West Hills College Lemoore (CA) P116T200017, $1,999,924.00 (multi-year request), in consortium with Lead Education Agency West Hills Community College District, Fiscal Agent College of Marin, Allan Hancock College, and College of the Canyons, proposes to establish the *California Consortium for Equitable Change in Hispanic Serving Institutions Open Educational Resources (CC ECHO)* program. The applicant has identified the target population as faculty and students at California Community Colleges, federally recognized Hispanic Serving Institutions (HSI), emerging HSIs, national colleges and universities. CC ECHO proposes to implement an Equity, Diversity, and Inclusion (EDI) framework into Open Educational Resources (OER) to meet several state and national needs. Guided by leading practitioners in the field, CC ECHO will develop culturally relevant OER and training materials for faculty on delivering that OER, host curated and created material on multiple open-license platforms, deploy mini-grants for subject matter experts and students to provide a wide view in OER materials, and engage HSIs, a collective of colleges in critical need of support, in a robust dissemination plan. The program anticipates to produce results, including an Equity, Diversity, and Inclusion framework built into OER materials in 20 courses to serve 1,160 students served at a cost-per-participant of $1,724, saving students an estimated total of $2,214,400 in textbook costs by December of 2023 (first three years of project). Dissemination activities to reach 112 additional California community colleges, 87 rural national HSIs, 523 urban national HSIs, and 328 national emerging HSIs, will exponentially grow return on investment in subsequent years. The applicant has addressed the Competitive Preference Priority by integrating improved collaborative and disseminative structures that address gaps in OER and which promote degree completion for students at a reduced cost and shorter time to completion through the project narrative. The project also addresses the RFA's Competitive Preference Priority, using technology-based strategies for personalized learning and continuous improvement through the development and hosting of OER material in online repositories, providing online instructor workshops, and developing and sharing LMS course shells available for download through a Creative Commons License. The applicant noted that each project partner is a federally recognized Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI). The lead education agency, West Hills College Lemoore, is an HSI and MSI.

Middlesex County College (NJ) P116T200028, $1,444,068.00 (multi-year request), In consortium with 17 New Jersey Community Colleges and one four-year college, propose to establish the *Open Textbook Collaborative Project (OTC Project)* that will directly involve 1,080 full-time and part-time faculty from 18 institutions in designing and piloting open textbook courses, professional development and/or implementing open textbook courses; benefitting 34,000 students enrolled in STEM/CTE programs who will participate in the open textbook courses. The OTC Project will build local capacity to save students money on the cost of textbooks, improve student learning outcomes, and sustain activities beyond funding, through the following activities: 1) Create high quality OER course textbooks for 12 highly enrolled STEM/CTE gateway (introductory) courses, 2) Create communities of practice, conduct training and professional development to produce effective STEM/OER textbooks which meet industry standards of four CTE industry sectors and STEM learning outcomes to increase student success; 3) Expand sustainable professional development to support the expansion of open textbooks at 17 New Jersey community colleges and beyond; and 4) create the NJ Open repository and the first national Career and Technical Education (CTE) Course OER Collection to share STEM/CTE course OER and training instruction as a reproducible initiative throughout the U.S. By the end of the three-year project period, the project will save students $47,600,000 in the cost of textbooks. In addition, the three year course completion rate among targeted students enrolled in CTE programs of study will increase by 25 percentage points above the 2020 baseline data, and 15 community colleges nationwide outside of the consortium will have adopted the use of open textbooks produced through the grant. The Consortium is addressing the Competitive Preference Priority through the project's use of a repository enabling online publishing that will allow faculty to create textbooks and other course materials directly in the platform. OER can be integrated into the LMS, and connect to ancillary homework and simulation applications, as well as formative assessment modules. The Consortium addresses the invitational priority, as Middlesex County College is a Minority-Serving Institution (MSI) and the Lead College. Passaic County Community College, a partner within the consortium, is additionally an MSI.

