation (23%) and reeling from the devastating effects of two Hurricanes (Irma & Maria) and multiple earthquakes.** This challenging context has negatively impacted the capacity of prospective students to enroll and current students to remain in school. Nonetheless, prospective students perceive allied health careers as a viable alternative for sustainable employment either within the Island or in the US mainland.

To address these challenges, Atenas College proposes to implement one activity, "Enhancing Hispanic Students' Competencies Through Reflective and Self-Regulated Learning." It has been sub-divided into three major components: 1) General and Core Competencies Development and Assessment Program, 2) Faculty Capacity Building in Teaching, Assessment and Technology Competencies, and 3) Century Teaching & Learning Center (CTLC). All of the components will help students learn-to-learn to attain retention and graduation. This project will position students with the knowledge, skills and abilities for their professional board attainment and future employment.

The project seeks to implement a virtual tutoring program to expedite general education skills, including oral and written communication, scientific and quantitative reasoning, and allied health core competencies, complemented with academic counseling. Atenas seeks to revise the methodology and pedagogical activities of 58 courses to include metacognitive and collaborative learning strategies, a learn-to-learn approach, and learning assessment activities. Finally, the program will acquire health science and laboratory software to enhance the teaching and learning process based on competencies, as well as the evaluation of core competencies.

A faculty professional development program provides workshops and conferences emphasizing the integration of metacognitive abilities, and assessment and evaluation strategies into the teaching-learning process in a competency-based curriculum. Faculty will also have technological tools and resources available to enrich the training and to provide students with a more interactive class space. A faculty and student symposium will be implemented to demonstrate and share best practices and lessons learned.

The transformation of our current learning resource center into a Century Teaching and Learning Center, with trending technologies, will provide learning spaces that foster collaborative learning and teamwork, self and peer-evaluation, and a virtual learning environment. The CTLC will support students with their different learning styles and address their specific learning needs.

The project will address both competitive preference priorities. **Priority 1** will improve collaboration between Atenas personnel and employers by means of a Healthcare Workforce Advisory Board and work-based learning experiences. **Priority 2**, whose aim is to build personal financial understanding and responsibility, will have a multifaceted approach, including student mentoring and workshops, mobile application, among other activities, to deal in a financial hardship environment.

P031S210194
Miami Dade College (MDC)
FL

PROJECT ABSTRACT

Business Innovation and Technology (BIT) Project
Miami Dade College School of Global Business

Miami Dade College (MDC) is a public, state supported institution of higher education with 72% Hispanic enrollment, 66% low-income enrollment and is accredited by the Southern Association of Colleges and Schools (SACS). Miami has a growing ecosystem for technology startups and business innovation, yet employers lament the dearth of talent prepared to fill positions within these companies. MDC will prepare students for the business world of today and tomorrow through the Business Innovation and Technology Title V project. The BIT project aims to provide the skills and resources that students need to succeed in the new, digital, data-driven world where rapid technological changes are disrupting the way business is done on an exponential scale.

The School of Global Business has the largest enrollment of MDC's academic schools, serving 8,688 students in spring 2019, 77% of them Hispanic. The BIT Title V project will transform the institution and address critical deficits within its academic programs, institutional, and fiscal management. The BIT Project will: (1) equip, sustain, and provide a state-of-the-art Business Innovation and Technology Center and two satellite hubs fitted with the hardware and software needed for practical, hands-on training in business analytics and digital transformation; (2) create 17 new and redesigned courses and credentials that infuse business technologies, analytics, and digital transformation content; (3) train more than 200 faculty in the new curriculum, technologies, and pedagogies to ensure their effective delivery; (3) develop robust student support services and train student services staff in delivery.

Objectives: By September 2025, the project will (1.1) equip and sustain the BIT center and two satellites with the latest business technologies, (2.1) train 40 faculty per year in technologies, new curriculum, and course delivery, (2.2) increase average annual enrollment in the targeted programs by 15%, (3.1) 75% of students enrolled in revised or new courses will earn a passing grade in the new or revised courses, (3.2) students receiving 10 or more tutoring sessions per year will have a 15% higher grade point average, (4.1) 72% of students will persist and/or graduate in targeted associate's degree programs, (4.2) 54% of students in the SOGB associate's degree programs will concurrently complete a CCC in the targeted programs.

This Title V project addresses both **Competitive Preference Priorities** of (1) "fostering flexible and affordable paths to obtaining knowledge and skills," and (2) "fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens."

P031S210259

**Southwestern College, Chula Vista
CA**

**PROJECT ABSTRACT
*CONEXIONES***

Southwestern Community College is a fully accredited public, two-year Hispanic Serving Institution (HSI) located in Chula Vista, California with an unduplicated, degree-seeking headcount of 18,569. Our students are predominantly Hispanic (48%), low income (56% Pell Eligible) and often first-generation college students. As the only public institution of higher education in southern San Diego County, Southwestern College contributes to the development and growth of the region through its educational, economic workforce opportunities, and community partnerships and services. Southwestern College's **Conexiones Project** five-year proposal requests \$2,929,974 in funding and showcases activities that consists of important components that seek to improve the college's student success and completion rates:

The proposed **Conexiones Project: *Connecting students to their Pathways*** aims to create a transformative Second Year Experience at Southwestern College centered on career and transfer exploration. Project activities will energize students' connections to their college experience and make it easier for students to get the help they need during every step of their community college experience, (Bailey, Jaggars & Jenkins, 2015), as they move through college to transfer to career. To support upgrading academic quality, pedagogies and practices, the project will deliver equity-centered faculty professional learning. The project will also advance integrated student supports to generate increased postsecondary persistence, completion, transfer and employment in their fields of study for Hispanic and low-income students by 5% or more in all categories by 2025.

