

Project Abstract
“Strengthening Advising, Teacher Education and Our H.S.I. Identity”

Dominican University is a comprehensive, Catholic four-year university located ten miles west of downtown Chicago, Illinois. We are a proud Hispanic-Serving Institution with **48.1% Hispanics students**. We will address the problems outlined in the CDP with one Activity in three major parts. **The Activity, Part 2, responds to a) Competitive Preference Priority 1 by enhancing a critical teacher education program and to b) the Invitational Priority of promoting the teacher profession for Hispanic students.**

CDP Problems	5-Year Project Objectives
<p>1. Equity gap in retention/performance rates among Hispanic/first-gen. students; 2. Too few students/Hispanic students in Teacher Ed. programs; 3. Hispanic students feel their background is viewed as a “deficit” on campus; 4. Too little active learning in classrooms, no incentive for faculty to explore methods; 5. Too few Hispanic students and/or Teacher Ed majors are involved in summer bridge program; 6. Fragmented student support structures compromise equitable access; 7. Too few academic advisors are trained to use our online advising platform; most academic plans are still in paper & inaccessible; 8. Many faculty and staff members are under-prepared to serve Hispanic students; 9. Persistence issues drastically reduce fiscal stability; 10. Advising offices under-resourced for student planning; 11. Illinois’ suspension of state student scholarships challenges ALL public/private universities.</p>	<p>1. Increase Hispanic student outcomes. a. Increase rate Hispanic freshmen who return Year 2: 70-80%; b. Increase rate of Hispanic freshmen w/ 4-year plan by end of first term: 74%-94%; c. Increase rate Hispanic students who earn 62 credit hours by Year 2: 39%-47%; d. Increase rate Hispanic students who graduate in 4 years: 43%-53%; e. Increase staff and student satisfaction with advising structures. 2. Increase Teacher Ed student outcomes. a. Increase # of students (87-127) and % (52% - 65%) Hispanics in Teacher Ed.; b. Increase rate of Hispanic. students in Teacher Ed. w/ 62 credit hours (end 2nd Yr.): 35% - 47%; c. Increase rate of Hispanic Teacher Ed. students who pass state “Content” tests: 83%-91%; d. Increase rate Transiciones students earn 62 credit hours by Year 2; e. Increase rate of ALL and % of Hispanic Teacher Ed. students who graduate in 4 years: (All 63% -75%, Hispanic. 51%-75%); f. Eliminate equity gaps tween Hispanic and white students (currently 8-14%); g. Increase # faculty trained and who achieve high student ratings on Active Learning Practices (survey). 3. Increase culturally-responsive classrooms/offices. a. Increase # faculty trained and successfully using in Culturally-Responsive Curricula (0-30); b. Increase # staff who receive training in cultural cues and conversational Spanish (0-30); c. Increase campus-wide staff and student ratings on survey of culturally responsive behaviors.</p>
Three-Part Activity	
<p>Part 1: Increase Hispanic Outcomes Develop, pilot, assess “Nudge Advising” to promote proactive academic planning. Part 2: Increase Teacher Ed. Outcomes Develop a Hispanic Teacher Pipeline and increase uses of Active Learning in key Education courses. Part 3: Strengthen HSI Identity Develop culturally-responsive attitudes and language skills among faculty and staff.</p>	
Over 98% of budget is for people to lead, train, consult, advise or serve students directly.	
TOTAL REQUEST for Five Years: \$ 2,750,000.	

PROJECT ABSTRACT

Cuesta College, the only community college serving residents of San Luis Obispo County California, is an inclusive institution that inspires a diverse student population to achieve their educational goals. In 2015-2016, 15,575 students were served through general and career technical education courses including distance education. More than 40% of students qualified as economically disadvantaged and one in four were first generation college students. The student population is 54% White and 34% Hispanic.

As a new Hispanic-Serving Institution, Cuesta College is adjusting to a diverse student population with an institutional focus on enrollment, retention and outcomes. The San Luis Obispo County Community College District Model of Integrated Planning connects the mission to the planning process in an ongoing quality improvement cycle. The Title V grant includes two activities that address five challenges identified through the integrated planning process: 1) significant achievement gap between Hispanic students and White students, 2) declining rates of completion, 3) unequal access to online resources, 4) high cost of technology infrastructure, maintenance and upgrades, and 5) lack of a defined teaching discipline or area of study.

The Title V Project unites Academic Affairs, Student Services and Administrative Services around critical goals that can be evaluated for their cumulative effects on the institution and student success, particularly for low income and Hispanic students.

Integrating Academics, Support and Technology to Increase Student Success

Activity #1: Create an academic and support structure for students, particularly Hispanic students, who want to pursue a teaching credential. Guided pathways will include detailed program maps that align courses and learning outcomes with requirements for further education and five different K-12 teaching credentials. Students and counselors will manage comprehensive education plans through *myCuesta Pathway*, an online degree-auditing tool. As students matriculate into the teacher pathways, they will join a community of future educators (*la familia*) at Cuesta College. A bilingual/bicultural Academic Success Coach and faculty mentors will provide individual support and coordinate group activities that allow students to cultivate peer and professional relationships that foster the identity of an educator. Students will complete up to four requirements for a teaching credential prior to transfer, including supervised classroom experience. A 2+2 program or a 3-year degree program with a University Partner will facilitate the local attainment of a Bachelor's degree and teaching credentials.

