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Briefing: Hispanic Serving Institution (HSI) Grant Update

We are writing in our capacity as HSI Team co-chairs to provide a synopsis of the UCSC individual grant submitted for the Title V Part A: Developing HSIs under the US Department of Education. We last met to discuss the concepts of the grant back in April and as you will see below, the grant team has stayed on track with vision of implementing curricular and co-curricular interventions.

A grant team was established to begin developing ideas and concepts for an individual UCSC grant. The approach and themes built upon the work of the UCSC HSI Team, which included four topical/thematic areas: Math, Writing, Advising and Community/Sense of Belonging.

The core team included Pablo Reguerin, Juan Poblete, Catherine Cooper, Jaye Padgett, Judith Estrada, Arnold Sanchez Ordaz, Rebecca London. In addition, we also held theme-based meetings which included content experts including: Math (Nandini Bhattacharya, John Tamkun, Nancy Cox-Konopelski and Writing (Heather Shearer, Sarah-Hope Parmeter, Mark Baker). There was also a weekly consultation call with the contracted consulting team (David Trujillo, Chris Beltran).

We approached each theme in a problem-based manner and looked at data to assess and define the problem/challenge. This was followed by a proposed solution, budget required to implement and sustainability planning. This aligns closely with the grant development process (RFP) and areas we needed to address in our proposal.

There were multiple meetings on a weekly basis with the various teams to sketch out the solutions and interventions. Below is a summary of the proposed grant activities. The grant review process goes through July and we are supposed to be notified in August or early September.

UC Santa Cruz MAPA: Maximizing Achievement through Preparedness and Advising

The grant is organized in the four activity areas, each with a content lead/coordinator and oversight is provided by the grant director, admin coordinator and external evaluator. In addition, we recommend an advisory board of principal officers and/or their designees be established to guide the implementation.

Total Funds Requested: UC Santa Cruz is requesting \$2,624,577 over five years to support the four programmatic Components of the activity and the project management/evaluation dimensions of the Project. This request includes 70% invested in salaries and fringe benefits; 4% for supplies; 3% for travel; 8% for contractual; and 15% for other expenses.

Math - Activity Lead: Nandini Bhattacharya

The grant activity is focused on Math 2 as a gateway course with a significant redesign to an active learning format with mandatory smaller sections to 25 students twice per week and integration of academic support and advising intervention. The course will be redesigned to include more support in academic language/literacy, increased instructional minutes and converting the sections to study teams, which includes a graduate teaching assistant and an undergraduate math tutor. We have proposed to integrate an intervention adviser that will work with the math instructional team who will be responsible for the follow-up of early alerts and flags in an intrusive manner that includes ongoing case management. The redesigned course with the supplemental support will be offered once per year given our limited grant funding. The chart below contrasts current and proposed practices.

Components	Current Practice	Proposed Reform
Students per lecture	270	270
Lecture	3/week @70 min (210 min/week)	3/week @70 min (210 min/week) this is not changed
Sections	1/week (105 min/week) led by 2 graduate teaching assistants, with 35 students per section	2/week (210 min/week) Active learning team-based section led by two to four graduate teaching assistants plus one undergraduate tutor per section, with 25 students per section
Advising/Behavioral Intervention	None	.50 FTE to monitor and intervene with Math 2 students based on early alerts and integrated with instructional team
Instructional Strategies	Lecture based	<ul style="list-style-type: none"> • Active learning supported by a flipped course design (more student direct collaborative and problem-solving participation, less lecturing) with instructional technology supporting front-loading define, warm-up and review • Integrating academic language and literacy issues to support math development (connected to sections) • Increased instructional support coupled with social/behavioral intervention (intrusive advising)

Writing - Activity Lead: Juan Poblete

The writing activity is based upon an intervention of writing preparation during the summer as first year students are transitioning to UCSC and have scored 5 or lower on the AWPE (May administration). We are proposing to offer two points of engagement:

- Reading for Writing in College Institute: two week, 10-day writing seminar with a focus on skills needed to better prepare for college level writing and success in their transition. These seminars will take place in regional areas where we have the highest concentration of 5 or lower on the AWPE exam (SF Bay Area, Los Angeles and Central Valley) so we will send out the instructors to the regional sites over the two weeks which includes two hours of instruction and one hour of lab and teacher/student conference time.

- Hanging-out with Friends on the Page and Online is a follow up to the regional in-class experience online using Google Hangout where undergraduate tutors will lead reading groups to sustain three additional weeks of reading and writing practice as a ramp-up to writing in college.

The target skills for the writing activities include: a) using pre-reading strategies to approach academic text; b) using contextual clues to support understanding of reading, c) generating critical questions in response to text, d) recognizing the codes employed in different academic genres and disciplines, e) viewing readings as material for critical engagement rather than to be memorized, f) analyzing quotations, data and examples; g) fully engaging in academic discussions sparked by readings, h) reading and annotating in ways that support critical thinking and writing; and i) establishing connections across texts.

Community/Sense of Belonging - Lead: Judith Estrada

To increase the sense of belonging amongst Latino and low-income students, we are proposing multiple activities focused on the transition to college for students and their families including:

Regional Family Conferences for admitted students to prepare for their transition to UCSC including multilingual workshops on developing a family college plan and managing transition. There will also be workshops on financial education/literacy and navigating the matriculation process and college adjustment. These conferences will be held in the SF Bay Area, Los Angeles and the Central Valley.

Integration of brief social belonging interventions with new student welcome programs, such as, Carnaval—the largest Latino new student program utilizing testimonials from advance students on key messages.

Expand the El Centro Internship Program to broaden opportunities to explore Latino identity and provide Latino-theme based programs.

Advising: Deepen Academic Coaching Services - Lead: Pablo Reguerin

We have proposed to deepen existing academic coaching interventions at critical points of intervention: a) students in academic difficulty through the iMAP (Improving My Academic Progress) and b) near-finishers through the Crossing the Finish Line (CFL) for students that have stopped out or are less than one-quarter away from degree completion. The grant funding will allow us to hire student interns and .50 FTE for an intervention counselor.

In order to build capacity across the advising community, we are proposing a comprehensive training program on multicultural proficiency for advisers. This includes funding for a consultant to provide training and facilitate a learning community of advisers. The plan includes utilizing interactive theater as a method to address sensitivity and reducing micro-aggressions in the advising experience.

Sincerely,

Pablo G. Reguerin and Juan Poblete

cc: Jaye Padgett, Alma Sifuentes