The activity objectives of the project are to: 1) Create a **Conexiones Project** Center for Student Engagement; 2) Involve over 200 faculty, professional staff and Peer Coaches in equity-centered professional learning focused on High Impact Practices and Active Learning Pedagogies increasing institutional adoption of coaching practices and contributing to the development of communities of practice; 3) Develop Transfer and Career Personal Development Courses serving over 570 students per year; 4) Create of at least 60 new increased internship and work-based learning opportunities, and 5) Engage over 20,000 students in financial literacy education and learning modules over the five-year project. The Project addresses **Competitive Preference Priority 1:** Collaboration between high-demand industries and education, (b) work-based learning and **Competitive Preference Priority 2:** Personal and Postsecondary Financial Literacy.

Key measures of success. Outcomes of the project are the increased utilization of equity analyses by faculty to ensure academic equity campus-wide. The project expects increased 3rd semester retention (from 71% to 76%), increased certificate and degree completion (from 22% to 27%) and increased transfer (from 11% to 16%) over the project time frame. The project anticipates decreasing student loan default rates by 4% as a result of its unprecedented efforts to provide students and the community with financial literacy learning resources. Most of all the project will contribute greatly to our graduates becoming situated in rewarding careers in their fields of study with higher median earnings and greater satisfaction. This dynamic and relevant project directly supports Southwestern College's Student Equity and Guided Pathways goals, and education performance measures.

Project Management and Evaluation. SWC will have on-going planning and evaluation process consistent with the management and evaluation plans detailed in the project. Annual external evaluations are included in the budget.

P031S210060

**Metropolitan State University of Denver (MSU Denver)
CO**

PROJECT ABSTRACT

Metropolitan State University of Denver (MSU Denver) proposes the development of SpaceTech Scholars, co-housed in the College of Professional Studies' departments of *Aviation and Aerospace Science* and *Engineering and Engineering Technology*. To address the demonstrated need for aerospace and engineering technicians in Colorado (and the United States at large), as well as the lack of diversity in this industry, SpaceTech Scholars will increase the recruitment, retention, graduation and career placement rates of Hispanic and other underrepresented students (i.e., minority, low-income, first-generation, female) as entry-level *technicians* in the domains of aerospace and engineering. These goals will be obtained through the development of a linked learning community, which includes: (1) the creation of a clear aerospace/engineer technician pathway, (2) dual-enrollment opportunities for high school youth interested in this field of work, (3) exposure to engineering/aerospace opportunities and diverse professionals in these fields for students, starting in middle/high school and (4) comprehensive support systems for MSU Denver students who enroll in this new career pathway, including intrusive advising and career navigation, academic support, internship opportunities, financial aid and literacy, social capital, and other supportive services to eliminate barriers facing Hispanic and other low-income students. Program objectives include: Enroll an increased number of Hispanic students in aerospace/engineering through reduced barriers to enrollment through the development of a new career pathway, Aerospace Engineering Technician (AET); increase the interest in engineering/aerospace careers by Hispanic/low-income middle/high school students through educational/awareness and outreach events and an annual summer camp; increase the interest in engineering/aerospace careers by Hispanic/low-income MSU Denver students through educational and awareness opportunities; increase the enrollment and retention rates of Hispanic/low-income students in the AET pathway; and increase the graduation and career placement rates of Hispanic/low-income students in the AET pathway. Measurable outcomes include: 90% of students participating in summer camp will demonstrate increased knowledge of opportunities in engineering/aerospace and 80% will demonstrate an increased interest in and positive attitudes toward pursuing an engineering/aerospace career; 100% of students enrolled in MSU Denver's program will receive exposure to positive role models who are ethnically, racially and gender diverse; 100% of students enrolled in the program will receive intrusive advising and mentorship from a STEM navigator; 50% of students enrolled in the program will receive scholarship support; 50% of students enrolled in the program will gain valuable internship experience directly related to working in the field; 50% of students enrolled in the program will receive a stipend for an internship; 90% of students enrolled in the program will graduate; 100% of students enrolled in the program who indicate interest will receive tutoring support; 100% of students will identify and develop a plan to pursue their chosen career in engineering; 100% of students will demonstrate increased financial literacy and have a plan before graduation for budgeting and loan payback. MSU Denver will also track and report on the required performance measures. SpaceTech Scholars meets all three priority areas under Competitive Preference 1: *Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills*, and includes an evidence-based financial literacy component that meets Competitive Preference 2: *Fostering Knowledge and Promoting the Development of Skills That Prepare Students To Be Informed, Thoughtful, and Productive Individuals and Citizens*.

P031S210071

**The University of Puerto Rico at Arecibo (UPRA)
PR**

PROJECT ABSTRACT

The University of Puerto Rico at Arecibo (UPRA) is an independent branch campus of the University of Puerto Rico (UPR), the public system of higher education on the island, which serves a predominantly Hispanic and low-income student population. The proposed project, **Enhancing Student Learning Outcomes through the Implementation of Distance Education Technologies**, addresses the institution's academic goals of providing an enriched online learning environment which fosters active teaching/learning strategies/methodologies; implementing innovative distance education technologies in course curricula and academic programs; and enhancing overall online student outcomes. Its objectives include increasing faculty knowledge and participation in the online teaching/learning process through an intensive development/training program aimed at gradually integrating the distance education modality into academic course curricula that will eventually lead to the implementation of quality distance education programs. Enhanced technical support services to produce innovative online technologies will be available to participating Distance Education faculty through the establishment of a Center for the Support of Distance Education Technologies (CSDET). The CSDET will also offer services to improve students' knowledge, computer literacy skills and capabilities for accessing hybrid/online courses; respond to students' mentoring and coaching needs; increase information resources available to support students' development as independent learners and decision makers; and provide an informal learning space where they can work individually or collaboratively, share ideas on their online experiences, and practice their acquired skills in e-learning technologies.

It is expected that the proposed project will maximize student academic achievement, motivation, satisfaction, and adjustment to the newly introduced distance education modality, thus increasing retention, persistence, and graduation rates by at least 2% annually after the second year of the grant period. It will empower faculty, advisors, counselors, and peer coaches to utilize strategies and technologies that have proven to provide underprepared and at risk students meaningful interaction, to instill a feeling of belonging and community among diverse students, to connect learning to students' current lives and future career goals, and to overcome the fragmentation and alienation common to the college experience.