Activity #2: Provide a network with Wi-Fi as the primary system for delivery. Inconsistent Wi-Fi coverage is a key issue affecting institutional management due to its impact on functionality, productivity and efficiency. Ubiquitous Wi-Fi coverage will provide equal access to online resources that improve student success (including *myCuesta Pathway*), particularly for low-income students who may have unreliable access at home. Funding to support ubiquitous Wi-Fi coverage addresses a deficit in resources to support technology infrastructure, upgrades and maintenance. The network will expand from 203 to 615 wireless access points on both the North County and San Luis Obispo Campuses.

Abstract

Porterville College, a college in the Kern Community College District, is a two-year public college located in Tulare County, California, serving an educationally disadvantaged population. Porterville is approved as an Eligible Institution under Title III and Title V programs of the Higher Education Act. With an open admission policy, PC is committed to providing excellent educational opportunities and is recognized as a Hispanic-Serving Institution (HSI) program. The College provides academic services to 4,134 students, 3,377 of which are minority students (81.7%), first generation (60.9%), and Hispanic/Latino make up 73.6% of the student body. The needs in the county are great as the median household income is \$23,362 less than the average in California, the area is economically depressed ranking 148 out of 150 metropolitan service areas, and only 11% of Porterville residents hold at least a bachelor's degree. Additionally the need for teachers in the service area is reaching a crisis level.

The goals of this Title V HSI grant proposal are (1) Improve student enrollment and transition from credit basic skills into credit transfer pathways; (2) Increase academic success of online distance education students; (3) Develop and implement a new teacher preparation degree that is designed to increase transfer to university teacher preparation program; and (4) Strengthen institutional capacity to enhance the skills and abilities of faculty and staff to better serve and instruct Hispanic and underprepared students.

To achieve the goals Porterville College will scale up accelerated basic skills course that allows students to receive tutoring, mentoring, and applied learning practices outside of the classroom setting. The college will design a comprehensive faculty/staff professional development program focused on increasing (1) online student success, (2) quality faculty interaction, (3) pathways, (4) alignment of the curriculum and student learning outcomes, (5) levels of academic engagement and transfer expectations, and (6) assistance of students who are underprepared for college.

The Title V Project addresses the Competitive Preference Priority 1: Projects that establish or enhance a program of teacher education. The College will develop a new Associate of Science Transfer in Teaching that is designed to transfer to University teacher preparation major.

The amount requested is \$2,499,822 over five years.

Abstract

College: Mountain View College

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Overview of Project Activities:

Located in southwest Dallas, Mountain View College (MVC) opened in 1970 as the second of seven colleges in the Dallas County Community College District (DCCCD) serving residents of southwest Dallas County. Of the 38 colleges and universities located in the north Texas area known as the Dallas-Fort Worth Metroplex, MVC was the first Hispanic-Serving Institution (HSI), having surpassed the 25% Hispanic enrollment threshold nearly two decades ago with a current Hispanic student population of 57% or 5,465 students.

The Bilingual Education Center project described in this application proposes to address the shortage of bilingual educators in the public elementary and secondary schools by: providing strategies for Hispanic student success (retention and completion); building career pathways; and providing professional development for staff and faculty that address the challenges Hispanic community college students encounter in achieving career goals (cultural differences, family/school disconnect, finances, first generation college student, language barriers, low transfer rates to a 4-year college, social pressure to drop out, time conflicts, and work demands), as well as identify strategies that may be suitable for replication or testing in other settings.

Activity: \$2,749,641 over five years

Mountain View College proposes a single comprehensive Activity:

The Mountain View College Title V project addresses Competitive Preference Priority 1:
Projects that establish or enhance a program of teacher education designed to qualify teacher candidates to teach in public elementary schools and secondary schools

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 University students, more than three-quarters of whom (80%) are **Hispanic** (vs. 47% for the county) and another 6% **Native Americans** (equals 6% for the county). Although Hispanic students have become the largest minority and represent nearly a quarter of the state's student population, Hispanic teachers represent **less than 4%** of the field (61,761 classroom teachers and only 2,415 Hispanic/Latino classroom teachers). and Washington State is well below the Hispanic Student-Teacher Gap national average of 7.8%. Resource constraints have prevented our expanding of recruitment mainly in the Teacher STEM fields. However, these professional teaching fields offer tremendous opportunity: skilled STEM track graduates are needed for opportunities at our local school districts with a large population of low-income Hispanic and Native American communities. To address these priorities, Heritage University must build capacity in preparation of Hispanic and other low-income students to enter the teaching professions (especially in elementary STEM education) to extend **access, opportunity, and greater community service**. These efforts support significant enrollment-based revenue growth to **sustain new programs and services** in the coming years. We propose to enhance the **Theory to Practice teaching preparation program** to include a STEM track. This enhancement includes STEM summer institutes for the partner district mentor teachers (conducted by the University of Washington), summer STEM camp for partner district students, year-long field experiences and STEM apprentice teaching and a restructured beginning teacher induction program. 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. Specifically, we will assess the project by measuring 1) the number of first-time, full-time, degree-seeking undergraduates who **enroll** in targeted programs or courses, 2) the percentage of enrolled undergraduates who **re-enroll** in targeted programs the following year, 3) the percentage of enrolled undergraduates who **complete** targeted **2-year programs** within 3 years of enrollment, 4) the percentage of enrolled undergraduates who **complete** targeted **4-year programs** within 6 years, and 5) **federal costs** for the new programs' degrees at Heritage University A total of **\$2,747,217** is requested in Title V funds.



