

Committee Members

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Kathy Walton

Revenue Enhancement Initiative

College Enterprise

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Working Group

International Stakeholder Group
All Things Global

Resource Development Committee
Agenda, 22 March 2017

1. Reports from Global Studies, Perkins, Creativity groups

2. BSSSOT and Free College hires

3. Upward Bound Math/Science Proposals

West submitted two proposals, one with Dorsey and one with Los Angeles high schools, 60 students at each high school = maintain 120 students/year, conduct a variety of required and evidence-based activities to increase the number of low-income, first generation students enrolling in college, focus on math and science

4. Title V/Developing Hispanic Serving Institutions

The DHSI Program provides grants to assist Hispanic Serving Institutions (HSIs) to expand educational opportunities for, and improve the academic attainment of, Hispanic students. DHSI Program grants also enable HSIs to expand and enhance the academic offerings, program quality, faculty quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and help large numbers of Hispanic students and low-income individuals complete postsecondary degrees.

Deadline for Transmittal of Applications: April 24, 2017.

Competitive Preference Priority 1 (up to 10 additional points): Projects that establish or enhance a program of teacher education designed to qualify teacher candidates to teach in public elementary schools and secondary schools.

Competitive Preference Priority 2 (up to 10 additional points): Projects that develop or enhance articulation agreements and/or student support programs designed to facilitate the transfer from 2-year to 4-year institutions.

Invitational Priority: Promoting the Teacher Profession for Hispanic Students.
Projects that develop or enhance partnerships that:

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- (1) Are designed to increase the number of effective teachers with linguistic and cultural competency serving in high-need schools (as defined in section 200(11) of the HEA);
- (2) Combine strong content knowledge with robust practical experience to meet the instructional needs of the local school district(s);
- (3) Develop strong teacher pipelines that support the preparation, placement, and retention of effective teachers;
- (4) Use outcome data of their recent graduates reported by their State, or otherwise obtained, to facilitate continuous improvement; and
- (5) Share best practices and other information on implementation with other institutions.

5. LAUSD Local District West

See attached GOEastLA flier

6. NSF INCLUDES proposals

6a. Saddleback College

Demand for skilled workers in STEM industries is continuing to grow rapidly across the United States. At the same time, postsecondary completion rates in fields such as computer science and engineering lag far behind demand. Academically, calculus is the critical barrier to entry to high-growth, high-wage STEM careers for the 59% of community college students who enter at remedial math levels, greatly diminishing the candidate pool for careers in STEM disciplines. In California, for example, only 4% of community college students advance to calculus in 4 years and therefore never have a chance to begin to train for the STEM careers that dominate the state's economic landscape. This barrier diminishes the candidate pool for STEM careers falling disproportionately on two groups: (1) minority students who are overrepresented in remedial programs; and (2) female students who are underrepresented in higher-level math courses. To broaden participation and expand the pipeline of available STEM talent, the STEM Core Initiative (SCI) implements a model that includes an accelerated and contextualized math course sequence with intensive supportive services designed to serve underrepresented students. The cohort-based program moves students from intermediate algebra to calculus-readiness in two semesters (as opposed to two or more years). A prototype of the SCI model has been implemented at four colleges over the last three years and has resulted in a 20-30 percent increase in math course success rates for participants compared to students enrolled in a traditional math course track. The

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partnership replicates and scales SCI successes through an enhanced STEM Core pathway model to be implemented at 13 California community colleges and one large and diverse Maryland community college campus, directly serving more than 625 students. Further, as a workforce development program, SCI offers paid internships with leading national and regional employers in computer science and engineering and exposes students to high-growth, high-wage STEM career opportunities.

The one-year calculus-readiness and internship pathway for remedial students is a new approach in eleven of the partner colleges and utilizes a collective impact approach to align industry and workforce development partners. The partnership offers wrap around student support, accelerated and contextualized learning, and expanded high-quality work-based learning experiences including internships. Well-positioned employer partners (such as NASA and the federal energy labs) contribute to the development of a national strategy by assisting community colleges with course contextualization, providing career orientation, and hosting project-based internships. To advance research, SCI employs a comprehensive multiple methods plan to assess the effectiveness of the STEM Core intervention and identify and understand the effective practices that underpin successful implementation of the STEM Core at 14 community colleges in California and Maryland. The evaluation seeks to measure and understand the impacts of STEM Core on student learning, academic and industry engagement, academic momentum, math confidence, and commitment to STEM as well as an understanding of implementation and replication strategies that yield the greatest impact. National dissemination of the results showcase the successes of STEM Core and build capacity to replicate the model.

6b. UTEP, CSUDH, UNM, UCM

A partnership of institutions and organizations from public and private sectors, all with an established record in advancing Hispanics in higher education, will form a networked community across regions of the United States with significant Hispanic populations to collectively adapt and adopt proven practices and apply them throughout the higher education system of two-year colleges and baccalaureate-, master's-, and doctorate-granting universities. The partnership builds on the successful NSF-funded Computing Alliance of Hispanic-Serving Institutions (CAHSI) that has emerged as a significant pipeline of new recruits into computing graduate studies, industry, and the professoriate throughout the nation. Even though the Hispanic population has reached 17% nationally, a mere 4% STEM Master's and 3% STEM doctorate degrees are awarded nationwide to Hispanics in 2012-2013. The

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desperate need to reach parity is clear. The shared purpose and bold vision of the effort is to achieve parity in the number of Hispanics who complete computation-based graduate studies. The focus will be on targeting the pool of talented students at Hispanic-Serving Institutions (HSIs) who, for various reasons, do not choose to continue on STEM educational and career pathways. The efforts will focus on transitioning Hispanic students from associate degree programs to baccalaureate programs, and from baccalaureate programs (regardless of where they began their studies) to completion of graduate degrees.

The project will establish a common agenda that guides the vision and strategy for collective impact, conduct data collection to longitudinally track student movement across campuses, and launch a multi-site pilot to test feasibility of the full-scale plan and process for change. While prior research has identified strategies for increasing graduate program completion rates for underrepresented minorities, little attention has been paid to the role of HSIs in reducing attrition. Attention to HSIs is a critical element in developing successful pathways to STEM careers. The networked community will involve social scientists across the different regions in research on Hispanic graduate program completion, to complement existing research on undergraduate completion. Developing a comprehensive, scalable model for cross-institutional advancement of students, in particular the combination of a bilingual and bicultural student body with unique needs, is critical to grow the STEM pipeline. Through a pilot, the project will engage two-year colleges and universities to begin the initial investigation on the impact of building strong student identity, student belonging, advocacy, and preparation on accelerating the number of students entering, persisting in the major, and considering, entering, and ultimately completing graduate studies in computational areas.

7. Draft grant development process

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