The project is supported by "**promising evidence**" presented in a study by Eric Bettinger and Rachel Baker (2011), *The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring*, where they find that structured mentoring/coaching is advantageous to first generation college students from lower socio-economic backgrounds. The authors reported that coaching had positive effects on retention, persistence and graduation rates.

The growing concern that skill-based hiring is becoming more prevalent has led the institution to address **Competitive Preference Priority 1** through better aligning its academic program internship curricula with the competencies needed in the workforce and partnering with employers to build talent pipelines. The lack of financial literacy, common among UPRA's students, will be addressed through **Competitive Preference Priority 2** by effectively engaging students in required financial education best practices following recommendations in the 2019 publication, *Financial Literacy and Education at Institutions of Higher Education*, prepared by the Financial Literacy and Education Commission (FLEC). The institution will provide intensive training to counselors, participating business administration faculty and financial aid personnel; train peer educators to assist in this undertaking; prepare online modules and newsletters; and integrate financial literacy into freshmen Introduction to University Life Course and selected core curricula.

P031S210147
Dewey University
PR

PROJECT ABSTRACT

Proposed Project: Recovery, Resiliency, Persistence: Degree Opportunities in STEM Fields for Rural Hispanic Students in Puerto Rico

Institution / Target Area / Population Served: Dewey University is a private, nonprofit, Hispanic-Serving Institution located in Puerto Rico. The Manati campus (DU-Manati or DU-M) provides educational opportunities for students in the North-central region of Puerto Rico, (primarily economically disadvantaged). DU-Manati enrollment (284 students, Fall 2018) is 100% Hispanic, 100% Pell grant eligible (low-income), average age of 25, and 62% of students work (FT or PT). About 81% of DU-M students are enrolled in evening and/or weekend courses, which reflect our high proportion of working adults. Nine municipalities surrounding our campus (total population of 306,538) make up our service area, which is economically distressed: 40.88% of residents live in poverty (compared to U.S. poverty rate of 15.6%) and the median household income ranges from \$17,113 to \$20,494. Manati like the rest of the Island is in the Process of recovery from the devastation from hurricane Irma and Maria during September 2017.). In sum the *Center for the New Economy report* one year after Maria concluded *the unleashing of this power of nature with a fury unseen in these parts in almost a century.*

Project Activities and Services: DU-Manati proposes the following activities and services:

- (1) *Establish Robust Academic Support System* – These student-centered services will infuse support strategies associated with persistence and success (tutoring, coaching/advising, English skills training, and a bridge program for junior/senior high school students).
- (2) *Develop New Academic Programs* – Two new STEM-Health Associate Degree Programs in Respiratory Therapy and Physical Therapy a revised BSN, ADN and LPN to develop a new health career pathways program. Revise BSN to include simulation in the curricula and industry based certificates.
- (3) *Enhance STEM Instructional Facilities* – This infrastructure improvement will support the new programs, while providing dynamic learning opportunities with modern equipment.
- (4) *Develop Hybrid Credit-Bearing Curricula* – Making Health STEM courses available in hybrid format will expand access to STEM curricula for Hispanic, low-income students.
- (5) *Develop Transfer Partnerships* – Developing partnerships with a 2-year HSI Institution Tecnológico de PR-Manati campus will result in a replicable model of a transfer and articulation agreement including local area vocational high schools (CTE).

Goals and Expected Outcomes: The project's overarching goals are to **increase:** enrollment and program completion in STEM fields, transfer enrollment/success for STEM majors, and student success and persistence in STEM programs. Five-year outcomes related to those goals are: increased enrollment of STEM students (+125); increased annual enrollment of STEM transfer students (+25); increased overall retention rate (+8 perc. pts.); and increased STEM degrees awarded (+60). **Absolute Priorities:** The proposed project responds to Absolute Priority 1 and 2. The citation of the study used to support the evidence requirement:

Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring.

http://cepa.stanford.edu/sites/default/files/bettinger_baker_030711.pdf

Year 1 Budget Request: DU-C requests \$600,000 for Year 1 of this HSI Title V Health *STEM for a Rural Hispanic Serving Institution.*

P031S210228

**New York City College of Technology
NY**

PROJECT ABSTRACT

STEM Success Collaborative: Advancing Equity for Hispanic and Low-Income Students through an Innovative Model of Academic, Student Support, and Institutional Resource Integration

New York City College of Technology (City Tech), a Hispanic Serving Institution and the sole college of technology within the 25-unit City University of New York (CUNY) system, has the largest enrollment of undergraduate STEM majors of any CUNY college. City Tech proposes an innovative initiative to improve momentum, graduation, and workforce preparedness of Hispanic and low-income STEM-interested students. The **STEM Success Collaborative** proposes implementation of a single activity with three major components: 1) the integration of academic resources to provide opportunity for Hispanic and low-income students to receive high quality STEM education; 2) the integration of student support resources, embedding interventions in STEM programs; and 3) the integration of institutional resources—physical, technological, and human—in a ways that support student success. The planning was highly collaborative and dynamic, including faculty, staff, and administrators from units across the college. The project model is an outgrowth of City Tech’s Student Success Partnership, a recently formed high-level partnership between the divisions of academic affairs and student affairs, with a deeply shared commitment to a “student ready college” model. The proposal builds on extensive research into best practices in serving Hispanic and low-income students; and a multi-faceted program of financial education is also an integral feature of the project. The project design prioritizes improvements and practices that the college is committed to institutionalizing after Title V funding ends. Project components are driven largely by closer industry ties and include new cross-cutting STEM curricula, increased emphasis on experiential learning aligned with industry practices, more careful selection of major, comprehensive multi-modal advising, mentoring and career planning, and expanded thresholds of resource sharing across the college. A rigorous evaluation plan will be implemented to record formative data and synthesize outcomes.