Abstract

Sonoma State University (SSU), situated on a 269-acre residential campus 50 miles north of San Francisco in the heart of the nation's premier wine region of Sonoma County, California, proposes to conduct Preparing Underrepresented Educators to Realize their Teaching Ambitions (PUERTA) as a 2017 Title V Individual Development Grant-funded project designed to increase the number of Hispanic and Latino students qualified to teach in public elementary schools and secondary schools. SSU will launch a campus-wide approach to implementing PUERTA that will include recruiting teacher education candidates; providing supportive advising; offering high-impact programs, including Summer Bridge, Freshman Year Experience, and Freshman Learning Communities; providing Supplemental Instruction led by peer tutors; providing teaching career readiness practical opportunities; and improving institutional practices to remove barriers that prevent students from earning a teaching credential. SSU will establish the PUERTA Centro for Diversity in Teaching as a place where Hispanic and Latino students interested in the teaching profession can receive advising, counseling and career services, and academic assistance in a supportive environment in a dedicated 1,200 square foot space in the SSU Student Center. As a result of implementing PUERTA, SSU will achieve the following goals by September 30, 2022: (1) increase student academic success as measured by persistence and graduation rates; (2) increase the number of Hispanic and Latino students earning a teaching credential; and (3) increase the number of students who transfer from a 2-year HSI to SSU. Throughout the five-year initiative, the PUERTA Evaluation Team will implement a rigorous system of monitoring and evaluating progress toward the project goals and reporting outcomes. The PUERTA evaluation team will work closely with California State University System HSI program evaluators on data collection, analysis, and sharing of best practices.

ABSTRACT

The University of New Mexico - Taos Branch (UNM Taos) is a two-year community college serving the unique tri-cultural communities of northcentral New Mexico. This proposed Title V DHSI Project, "***Guided Pathways to Success***" (***GPS***) will address economic and educational barriers that keep the region's communities and residents from having access to quality postsecondary opportunities. The ***Taos GPS Project*** involves *building systemic capacity to increase our persistence, graduation and transfer rates in response to significant regional needs and challenges.*

The Project will develop sustainable capacity to support **Academic Pathways** and **Student Success Initiatives** and will (a) improve the college readiness of high school students for postsecondary education through the Bridge to College Pathway, (b) develop the Guided Pathway model to reduce student time and cost to baccalaureate degree, (c) create Meta-Majors to give students the flexibility to move between majors, (d) improve complete rates in transfer-level math and core gateway courses, (f) integrate academic support system with case management practices to keep students on track to graduation, (g) develop a teacher pipeline to increase the number of Hispanic teachers in the region, (h) establish a faculty professional development program focusing on the learning needs of Hispanic and low-income students, and (i) establish a Transfer Center to coordinate articulation agreements and transfer planning services to facilitate student transfer to four-year institutions.

The proposed project will have measurable outcomes in four areas: (1) Increases the number of Hispanic and other low-income students enrolled in and succeeding in postsecondary education, (2) increases in the number of Hispanic teachers in the region, (3) increases the capacity of faculty to teach effectively to Hispanic and low-income students in their classrooms, and (4) increases the graduation and transfer rates of students at UNM-Taos.

The GPS Project addresses both the Invitational Priority and Competitive Preference Priority #2 of this Title V competition (see pages 1-7).

The Project's overall five-year budget of \$2,593,612 represents a cost-efficient approach. Only 11.9% of the budget is allocated to project management (\$308,086 over five years). Predominantly, Title V funds will support personnel (60.2%) and fringe benefits (17.8%). The five-year budget also includes Travel at 5.6%, Supplies (largely software, computers, training materials) at 3.1% and Other (training activities and external evaluation) at 8.1% of the total.

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ABSTRACT

The Hartnell College Cultivamos Project

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

The purpose of the **Cultivamos Project** is to build institutional capacity to increase the number of Hispanic and low-income students attaining postsecondary degrees and facilitate transfer along the entire pipeline. Project Goals include (1) Expand Dual Enrollment and other alternative pathways that familiarize students in Hartnell's feeder schools with higher education opportunities and the culture of higher education, (2) Regularly evaluate all academic programs and student services and determine how they will be improved to increase student retention rates and to close existing achievement gaps, (3) Establish formal articulation agreements between Hartnell College and identified four-year institutions that provide simplified, guaranteed transfer processes for transfer students, and (4) Provide continuous professional development using student success data and the adoption of new learning systems and methods to improve student learning and student services outcomes. The Project will have measurable and significant outcomes: (1) 15 Dual Enrollment agreements with service area high schools; (2) 70% of the **Cultivamos** students will persist and complete 12-15 dual enrollment units prior to high school graduation; (3) the completion rate (degree, certificate or transfer-related outcomes) for **Cultivamos dual enrolled** students will be 60%, which exceed the current rate for underprepared students; (4) articulation with five new Teacher Education programs to regional four-year institutions; (5) increased numbers of Hispanic and low income students successfully transferred to baccalaureate Teacher Education programs; and (6) 100 **Cultivamos Project** faculty and staff participating in cohort-based and pedagogy-focused professional development activities.

Hartnell College is requesting \$2,749,795 over five years to support the *Cultivamos* initiatives and activities.

Invitational and Competitive Preference Priority: *Cultivamos* addresses the Invitational Priority (expanding the teacher education pipeline for Latino students) and Competitive Preferences 2 (student success, articulation and transfer).

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ABSTRACT

Founded in 2000 and located in the “Hispanic Corridor” of North Philadelphia, PA, Esperanza College (Esperanza or EC) is a branch of Eastern University, a comprehensive private Baptist University enrolling more than 3,600 students. Esperanza College meets all federal criteria for a branch campus: permanent in nature, offering courses for credit and programs leading to associate or bachelor degrees, and autonomous in having its own faculty and supervisory organization and its own budgetary and hiring authority. Esperanza offers 10 Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Arts (AAS) degrees.