Louisiana Board of Regents (LA) P116T200031, $1,985,881.00 (multi-year request). LOUIS: The Louisiana Library Network, in consortium with Pressbooks, an Open Education Resources (OER) educational technology entity proposes to establish the *Interactive OER for Dual Enrollment* program to support the extension of access to high quality post-secondary opportunities to high school students across Louisiana by engaging secondary and post-secondary instructors of dual enrollment across Louisiana in the curation and creation of OER for 25 of the state's general education courses, offered as both dual and traditional enrollment options. This process will be collaboratively supported by Louisiana institution personnel, including librarians and instructional designers. In order to identify courses that would have a significant positive impact on the equity gap through the introduction of open textbooks and interactive and assessment content, 2019 academic year data was reviewed for all public post-secondary institutions in the state for courses listed in the Louisiana Master Course Articulation Matrix, a framework that reflects course equivalencies among these institutions. This data provided the number of students and their rates of achievement for each grade type, including D letter grade, failure, withdrawal (DFW). Selected courses had both high overall enrollment (annual enrollment of 2,000 students or more) and DFW rates of 20% or more. When these courses were examined for dual enrollment, they also had the highest DFW rates for minority student categories based on enrollment. LOUIS will employ a team-based cooperative course development model. Selected participants will be designated to specific cohorts, structured around disciplinary areas, to focus on the dual enrollment courses that have received prioritization. These cohorts will be led by an academic librarian charged with coordinating team activity and acting as a technical advisor on copyright, OER repositories, and open education. All teams will be supported by LOUIS staff, coordinating training and professional development across cohort groups to build capacity. Institutions will receive remunerated contracts for participation. Using Pressbooks as the creation platform, and supported through training and local technical experts, instructors will construct comprehensive, interactive courses for use in both secondary dual enrollment and post-secondary academic settings. Courses will be peer reviewed with adherence to accessibility requirements. Finally, courses will be made publicly available. Subsequent adoption in the state will be supported by the Dual Enrollment Task Force, which was created via Act 128 of the 2019 Regular Legislative Session. The program anticipates to produce results by eliminating textbook costs for the priority 25 dual enrollment courses, to remove a barrier to participation, ensure that OER master courses are developed to meet the needs of diverse learners and institutional contexts, secondary and postsecondary, and create a replicable model of interactive OER that can be adopted across institutions to reduce the time to build OER sections. With Pressbooks as an educational technology partner, the applicant has addressed the Competitive Preference Priority because the Interactive OER for Dual Enrollment Program creates a framework for leveraging existing curated OER content and adding collaboratively developed interactive ancillaries. The applicant noted that several HBCU's, and community colleges are members of the LOUIS consortium, and therefore address the invitational priority.

The University of Texas at Arlington (TX) P116T200033, $582,322.00 (multi-year request), in consortium with California Polytechnic State University (Cal Poly) and University of South Florida (USF), proposes to establish *OERTransport: Enabling Transportation Planning Professional Advancement*. The applicant has identified the target population as students enrolled in the six graduate courses at the consortium universities that will implement the six proposed Transportation Planning open textbooks, which include the core curriculum of a postbaccalaureate certificate in Transportation Planning; a national in-demand occupation. The consortium partners, also members of a national university research center led by The University of Texas at Arlington (UTA), will collaborate with their respective metropolitan stakeholders, transportation agencies, and employers, as well as with their open resource libraries and centers for teaching and learning, to accomplish the following project goals: 1) Eliminate textbook costs for select Transportation Planning courses at consortium institutions in Texas, California and Florida; 2) Expand OER education in Transportation Planning within and beyond consortium institutions. Project partners will attain these goals through the following objectives and activities: 1.1) Develop six industry-vetted transportation planning OER textbooks organized in plugNplay modules that support student personal learning; 1.2) Implement the OER textbooks in transportation planning courses and a postbaccalaureate certificate enhancing student success; 1.3) Build OER instructional capacity beyond the project; and 2.1) Scale the OER Transportation Planning model across U.S. transportation planning and urban planning programs. By the end of the grant period, the following outcomes will be obtained: 1) The total average textbook cost savings resulting from the project's six OER textbooks implemented at the three institutions will be $650.81; 2) The total textbook cost for students, who enroll in the core courses of the Planning and Policy Certificate implementing the project's OER text books, will be at least 77% less than for students in the same certificate program enrolled in non OER courses using commercial textbooks; 3) The average total tuition saving for students who gain marketable transportation planning skills by completing the Transportation Planning and Policy Certificate program rather than a complete master's degree will be $18,646 for residents and $42,427 for non-residents; 4) At least 150 students per year will have enrolled in the graduate courses implementing the Transportation Planning OER textbooks designed under this grant; 5) At least 80% of students and instructors using the OER Transportation Planning textbooks developed under this grant will rate these OER materials as "very good", "good" or "better" in terms of cost, accessibility, and instructional quality compared to previously used textbooks; 6) A discoverable collection of OER transportation planning textbooks, including those developed under the grant, will be curated and housed in the three participant's OER libraries and shared with major OER repositories. The project's OERTtransport textbooks will be downloaded at least 300 times by end of 2023 and at least 1,000 every year thereafter. The applicant is addressing the Competitive Preference Priority by taking advantage of the Mavs Open Press open textbook publishing software designed for accessibility in accordance with WCAG 2.0 A & AA guidelines and the H5P tool for designing OER interactive courseware for personalized student learning. The project's OER textbooks will be disseminated under Creative Commons licensing and will be downloadable in printable formats. The applicant addresses the Invitational Priority as The University of Texas-Arlington, the lead institution, is currently designated as an eligible Hispanic-Serving Institution.