*This proposal addresses **Competitive Priority I: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills**. The project will develop and institutionalize a number of initiatives to: forge closer and ongoing ties to industry/employers for planning curriculum and skills-building resources; to expand internship and research opportunities; and to support post-secondary credentials through expanded curriculum, programs, and articulation partnerships.*

*This proposal addresses **Competitive Priority II: Fostering Knowledge and Promoting Development of Skills That Prepare Students to Be Informed, Thoughtful, and Productive Individuals and Citizens**. An integrated multi-focal financial education program is planned based upon best practices from Indiana University and using the Financial Capability and Asset Building curriculum from Washington University, St. Louis. All targeted students will receive mandatory instruction led by trained peer leaders, augmented by workshops, online tutorials, and in-person guidance from financial aid and student support staff.*

P031S210037

Hudson County Community College (HCCC)

NJ

PROJECT ABSTRACT

“The Golden Door/La Puerta Dorada” is Hudson County Community College’s (HCCC) application for the Developing Hispanic Institutions Program (DHSI) Title V, Part A FY 2020 Grant Competition. HCCC is an urban, two-year, Hispanic-Serving Institution (HSI) located in Jersey City, New Jersey serving one of the most densely populated and ethnically diverse areas of the U.S. In Fall 2019, HCCC had a total enrollment of 8,202 students, of which 2,573 fulltime and 1,873 part-time were Hispanic students representing a total of 4,446 undergraduates or 54% of the total student body. A major priority that is described in this proposal is for HCCC to expand educational opportunities and improve the academic attainment of Hispanic students, while also enhancing the academic offerings, program quality, and institutional stability at HCCC. In developing the grant proposal, the College strategically integrated objective that specifically addresses Competitive Preference Priority 1 and 2.

HCCC seeks a total of \$2,936,967 over the course of the five-year grant period. The Golden Door/La Puerta Dorada project supports the College’s Strategic Plan and builds upon HCCC’s identified strengths, and implements solutions to address known weaknesses essential to HCCC’s growth and self-sufficiency. The Golden Door/La Puerta Dorada project consists of three major activities including the creation of: 1) the **ESL Pathway Academy**, which will revamp the ESL curriculum offerings to better align with English Language Learner needs; 2) the comprehensive redesign of ESL student support services through the development of an **ESL Resource Center**; and 3) The implementation of a **Faculty/Professional Staff Development** program with a curriculum designed to address equity, inclusion, and andrological needs of English Language Learners.

Each of the activities address larger problems and challenges that have made it difficult for HCCC to achieve their mission as being a premier Community College. The following goals for the proposed program have been developed: **Goal 1:** Improve retention and graduation rates for English Language Learners by restructuring ESL programming inclusive of curriculum redesign, intake/placement protocol review, formalized ESL learning communities, summer bridge academy and student credit load limits. (Activity 1: ESL Pathway Academy); **Goal 2:** Improve student persistence and student momentum through the development of a three-credit College Student Success (CSS) course, that includes a revised curriculum taught in the student’s native language and a supplemental ESL component. (Activity 1: ESL Pathway Academy); **Goal 3:** Develop and offer a comprehensive set of student support strategies to improve the retention of English Language Learners through the creation of an ESL Resource Center. (Activity 2: ESL Resource Center); and **Goal 4:** Increase faculty/staff understanding and knowledge of the instructional needs of ESL students through their participation in professional development programming that addresses equity, inclusion, and andrological needs specific to English Language Learners. (Activity 3: Faculty/Staff Development)

Through implementation of the three activities, the Golden Door/La Puerta Dorada project will: increase the one-year retention rate for HCCC ESL students from a baseline of 49% to 61%; increase first-time, full-time HCCC ESL student graduation rate from a baseline of 3.1% to 10.1%.

P031S210146
EDP University of Puerto Rico
PR

PROJECT ABSTRACT

Improving Students' Achievements Through Academic and Support Programs

EDP University of Puerto Rico, 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. (Fostering flexible and affordable paths to obtaining knowledge and skills); and Competitive Preference Priority 2. (Fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful and productive individuals and citizens).

The Activity intends to: 1) Enhance the Campus Technological Infrastructure to improve the teaching-learning environment through renovation of facilities to create new technology-based laboratories and Smart Classrooms, and technological upgrades for existing science laboratories; 2) Strengthen student support services by establishing a structure individualized Peer Tutoring Program; 3) Provide faculty professional development opportunities for the enhancement of curriculum; 4) Enhance online courses and hybrid-credit-bearing courses currently offered at EDP to reduce the cost of a college education (CPP1); 5) reduce time to degree completion by minimizing course withdrawals, dropouts and course failures; 6) introduce effective teaching techniques in the core and second level curriculum to improve student outcomes; and 7) establishment of a Financial Literacy Program (CPP2). The University's enhancement of its academic and student support programs; the strengthening in the use of technology-based educational resources; and improvement in its capability to deliver technology-based instruction, will provide students with the skills and knowledge required to be competent in-demand occupations, or continue graduate or professional studies (CPP1).

Performance measures will include, but will not be limited to, increasing the number of: 1) first and second-year students receiving tutoring services and financial literacy to enhance their academic achievement, 2) first and second-year students in good academic standing, 3) faculty participating in professional development opportunities, 4) faculty incorporating best practices and technology into their teaching strategies; and 5) classrooms and labs equipped with state-of-the-art technology. Sample of other key measures by the end of the grant period: a) at least 75% of students receiving tutoring will approve basic Mathematics, Spanish and English courses with a GPA of "C" or better; b) at least 500 students will receive tutorial services in the targeted disciplines as recorded by attendance data; c) 85% of faculty participating in professional development will incorporate technology and best practices in teaching and learning; d) a total of 23 classrooms, four (4) Labs and one Student Tutoring Center equipped with state-of-the-art multimedia technology to enhance the learning environment (e) increase the number of nursing students completing a BSN. The Activity budget dedicates 44% to personnel (includes fringe benefits) and 5% consultants and guest speakers who will be key resources in delivering the activities and services to participating students and faculty. Another 27% of the budget will be used for the equipment and supplies; 1% for travel; and 23% for construction. Of the total request of \$3,000,000, approximately 12% will be dedicated to project management and evaluation.