Esperanza, Philadelphia’s only Hispanic-Serving Institution (HSI) and one of just two HSIs in the state, serves an urban area where 63.7% of residents are Latino, more than half (51.7%) of whom live in poverty. Among Latino adults aged 25 and above, a tiny 3.6% hold a bachelor degree. Our students – 84% Hispanic, 80% first generation in college, and 56% of whom live in families with incomes of less than \$20,000 annually – have high goals: nearly 98% are degree seeking. Unfortunately, nearly three fourths (74%) enter college academically underprepared.

Mission-driven to serve as a gateway to postsecondary opportunity for Latino, high-need students, Esperanza recognizes opportunities to develop new degrees leading to baccalaureate completion in high-demand fields. Opportunities for Hispanics are strong in health sciences-related fields where professionals holding bachelor degrees stand to earn upwards of a third more than those with associate degrees. Potential is also strong for individuals prepared to enter professions in digital media – a cutting-edge field in which Latinos are poised to make a particular impact, as media organizations such as Philadelphia-based Al Día, Univision, Comcast, and NBC produce Spanish-language digital broadcasting to appeal to this growing, tech-savvy demographic. To prepare students to enter these high-demand disciplines, EC must develop new and revise existing curricula to infuse discipline-specific content and competencies. We also must strengthen and systematize student services – including tutoring and advising support to improve students’ success, persistence, and transfer-readiness.

Esperanza therefore proposes ***Expanding Hope***, a Title V project to (1) increase postsecondary access through development of new associate and bachelor degrees and (2) expand and strengthen student support, including tutoring, proactive advising, and transfer/career advising. Through the project, we will develop a new Associate of Science (AS) in Health Sciences, a new Associate of Applied Science (AAS) in Digital Transmedia Design, Production, and Technology, and a new Bachelor of Arts (BA) in Digital Transmedia Communication and Production. We will develop articulation agreements for seamless transfer to health sciences and digital media-related bachelor’s degree programs at four area four-year institutions – the University of the Sciences, Jefferson College of Nursing, Abington-Dixon Campus, Harrisburg University of Science and Technology, and Temple University. AAS in Digital Transmedia completers will also be ready to transition directly into the grant-developed BA in Digital Transmedia Communication and Production. To improve student success and preparation for successful transfer and/or baccalaureate degree completion, we propose to systematize and strengthen tutoring, proactive advising, and transfer/career advising. Critical to all initiatives is the renovation of 5,300 sq. ft. of undeveloped space in the former envelope factory housing EC’s urban campus to expand classroom, laboratory, and student support space, including a new Student Success Hub.

Esperanza’s proposal addresses Competitive Preference Priority 2 for the competition.

Requested Year 1 Budget: \$549,997

ABSTRACT

Applicant: Angelo State University
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ASU is located in San Angelo, a community of approximately 100,000, in west Texas. The area is largely rural and has high levels of Hispanic residents and poverty levels with low educational attainment.

Overview of Project:

ASU is proposing for this Title V project CREEME (Culturally Responsive Education *En* Mechanical Engineering), to ensure that Hispanic, first-generation and/or low-income students will receive a set of more culturally sustaining experiences than they would at other institutions. This will be possible based on the adoption of teaching practices, re-imagining engineering pedagogies, and defining how the university works with community colleges. CREEME will include three components:

- **Component 1: *Nuevo Programa*** will develop a mechanical engineering program at ASU.
- **Component 2: *Desarrollo Profesional*** will involve a re-envisioning of curriculum through the development of culturally responsive teaching practices.
- **Component 3: *Vínculos Académicos*** will focus on developing and improving community college pathways to ensure a smoother transfer experience.

At the heart of this project are culturally responsive practices, which recognize the differences in values, beliefs, and the importance of racial and cultural diversity in learning. This is important for ASU, which has a high Hispanic student population that performs at rates below non-Hispanic students. Culturally responsive education uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. ASU will utilize this framework to provide professional development opportunities for faculty and staff to create bridges between informal settings (everyday life experiences) and formal settings (classroom).

Objectives:

ASU has established three objectives that will assist in solving three significant problems outlined in the grant narrative:

- Objective 1: By Sept. 30, 2022, increase enrollment at ASU by 200 students (including 70 who are Hispanic) who enter the mechanical engineering program.
- Objective 2: By Sept. 30, 2022, establish a fall-to-fall retention rate in mechanical engineering of 60%.
- Objective 3: By Sept. 30, 2022, increase transfer into ASU's mechanical engineering by 24 students from community colleges.

Funding Request:

The budget for CREEME is \$2,750,000 over five years, including approximately 19% for project management; 47% for Component 1; 25% for Component 2; and 9% for Component 3.

TITLE: Cooperation and Alignment of Services to Engage Hispanic and Low Income Transfer and Native Students Pursuing High Interest/High Demand STEM Fields

Lead Institution: Nova Southeastern University (NSU)

Partner Institution: North Campus of Miami-Dade College (MDC)

NSU and MDC will increase their collective capacity to develop collaborative programs and services based on a Cooperative Comprehensive Development Plan to develop: (1) enhanced outreach and academic support services for Hispanic and low income students that incorporate specific strategies to better serve both native NSU and MDC transfer students; and (2) an inter-segmental, fully scaffolded degree pathway offering strategic high impact learning experiences for Hispanic and low income students majoring in the high wage, high demand, high interest fields of Computer Engineering, Computer Science, Behavioral Neuroscience, or Engineering (Biomedical or Industrial & Systems).