P031S210276
Springfield Technical Community College (STCC)
MA

PROJECT ABSTRACT

Project Aceleración: Re-Engineering Pathways to Student Success in STEM

Springfield Technical Community College (STCC), an urban, two-year public institution, is located in Springfield, MA, equidistant between Boston and NYC and the fourth largest city in New England. The College has been providing unique, high-value educational opportunities to the greater Springfield community since its founding as the Springfield Technical Institute in 1967 and today as the only technical community college in Massachusetts. A Hispanic-Serving Institution, students have 100 program and degree options to choose from, including essential STEM pathways that build a pipeline for those seeking affordability and access; both mission-specific at the college. Springfield Technical Community College supports students as they transform their lives and is a critical institutional contributor with catalyzing economic revitalization in the greater Springfield region.

The current STCC Strategic Plan has six top-line goals for student success: (1) Equity - Close achievement gaps among students who have traditionally faced the most significant barriers to achievement while improving outcomes for all students; (2) College Readiness & Enrollment - Increase the proportion of prospective and current students who are academically prepared to succeed in college-level coursework and have them enroll at STCC; (3) Student Learning - Achieve excellence in the teaching and learning of core competencies, using tools of assessment, to prepare students for success in academic transfer, careers, and lifelong-learning; (4) College Completion - Increase the proportion of students who complete STCC degree and certificate programs; (5) Career & Transfer Readiness - Increase the proportion of students receiving credentials such that they can successfully enter or return to the workforce, or transfer to a four-year institution; and (6) Financial Stability & Affordability - Ensure financial capacity, demonstrate fiscal stewardship, and maintain affordability for students.

Project Aceleración The Project Aceleración team will achieve its stated objectives through six signature strategies: (1) Create a STEM Studies program with embedded career exploration and aligned with statewide MassTransfer STEM GenEd Foundation; (2) Develop a STEM First Year Experience (FYE) Cluster to increase access to STEM careers including online (hybrid) STEM courses; (3) Increase enrollment and improve the persistence and graduation rates of Latinx and low-income students in STEM majors through the revision and reimagining of Math Pathways in Quantitative Reasoning, Elementary Education, Statistics, and Calculus, and implementing scaled co-requisite Developmental Mathematics; (4) Reduce time to completion and improve the persistence and graduation of male students of color, particularly Latinx, through interventions that include Supplemental Instruction (peer tutoring) and related student supports; (5) ensure campus-wide professional development on equity and inclusion; and (6) Promote a culture of financial competence that values financial literacy as an institutional priority to increase the financial knowledge of our students.

Project Aceleración will have several significant outcomes, including: (1) A reduction in the time and the number of credits taken to complete degrees; (2) An increase in the number of students of color and women enrolled in STEM majors (3) Improved first to second semester, and third to fourth semester, persistence rates by Hispanic/Latinx students (by gender); (4) An increase in the number of Hispanic/Latinx students who transfer to baccalaureate programs; (5) An increase in the three-year graduation rates of Hispanic/Latinx students; (6) An increase in the number of faculty and staff trained in academic, financial, and culturally inclusive advisement approaches to address the needs of diverse, low-income/economically disadvantaged students.

Proposed Budget: STCC is requesting a five-year total of \$3,000,000 in Title V funding to achieve these objectives.

P031S210056
University of the Incarnate Word (UIW)
TX

PROJECT ABSTRACT

FLIGHT: Financial Literacy, Integrated Guidance and Health career Tracts

The University of the Incarnate Word (UIW) has a serious problem of low persistence to graduation rates among Hispanic and low-income students. To address the problem, this project establishes FLIGHT, a transformational, multi-pronged mentoring program. The name FLIGHT is an acronym for: **F**inancial **L**iteracy, **I**ntegrated **G**uidance and **H**ealth career **T**racts. This program will allow our undergraduates, the Cardinals (UIW's mascot), to take flight on their four-year college success plan. Through a well-developed FLIGHT plan, students will meet trained mentors and select the mentor(s) to best fit their needs.

In addition, this project fully addresses Competitive Preference Priority 1 and Competitive Preference Priority 2. Fostering flexible and affordable paths to obtaining knowledge and skills as well as instruction in personal financial literacy and knowledge of higher education financing and repayment learning outcomes are embedded in each project activity. These outcomes all have assessment indicators.

Research shows that a network of mentors, who contribute diverse skills and backgrounds to assist students at varying stages of the college experience, is more effective than one or more stand-alone mentoring programs. This project includes three activities: Activity 1) Establish a FLIGHT Mentoring Center to implement a coordinated mentoring program that affords students access to mentors to guide them to graduation with a developed academic and financial plan; Activity 2) Establish a first-year seminar course taught by FLIGHT-certified faculty and embedded in learning communities with FLIGHT-certified peer mentors; and Activity 3) Establish a health professions pathway guided by a FLIGHT-certified Mentor/Adviser who works with the Health Professions Advisory Council (HPAC) comprised of undergraduate faculty and mentors who support the pre-health academic programs at UIW.

This project will allow UIW to increase the four-year graduation rate of Hispanic and low-income students, increase the number of Hispanic and low-income students who enter graduate health programs, and help students carry out a sustainable financial plan for their future.

P031S210160

**Guttman Community College, CUNY
NY**

PROJECT ABSTRACT

Project Adelante: Advancing Latinx & Underrepresented Students by Strengthening Financial Literacy, Transfer Performance & Career Preparation

Guttman Community College (GCC) recognizes our Latinx and African American students –86% of the student body – as the leaders and innovators of the next generation. A college degree has historically elevated economic status. However, nearly 72% of white students finish a four-year degree within six years, compared to 56% of Latinx students and 46% percent of African American students. These completion rates broadly reproduce the racial distribution of poverty rates, which are significantly higher for Latinx and African American populations. To disrupt cycles of educational and economic disparity that disproportionately affect Latinx and African American students and communities, GCC will create a set of equity-driven initiatives aimed at strengthening academic success and social mobility.

Recognized for successfully engaging a variety of high impact practices at scale and moving the needle on completion rates for low-income, first-generation, students of color, GCC seeks \$2.9 million in Title V funding to support Project Adelante, a culturally responsive approach to financial literacy, transfer success, and career preparation. This five-year project will transform the learning environment to elevate our students' strengths and thereby boost the retention, graduation, and transfer outcomes for 2,500 Latinx and underrepresented students. Project Adelante will accomplish its goals through a tightly interwoven set of core activities:

I. Develop a Comprehensive Financial Literacy Program: GCC will build a robust financial literacy program with four required modules in the first year, as well as mechanisms for building additional financial literacy expertise for all student leaders, and within a co-curricular certificate program.

II. Improve Transfer Preparation & Success: GCC will significantly improve transfer preparation, academic success, and degree attainment of Guttman Graduates.

III. Enhance Career Readiness and Work-Based Experiential Learning: GCC will embed career readiness in curricular and co-curricular activities in the majors and enhance work-based experiential learning in each major.

By **embedding financial literacy** into the curriculum, we will offer students critical tools for making financial choices that support successful completion of their academic goals and overall financial health. Using recognized methods like **intrusive advisement** and **nudging** and building upon the Community College Research Center's *Transfer Playbook*, we will improve transfer performance and facilitate students' transition to baccalaureate attainment, a proven key to economic mobility. Finally, we will focus on building **career competencies** into the curriculum and offering students more **work-based experiential learning**, enabling students to plan for careers with a family sustaining wage and growth potential. These three critical practices have the potential to change the lives of our students, their families, and their communities for the better, while simultaneously offering our nation a model for accessing an underserved and underutilized talent pool with the kind of diverse perspectives that can change the world.

Project Adelante will employ the highest quality of evaluation to guide continuous improvement and inform the field. Offering our students a coordinated set of culturally responsive learning experiences aimed at improving their financial, transfer, and career preparation will build capacity for greater economic security and mobility for thousands of Latinx and underrepresented students.

P031S210201
National Louis University
IL

PROJECT ABSTRACT

A Community-Centered Approach to Improving Teacher Preparation for Hispanic Students at National Louis University

National Louis University (NLU) is a private, four-year institution that operates four campuses in Illinois, one campus in Tampa, Florida, and undergraduate and graduate level online programs. In 2019, NLU served 9,111 students, 45% undergraduate and 55% graduate students. 50% of students identified as a minority, 54% of undergraduate students were first in their family to go to college and 66% were Pell eligible. NLU's mission is to provide access to a quality, higher education that nurtures opportunities for students through innovative teaching, scholarship, community engagement and service excellence.

NLU's undergraduate student population has experienced significant growth over the last five years, with our Education programs most significantly impacted. The number of undergraduate Education students has scaled over 500% from 167 students in 2014-15 to over 1,000 students in 2018-19 and, at the same time, increasing the proportion of Hispanic students served from 25.9% to 46.4%. While the growth is positive for NLU, this dramatic increase has also led to a set of interconnected academic, institutional, and fiscal challenges: lower than targeted rates of graduation and transitions to the teaching workforce; limited district partnerships and coaching to meet students' field experience needs; lack of a clear pathway to post-graduation endorsements; and declining retention rates with a large portion of undergraduate students facing financial challenges.

NLU is proposing to address these weaknesses through the *Community-Centered Approach to Improving Teacher Preparation for Hispanic Students*. The project meets both purposes of the DHSI program as stated in the funding notice through three main goals and associated measurable objectives:

- **Academic Goal:** Develop and implement a community-based teacher preparation model to increase the number of Hispanic students entering the field of teaching. **Objective 1:** Develop 20 partnership school sites within three partner districts for 100 students completing field placements, with 80% of these students securing employment within the district.
- **Institutional Goal:** Develop NLU's capacity and offerings to expand access and opportunities for Hispanic and underrepresented students to earn high-need credentials to better serve the field and advance professionally. **Objective 2:** 200 new Hispanic and underrepresented students earning specialized, subsequent endorsements in teacher preparation programs.
- **Fiscal Goal:** Strengthen culturally relevant academic and fiscal supports and programming to increase graduation and persistence rates of Hispanic and underrepresented students. **Objective 3:** 80% persistence rate of all undergraduate teacher preparation students, including Hispanic and underrepresented students and 42% of teacher preparation students graduate within four years by Year 5.

NLU's project also directly addresses both competitive priorities through its activities of providing education students with community-based internship experiences through partner Districts with teacher shortages (CPP #1), developing a postsecondary STEM credential for teachers (CPP #1), and supporting students through their college experience by building their financial literacy knowledge in order to increase retention (CPP #2).

P031S210101

**Los Angeles Harbor College
CA**

PROJECT ABSTRACT

Los Angeles Harbor College (LAHC/Harbor) is a comprehensive, two-year college offering transfer, vocational, and community services programs. LAHC's student population of 8,855, includes 57.7% Hispanic students and 53% low-income students. As an HSI institution LAHC is energetically working to prepare students for transfer and careers; however, low completion/transfer rates and unacceptable, too long time to completion (six to seven years) prevent student goal attainment.

One Activity: College Action for Student Achievement (CASA) - \$3 million over 5 years.

Addresses Competitive Preference Priority (CPP) 1 and 2

Goal: *To increase and accelerate the success and transfer rate of Hispanic and low income students by building an aspirational and continuous student pipeline from high school to college to transfer to 4-year universities, and by offering integrated academic and student support services.* By offering integrated, equity-minded, student-centered support services aligned with guided academic pathways, *CASA* will increase and accelerate transfer rates for Hispanic and low-income students. The program will expand and enhance academic offerings, program quality, faculty quality, and the college's institutional stability and thus, enabling our institution to become a modern 21st century student-ready college. *CASA* will also strengthen our communities, our region, and our nation by enhancing academic pathways leading to careers in high-demand industries and professional fields. This single activity program has four components:

Component 1: Early onboarding to Transfer/Career Academic Pathways (TCAPs). Early outreach to feeder high schools will create a pipeline of transfer-bound full-time students (TCAPs cohorts). While in high school, TCAPs cohorts will benefit from information on college/transfer opportunities, and assistance with LAHC application and federal financial aid (FAFSA). Students will also select an academic pathway and will participate in financial literacy seminars and an 8-week Summer Bridge-to-College to earn college/transfer credits.