CDP Goals
G1: Close achievement gaps in programs and courses where students are at high risk of dropout, failure, or withdrawal (D/F/W). G2: Support student transition through completion of the baccalaureate degree G3: Strengthen opportunity equity for Hispanic students.
CDP Objectives/Outcomes
O1: Enrollment - To increase by an average of 40% the overall number of full-time students who are enrolled in lower or upper division courses in the targeted baccalaureate programs at NSU. a. Increase by an average of 75% the number of Hispanics at NSU and MDC declaring a major in a targeted NSU program. b. The percentage of NSU juniors who have transferred from MDC to major in a targeted baccalaureate degree program will be comparable to MDC share of transfers in the State University System.
O2: Retention - To increase by an average of 12 percentage points the Fall-to-Fall retention rate of full-time majors in the targeted programs. a. Reduce by an average of 15 percentage points the retention rate gap between Hispanic and overall students retained in the targeted baccalaureate programs at NSU. b. The Fall-to-Fall retention rate of full-time freshmen at MDC who declare an intent to major at NSU in the targeted programs will be comparable to MDC overall retention rates.
O3: Experiential Learning - To increase to 100% the number of NSU baccalaureate graduates in the targeted programs who participate in a high quality undergraduate research and/or work-based learning experience.
O4: Graduation - To increase by an average of 14 percentage points the percentage of full-time NSU students in a targeted program who graduate within six years of initial enrollment.

This project includes several specific transfer strategies for MDC students that are responsive to Competitive Preference Priority #2. MDC students will be better prepared for success upon transfer to NSU through the design and expansion of new and enhanced outreach and transition activities as part of a comprehensive guided pathway to increase degree attainment for Hispanic and low-income community college transfers from project partner MDC. NSU will develop and pilot test a carefully planned outreach campaign to maximize communication to potential MDC transfer students to increase awareness of programs offered, admission requirements, academic planning/preparation, and career opportunities.

Abstract

Universidad Metropolitana - UMET, a four year Hispanic Serving Institution in San Juan, Puerto Rico proposes to address the **Competitive Preference Priority 1** by **enhancing current teacher Preparation Programs and establishing a new Teacher Preparation Program at UMET**. The current proposal will address the creation of a transformational secondary STEM bachelor preparation teacher program that will build on the best practices of the recently accredited teacher preparation program, of the Science academic programs, and of the Humanities component of English, Spanish, and History at UMET. A multidisciplinary team of faculty from all the mentioned disciplines will meet with experts in the field of competency focused education and in education research, to be trained, to transform the curriculum, and to provide pre-service teachers with a unique program that will transform the STEM teacher preparation in Puerto Rico. In addition to content and pedagogical knowledge, the students in this STEM TPP will be trained in scientific and education research through their participation in the activities of the Innovation Center for Teaching and Learning (ICTL). The ICTL is the first unit established in the university to serve the teaching and learning educational needs not only of the faculty, but of all pre-service teachers, creating an important niche. This Center will provide UMET faculty, pre-service teachers, and in service teachers, with continuous education opportunities in: competency focused education, active learning strategies, research, and assessment. An annual symposium will provide a venue for training and dissemination of project results and findings. The products generated through this project, will provide all academic programs with a solid faculty training nuclei (trainees will become the trainers) that will serve as the basis for the competency focused General Education introduction.

ABSTRACT

Nevada State College's *Cultivando Mentis* (Cultivating Minds) Project

Nevada State College, located in Henderson, Nevada, is the state's only comprehensive baccalaureate college and a developing HSI. NSC serves a diverse and largely under-served student population. Specifically, NSC's mission is to foster educational opportunity, promote student success, and strengthen the community. NSC is an open-access institution and its admissions policy grants admission to in-state applicants who have earned at least a 2.0 high school GPA. More than half of NSC's students are ethnic minorities (40% Caucasian, 26% Hispanic of any race, 11% African-American, 11% Asian, and 12% other populations). The average age of NSC students is 28 and 75% of them are female. Almost two-thirds of the student body attends NSC part-time, with only 10% of the student body entering as a first-time, full-time degree-seekers. Further, 64% are considered first-generation and 42% receive Pell grants. NSC has grown substantially in recent years, climbing in overall enrollment from 2,126 in 2008 to 3,758 students in Fall 2016 (76% growth).

Cultivando Mentis has four Project Goals: (1) Promote the Teaching Profession to Latinx Potential Teachers Through Inspired, Culturally Responsive Community Engagement; (2) Increase Latinx students' Academic Preparation to Pass Teacher Competency Exams and Achieve Academic Success in Mathematics and Writing; (3) Improve Cultural Competency of the Teacher Preparation Program to meet the Language and Achievement Needs of Increasingly Diverse PK-12 Classrooms; and (4) Redesign Clinical Experience to Accelerate Time to Degree and Increase Mentorship, and Relevance of Program to Profession.

Cultivando Mentis will have several significant Outcomes, including: (1) Increasing the number of Latinx pre-Education students per year by 10 students each year over 5 years, by increasing the number of pre-professional HS Teacher Academies from two to five, and using peer tutors and a social justice curriculum focus; (2) Increasing the perception among NSC Education faculty and students that teaching is a social justice profession especially relevant for the Latinx community; (3) Increasing the percentage of Latinx students who take and pass high-stakes PRAXIS Core teacher exam, from 9% to 30%, and eliminate the equity gap between Latinx and white students' pass rates; (4) Increasing the number of Latinx students who earn a bilingual teaching credential; (5) Increasing the number of NSC faculty who are highly trained in culturally relevant pedagogies for Latinx students *and* are observed applying strategies in classroom; (6) Increasing the number of Latinx Education students who earn clinical experience by serving as Math or Writing tutors for pre-Education students or as peer mentors for PK-12 students in Teacher Academies; (7) Reducing time to degree for Education students; and (8) Increasing Latinx students completing teacher certification by 2% annually.

Proposed Budget: NSC is requesting a five-year total of **\$2,748,767** in Title V funding.

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Javelina Teacher Preparation Enhancement Project (JTPEP)

Abstract

From 2017-2022, the **Javelina Teacher Preparation Enhancement Project (JTPEP)** at the Texas A&M University-Kingsville (TAMUK) will implement services and activities that increase the capacity and effectiveness of TAMUK's University-Based Educator Preparation Program (UBEPP). Specifically, JTPEP's goals are to:

- Increase the percentage of TAMUK UBEPP seniors who graduate by the end of each academic year;
- Increase the percentage of UBEPP graduates who become certified teachers before the end of the academic year that immediately follows their graduation date; and
- Increase TAMUK's production of licensed public school teachers from its UBEPP.

To accomplish these goals, JTPEP will provide services and activities that remove or reduce many of the barriers to persistence, graduation, and certification that TAMUK's UBEPP students (especially those students from low-income households) commonly encounter. In particular, JTPEP will expand opportunities for these students to take courses delivered in non-traditional formats (e.g., partially or completely through the internet), provide training for prospective field-work supervisors (including "cooperating" teachers), offer scholarships for UBEPP upperclassmen who have financial need, and contribute to an endowment fund that will be utilized to help sustain JTPEP activities after federal funding ends. By providing these services and activities, JTPEP will increase the rate at which UBEPP seniors complete their baccalaureate degrees and become certified to teach in Texas, as well as ramp up its overall production of licensed teachers and thereby address the urgent need to fill vacancies at the more than 1,000 public schools across South Texas. This proposal responds to CCP#1 Teacher Preparation and the invitational priority: Promoting the Teacher Profession for Hispanic Students.

Abstract: *The Caminos Project*

California State University, Long Beach (CSULB) is a four-year comprehensive university and Hispanic-Serving Institution (HSI) that enrolls over 37,000 students per year of which 39% are Hispanic. *The Caminos Project* was developed to take advantage of the large scale of teacher preparation programs, and institutional links to undergraduate subject matter preparation programs, at CSULB to expand the number of Hispanic teachers in elementary and secondary public schools..

The Caminos Project has four principal objectives and desired outcomes:

- To increase the number of Hispanic and low-income students who enter pipeline majors with accredited Subject Matter Preparation Programs that meet state teacher certification requirements for initial credentialing.
- To increase the number of Hispanic students who persist and complete pipeline degrees with Subject Matter Preparation Programs that support teacher certification and in doing so lower the time to degree.
- To increase the number of Hispanic students who persist and complete teacher preparation programs and in doing so decrease the time to initial certification.
- To increase the number of teachers who demonstrate effectiveness and cultural competence for teaching and promoting learning in low-income schools.

Activities within *The Caminos Project* extend from community engagement with high school youth groups through undergraduate curricular and student support measures as well as improvements to postgraduate teaching certification programs. Some of the key project activities are:

- The creation of community engagement programs with high school students and parents that focus on careers in education
- The creation of curricular measures in undergraduate general education programs that expedite completion of pipeline degrees with Subject Matter Preparation Programs
- The creation of a teacher preparation learning community for undergraduates with extensive student social, emotional and academic supports for Hispanic and low-income students
- The creation of a Hispanic teacher mentor partnership network for pre-service teachers in initial credential programs
- The creation of professional development programs and assessments that relate to culturally responsive pedagogy in undergraduate teaching and postgraduate fieldwork and clinical practice

Western Texas College Title V Project Abstract

Contact: Roy Bartels rbartels@wtc.edu 325.574.7629 6200 College Ave., Snyder, TX 79549

Western Texas College (WTC), located in the rural town of Snyder, serves a 10-county state-designated service area (total pop. 81,123; 32.2% Hispanic) that encompasses 9,231 square miles. Most area residents are educationally and economically disadvantaged. Per capita income is very low (\$20,015 for all; \$12,763 for Hispanics); just 12.7% of adults completed college (less than 4% of Hispanics) and almost 25% (almost 50% of Hispanics) did not finish high school.

WTC's student body is reflective of these socio-economic characteristics. More than one third (37%) of all and 54.5% of Hispanic students are low-income, 81.3% of all (88.5% of Hispanics) are first-generation in college, and 31% are Hispanic. Students come through our doors in search of education that will help them to rise above the poor economic circumstances that have plagued generations.

Through a process of comprehensive analysis that involved all major college constituencies WTC has identified the following significant institutional problems in the areas of Academic Programs, Institutional Management, and Fiscal Stability which negatively impact student access and success and threaten our College's long-term growth and stability.

- *Underdeveloped STEM Education Pipeline*
- *High failure rates in core STEM courses stifle students' progression through STEM pipeline.*
- *Gap in Agriculture Science academic programming and infrastructure limit opportunities in STEM pipeline.*
- *Inadequate financial resources prohibit expansion and improvements which would strengthen WTC's STEM pipeline*

We submit this Title V Project application with a primary focus of ***Strengthening and Expanding STEM Education in Rural West Texas via Curricular Revision and New Associate Degree Program Development*** via the following project initiatives:

- Revision of core STEM courses in Math, Life Sciences, and Physical Sciences disciplines for inclusion of the high-impact best-practice of Project-Based Learning.
- Development of new associate degree options in high-demand Agricultural Sciences including specializations in Animal Science, Food Science, Plant & Soil Science, and Wildlife Management.
- Expanded academic support services including enhanced tutoring services.
- Expanded articulation/transfer partner agreements with regional institutions including Texas Tech University, Sul Ross State University, Tarleton State University, and Angelo State University.