Component 2: Integration of academic and student support services to facilitate accelerated transfer. Includes: a) student-responsive scheduling of classes aligned with TCAPs and transfer requirements; TCAPs faculty mentors and peer mentors; c) online counseling and early alert system; d) professional development for faculty and staff on equity/culturally responsive pedagogy; e) Student Professional Development seminar for financial education, and f) *CASA* Student Internships (SI) focused on in-demand industry sectors and TCAPs aligned.

Component 3: Strengthening College and Student Preparedness – includes offering a Transfer Conference, b) online counseling and transfer webinars to expand student access and support; c) articulation agreements with 4-year universities for transfer majors; d) revised curriculum to accelerate completion by reducing the number of units needed to complete/transfer, and e) A Student Professional Development Seminar series for 2nd Year TCAPs students.

Component 4: Building sustainability with establishment of a \$100,000 endowment through partnerships with industry/business in in-demand industry sectors and Transfer Alumni.

Competitive Preference Priority 1: *CASA* Student Internships (SI) will prepare and place students in employer-paid internships in in-demand industry sectors and TCAPs-aligned.

Competitive Preference Priority 2: *CASA* includes a Student Professional Development Seminar series (for transfer credit), aimed at building personal financial understanding and responsibility.

P031S210121

**Mt. San Jacinto Community College District
CA**

PROJECT ABSTRACT

Mt. San Jacinto College is a public, Hispanic-serving, two-year degree-granting community college that serves 26,432 students in Riverside County, California. It has four campuses located in San Jacinto, Menifee, Temecula, and Banning. MSJC's Hispanic student population has grown exponentially the last decade and currently represents 51% of the entire student body. Fall 2019 represented the highest enrollment of Latinx students in the history of MSJC.

Activity: Math Undergraduate Preparation (UP) Program: MSJC proposes to impact the disproportionate level of success for Hispanic students in gateway transfer-level Math pathways through (1) course standardization and redesign that integrates low to no cost open educational resources (OER) and financial literacy and college skills into all gateway transfer-level Math courses; (2) institutionalization of a comprehensive quality teaching and learning professional development program for Math faculty that intentionally integrates equity and culturally relevant and responsive high impact practices through (a) annual intensive Summer Math Boot Camps for faculty, (b) development of a Math community of practice for faculty and annual Math Success Summits; and (3) implementation of a comprehensive and sustainable Tutoring Support Program focused on embedding student tutors in gateway transfer-level Math courses to provide intrusive academic support for students.

Key measures – By September 2025: (1) The number of students: a) graduating and attaining degrees will increase by 20%, b) transferring to four-year universities will increase by 35%; (2) the number of first-time Hispanic/underprepared students who are successful in Transfer-level Math (105, 110, 140) will increase by 20% ; (3) decrease the number of Hispanic/underprepared students withdrawing from Transfer-level Math (105, 110, 140) the first year by 5%; (4) the number of first-time students persisting to the next academic year will increase by 10%; (5) the number of Math 105, 110, and 140 course sections providing Open Education Resources and Financial Literacy units will increase from 0 to 40 sections; (6) the average number of units accumulated by Hispanic/underrepresented students will decrease from 87 to 76 units; and (7) 90% of all full-time Math faculty will participate in training/professional development activities supporting the redesign/ standardization of Math 105, 110, 140 with culturally responsive teaching/learning strategies.

Project Management and Evaluation – \$619,357 over five years: MSJC requests funding for a Project Director (1 FTE) and a Title V Administrative Assistant (.5 FTE). Travel for the Project Director to attend professional/technical conferences is less than 1% of the total project budget. An external evaluation consultant will be hired to support project evaluation and continuous quality improvement. The Evaluator will provide one site visit per year and represents only 1% of the total budget requested.

Math UP Program Activity – \$2,196,315 over five years: MSJC requests funding to support (1 FTE) Math UP Faculty Coordinator, 6 Math Faculty Fellows (existing FT Math faculty reassigned 20%), stipends for Math faculty, and costs associated with up to 25 embedded student tutors comprising (63%) of the total budget. Construction costs (\$75,000) are associated with a Math Computer Lab renovation to provide a new lab with 45 computer stations; Intensive professional development training for Math faculty (4%); supplies/materials for Math UP program activities (1%); equipment to support new Math lab and program staff (3%); and statistical software licenses for Math lab computer stations (4%).

P031S210119

**St. Mary's University of San Antonio
TX**

PROJECT ABSTRACT

Founded in 1852 to bring higher education to South Texas, St. Mary's University (StMU) has a mission to provide a quality education that integrates the liberal arts, the Marianist faith tradition, and STEM disciplines, educating for academic excellence, service, justice, and peace, with an emphasis on adaptation and change. Through the Title V CURE Project, St. Mary's University (StMU) will increase student success among Hispanic and low-income students by adopting a "Course-based Undergraduate Research Experience (CURE)"-approach to the curricula of several laboratory-based courses in chemistry, physics, and environmental sciences, enabling students to become active learners and be better prepared for success after graduation.

Project activities that target and foster CURE include *faculty development* (insight into the CURE approach), *course revision*, and coordinated *infrastructure updates*. We will expand the educational opportunities for and improve the academic attainment of Hispanic students, including expanding opportunities for students to obtain recognized postsecondary credentials in STEM such as bachelor's degrees (Competitive Priority Preference 1). Our approach derives from an assets-based framework that takes into consideration our student population, especially the Hispanic students we serve, and our StMU mission.