Expected **five-year project outcomes** include: 44.6% increase in Hispanic/low income STEM enrollment; 10 percentage point increase in successful course completion rates of core STEM courses.; 10% increase in the number of degrees awarded annually to Hispanic/low-income students in STEM fields; and a 10 percentage point increase in the transfer rates of WTC students into baccalaureate degree programs.

The proposed project directly addresses the Title V Competitive Preference Priority by focusing on the development and enhancement of articulation agreements with regional baccalaureate institutions.

WTC requests a total five budget of \$2,746,964 to carry out this Title V project.

ABSTRACT

Applicant:

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Contact:

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Santa Barbara City College is submitting for this Title V Part A competition an individual development grant: ***Student-Ready: Degree Completion for the Flexible Learner***. The underlying idea for the project is that as colleges and universities continue to lament low success and retention rates for underserved student populations, especially Hispanic students, the strategies to meet these pervasive challenges miss the mark because they focus on streamlining part-time students to full-time status. We must reject this focus, because part-time status is a dominant demographic characteristic of Hispanic college students nationwide, and 66-69% of Hispanic students at SBCC. Acceptance and adaptation to this reality is imperative, because as part-time students, Hispanics are, on average, 30% more likely to drop out of SBCC. Through internal systems analysis, we have also learned that few students complete their education without fluctuating between full and part-time status. These *flexible* students make up about two-thirds of SBCC's population and are therefore the majority, calling for a change in how we serve them.

If we continue to focus funding structures and support systems only on students who have full-time status, we will disenfranchise the majority of our students and nullify our community college open access mission. It is imperative that we acquire the necessary support to create programs, services, and pathways for flexible students so that they succeed in achieving their academic goals. It is also important that we understand the reasons students become flexible so that we can support them in moving back to full-time status whenever possible, as well as to support them to persist and succeed when they are part-time. We believe that many part-time students can complete a bachelor's degree within six years if our systems, support services, and educational culture are adapted to serve these students. In this way, we break the old formula of demanding that students come "college ready" to SBCC, and instead, we determine to become a college that is "student ready."

Student-Ready: Degree Completion for the Flexible Learner will include two components:

1. Pathways and Support for Flexible Students: SBCC will utilize internal and external research in addition to focus groups to gain a clear picture of the needs of flexible students. This information will be used to create programs specific to their needs.
2. Professional Development and Faculty Support for Curriculum Redesign for Maximum Impact: SBCC will utilize best practices in working with underserved populations to create a culture of flexible student belonging on campus through extensive faculty professional development.

The budget request is \$2,701,696 over a five-year period. This represents 42% for salaries; 9% for fringe benefits; 10% for travel; 11% for supplies; 12% for contractual; and 16% for other. Project management represents 16% of the budget.

NORTHEAST TEXAS COMMUNITY COLLEGE PROJECT ABSTRACT

Contact Person for the Title V Cooperative Proposal: Dr. Brad Johnson, President, Northeast Texas Community College; (903) 434-8100, ext. 8101; bjohnson@ntcc.edu.

Institutional Background: Northeast Texas Community College (NTCC) is one of 50 public, open-access community colleges in Texas. The small College is located on 375 acres in a rural setting of gently rolling hills, streams, rivers and farms, in the picturesque and historic Chapel Hill area. The main NTCC campus is located approximately equidistant between the county seats of the three counties which make up the NTCC district: Daingerfield (Morris County), Mount Pleasant (Titus County); and Pittsburg (Camp County). Over 36% of the service area population is minority. Previously a small commuter campus, co-located with Texarkana College and offering only upper-division and limited master's level programming, **Texas A&M**

University-Texarkana (TAMU-T) is now a true regional University. Thanks to strong community and legislative support, TAMU-T now occupies its own campus, offers a full four-year undergraduate experience, and has expanded certificate and graduate programming with an emphasis on serving regional employers. Seventy two percent (72%) of bachelor's degrees awarded at TAMU-T go to at-risk students. **Implementation Strategies:** At NTCC, the project will: (1) increase Hispanic postsecondary applications, transfer-intent and matriculation, (2) increase retention, credit accumulation, completion and transfer through bilingual transfer coaches, and (3) increase pathways to four-year degrees at TAMU-T and other institutions. At TAMU-T, the project will focus on increasing baccalaureate completion of Hispanic transfers through bilingual completion coaches, an intervention to eliminate social-class gaps for Hispanic students and increased support for tutoring and supplemental instruction. **Objectives:** By September 30, 2022: (1) increase the number of traditional-aged Hispanic and low-income students entering NTCC with intent to earn a degree or transfer by 20%; (2) increase the number and proportion of Hispanic dual-credit students entering NTCC as high school seniors with intent to earn a degree or transfer; (3) increase the number of first-time in college, intent to transfer or earn a degree, Hispanic and low-income students retained from first enrollment to fall of the next year; (4) increase the proportion of first-time in college, intent to transfer or earn a degree, Hispanic and low-income students retained from first enrollment to fall of the next year; (5) increase the number of first-time in college, intent to transfer or earn a degree, Hispanic and low-income students retained from first enrollment to fall of the 3rd year; (6) increase the proportion of first-time in college, intent to transfer or earn a degree, Hispanic and low-income students retained from first enrollment to fall of the 3rd year; (7) increase the number of first-time in college, intent to transfer or earn a degree, Hispanic and low-income students transferring to a 4-year institution within 150% of the normal time; (8) increase the proportion of first-time in college, intent to transfer or earn a degree, Hispanic and low-income students transferring to a 4-year institution within 150% of the normal time; (9) increase the number of articulation agreements between NTCC and baccalaureate institutions that accept NTCC transfers by 25; (10) increase the number of Hispanic transfer students (with at least 30 college-level credits transferred) graduating within 150% of the normal time with a bachelor's degree by 15%; (11) increase the proportion of Hispanic transfer students (with at least 30 college-level credits transferred) graduating within 150% of the normal time with a bachelor's degree by 15%. **Meets the Title V Competitive Preference Priority:** This Title V project is focused on encouraging and motivating students to pursue baccalaureate opportunities beyond the community college and providing comprehensive support services to successfully complete transfer pathways.

Five-Year Project Budget: \$3,750,000.

Vanguard University of Southern
California
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VISTA: Novel approaches for leveraging tomorrow's solutions with today's answers in improving education

Lead Institution: Vanguard University – Costa Mesa, CA

Partner Institution: Orange Coast College – Costa Mesa, CA

PROBLEM. Recent national and California secular trends reveal a severe impending teacher shortage in K-12 and community colleges. As Baby Boomers begin to retire, the current teacher shortage is expected to become monumental, indicating a pressing need for quality teacher preparation. Hispanic students make up 24% of the public-school system, yet Hispanic teachers only make up 7.8% of the teacher workforce.

PURPOSE/OBJECTIVES. The goal of the proposed Title V program is to develop comprehensive and collaborative approaches to promote educational opportunities for teacher preparation in STEM fields for Hispanic students, from early engagement to degree completion to post-graduate training. The specific aims of the proposed intervention are to (1) increase the number of qualified STEM educators in the P20 pipeline; (2) to increase completion/graduation rates for Hispanic and low income first-time freshmen and transfer students; and (3) to promote culturally sensitive pedagogy in P20 education.

METHODS. The Title V program will draw upon resources from Vanguard staff and faculty, facilities, and academic resources, along with collaborative partners at Orange Coast College, to develop three interconnected programs: the (1) Vanguard Integrated STEM Teacher Achievement Program (*VISTA*); (2) Vanguard's STEM Transfer with Excellence Program (*V-STEPs*); and (3) Intensive Pedagogical and Research Experiences Program (*iPREP*).

EVALUATION. Results will be analyzed and reported to the funding agency to ensure consistent progress towards activity objectives. The proposed Title V program is expected to significantly improve the quality of STEM education, increase the number of STEM educators in the P20 pipeline, and increase graduate rates for Hispanic and low-income students by 17%.

COMPETITIVE PREFERENCE PRIORITY. The proposed intervention addresses competitive preference priority 1 with a novel and exceptional approach to teacher preparation by *improving the pedagogical practices of teaching faculty prior to engagement of a tenure track position*. The integrated framework of the *iPREP*, *V-STEPs*, and *VISTA* programs represents a collaborative and concerted approach to increase awareness, enhance college readiness, and facilitate the completion of a Teaching Credential for Hispanic and low-income students.

Sacramento Comprometid@s
(Committed to Promoting Latin@s in Teaching Careers)

Abstract

Sacramento State is a regional comprehensive university enrolling a diverse student body of more than 30,000 students of which 29% are Hispanic and 53% are Pell eligible. Our goal is to increase the number of culturally and linguistically competent teachers by creating a clear and coordinated path to recruit, support, and advance Hispanic and bilingual teachers from high school, through Sacramento State's undergraduate program, to completion of the post-baccalaureate teaching credential program.

The likelihood of California Hispanic students seeing a teacher of their own ethnic background is distressingly low: 54% of K-12 students are Hispanic compared to 18% of their teachers. The state of California recently passed two bills that will increase the need for Hispanic teachers. Prop 58, the California Multilingual Education Act, authorizes California school districts to establish dual-language immersion (bilingual) programs. AB-2016, Pupil Instruction in Ethnic Studies, requires the state to develop a comprehensive ethnic studies curriculum. Pointing to the importance of culturally relevant curriculum on academic outcomes, it also encourages public and charter high schools to offer all high school students an Ethnic Studies course. Both bills will increase the need for teachers with Bilingual Authorization and for high school teachers who are formally prepared to teach Ethnic studies to high school students.

To meet the need for Hispanic and bilingual teachers in the context of California's new policy climate, our project has four strategies.

- 1) High School Ethnic Studies Professional Development:** provide *Professional Development* to high school teachers, building their capacity to deliver California AB-2016-encouraged Ethnic Studies classes, a course-based intervention shown to retain and advance high school students to graduation, especially students of color. The PD will be developed and delivered by faculty and through a web-based educational platform created by WGBH in Boston.
- 2) Future Teacher Pathways and Clubs:** collaborate with four school districts to create and facilitate *Future Teacher Pathways* and *Future Teacher Clubs* that will advance students to higher education and a future career in teaching.
- 3) Support Sacramento State Undergraduates:** complement the university-wide Finish in Four graduation initiative by: a) engaging students from departments across campus into *EduCorps*, an online and face-to-face community of future teachers; b) provide *campus-based advising, peer and faculty mentoring* through the College of Education Equity Office that will guide future teachers to the teaching credential program; and c) *curriculum development* of new and revised undergraduate courses that will guide students toward culturally and linguistically competent teaching through Spanish Academic Language Development and field experiences in bilingual programs or Ethnic Studies classrooms.
- 4) Expand Teaching Credential Programs:** through *curriculum development* of a new Bilingual Teaching Methods course; expanding the *Bilingual Authorization Cohort* to include both Single Subject and Multiple Subject candidates, *mentoring* toward completion, and ensuring *student teaching placements* in bilingual programs or Ethnic Studies classrooms.