We will improve academic offerings to include redesigned courses and materials to incorporate experiential learning, employing CURE pedagogy in Chemistry, Physics, and Environmental Science courses taken by students from the College of Arts, Humanities, and Social Sciences (CAHSS) for General Education core requirements and students in the School of Science, Engineering, and Technology (SET) as major requirements; renovate classroom and laboratory instructional infrastructure to support the proposed pedagogical improvements; and improve access to tutoring through the Rattler Success Center (RSC), the institutional infrastructure that provides assistance for the academic success of undergraduate students through tutoring, the writing center, and college success-related programming. Faculty development programs will train lecture and laboratory instructors on developing, implementing, and assessing Course-based Undergraduate Research Experiences to better serve students. Workshops through the RSC will offer instruction in personal financial literacy and knowledge of higher education financing and repayment (Competitive Priority Preference 2). These curricular revisions, faculty development programming, infrastructure improvements, increased access to tutoring, and financial literacy workshops, selected through a comprehensive process of internal and external consultation, will increase retention rates, increase opportunities for students to obtain postsecondary credentials in STEM, and set students on the path to responsible and productive citizenship as they embark on careers after graduation.

The project's overall budget of \$2,781,826 is cost-effective and will yield strong outcomes for student success. Title V funds will largely support one-time costs that build institutional capacity to serve Hispanic students: curriculum revision, faculty development and renovation. Personnel costs in the project, with the exception of the Project Coordinator, will be institutionalized at the end of the grant cycle.

P031S210186
Union County College
NJ

PROJECT ABSTRACT

Through the Experiential Center for Education and Leadership (ExCEL), Union County College seeks to improve the retention, academic success, and transfer and career readiness of Hispanic and low-income students enrolled in Education, Business, and Graphic Design (EBGD) programs.

The project responds to the following challenges:

1. Low retention and degree completion of Hispanic and low-income students enrolled in EBGD programs.
2. Limited access to experiential learning opportunities (ELOs) in milestone EBGD courses, resulting in students being underprepared to meet transfer and/or industry requirements.
3. Limited fiscal resources to introduce ELOs with the use of technology, comprehensive support services, and faculty and staff professional development to address the needs of the Hispanic and low-income students in EBGD programs.

To address these challenges, ExCEL will implement the following activities:

Activity 1: Establish a designated, Education Incubator and enhance the Innovation Center to provide Hispanic and low-income EBGD students with ELOs using industry-specific technological tools to gain work-based skills and knowledge (CPP1). EBGD students will also gain work-based learning experiences through fieldwork and internships (CPP1).

Activity 2: Implement a comprehensive student development program that includes: 1) proactive academic, career and transfer advisement within the Guided Pathways model; 2) program-specific College Success Course with financial literacy component (CPP2); 3) tutoring and tech support services; 4) online resources to foster and support student retention, academic success, and transfer and career readiness; 5) career and leadership development; and 6) the continuous assessment of student support services.

Activity 3: Establish a Teaching Excellence Network (TEN) to enhance faculty and staff professional development. TEN will include workshops on ELOs and the use of industry-specific technological tools, program assessment, and innovative pedagogy and best practices for improving Hispanic and low-income student success. The program will assess the integration of new skills in improving teaching effectiveness and student support services.

ExCEL will address Competitive Preference Priority 1 (CPP1) in the following ways:

1. Collaborate with industry employers to align learning objectives in program courses to ensure that Hispanic and low-income students gain the skills and knowledge required for employment in EBGD in-demand jobs.
2. Provide Hispanic and low-income students with work-based learning experiences through fieldwork (Education) and internships (EBGD).

ExCEL will address Competitive Preference Priority 2 (CPP2) in the following way:

1. Incorporate personal financial literacy and knowledge of higher education financing/loan repayment into the College Success course curriculum.

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PROJECT ABSTRACT

California State University, Chico (CSU, Chico) is a comprehensive university located in Northern California, 90 miles north of Sacramento. CSU, Chico is one of the oldest of the 23 campuses in the California State University system, serving a rural 12-county area with agriculture being the largest economic sector. Since 2014, CSU, Chico had the largest percentage increase of underrepresented minorities (URMs) of any campus in the California State University system, with the total number of URM first-year students enrolled at CSU, Chico increasing by 56%. The increases in the enrollment of Hispanic / Latinx students resulted in CSU, Chico's designation as a Hispanic-Serving Institution (HSI) in 2015.

The proposed Title V DHSI project, presented by CSU, Chico's College of ECC, is designed to increase the number of Hispanic and other underrepresented students pursuing and attaining technical degrees and securing jobs within the STEM workforce through a well-coordinated network of academic support and workforce development programs. The program will address both Competitive Preference Priorities 1 and 2 articulated for the Title V DHSI program. To decrease the academic and equity gaps, the *Destino Program* will provide innovative academic support, workforce development (Preference Priority 1), and financial literacy (Preference Priority 2) services to Hispanic and low-income students, as well as to the traditional population of students, in the technical career majors at CSU, Chico within the College of Engineering, Computer Science, and Construction Management (ECC).

The Destino Program will increase the number of Hispanic and other underrepresented students pursuing and attaining technical degrees and securing jobs within the STEM workforce by:

1. Computer Science Camp: Develop Coding /Programming and math skills for incoming freshman and transfer students.
2. Undergraduate Research Assistantships: Inspire and Develop future researchers through fellowships that sponsor summer Undergraduate Research Assistantships.
3. Provide Academic Tutoring focusing on "high-risk" courses in STEM disciplines
 - a. Provide proactive advising to students.
4. Connect students with Alumni, Industry/Agencies, entrepreneurs, and innovators.
5. Provide state of the art facilities for our students and develop a sustainable resource that continues preparing our students for the future workforce.
 - a. This would entail providing funding for the College of ECC Environmental Engineering Lab Renovation in LANG 205A
6. Promote the Development of skills that prepare students to be, informed, thoughtful, productive individuals and citizens.
7. Infuse a multitude of financial literacy workshops and topics throughout the student's tenure at our institution.
 - a. Including, targeting freshman initially with financial literacy workshops aimed at budgeting, college financing, financial aid, loans, financial planning, and employment assistance.
 - b. Provide "Life After College" workshops for upper-division students that discuss differences between, pensions, IRAs, 401Ks, 403B, Roth IRAs and 457 plans. Information about job offers, home buying and "adulting".
8. Endowment: Establish a permanent base of funding to support the neediest students in the College of ECC.