

**Grant program:** Title V: Developing Hispanic-Serving Institutions (DHSI)

**Funding agency:** U.S. Department of Education

**Award amount:** \$3 million

**Award period:** 10/1/2019 – 9/30/2024

**Deadline:** July 15, 2019

**Funding rate:** 15%

**Background:** Through various meetings, a student focus group, and a large brainstorming session with faculty, managers, and staff from across campus, a common theme emerged as a focus of our next Title V: DHSI grant application: the need for professional development that would move the campus toward equity-mindedness and would complement the various campus-wide initiatives and mandates that the college is addressing (e.g., Guided Pathways, AB 705). Whenever possible, we want to build upon the work that we are already doing and align our proposed grant activities with college plans.

**Overarching theme:** Creating an equity-minded campus culture to improve the outcomes of Hispanic, low-income, and underrepresented students.

**Grant components:**

1. *Equity-minded pedagogy and culturally-responsive teaching* – Activities may include: design a cohort structure that brings together faculty interested in equity-minded pedagogy; develop an Equity Certificate; expand communities of practice to more disciplines; increase opportunities for professional development of faculty teams; provide incentives for adjunct faculty to participate in equity-based professional development; ensure that spots are set aside for adjunct faculty in grant-sponsored professional development activities; conduct an annual event for departments to share how they are closing equity gaps and to provide visibility for model programs; implement TBR (training from the back of the room) on a department/division level; assist faculty in developing universal design syllabi; expand equity-related podcast offerings; hire Instructional Designer focused on online professional learning.
2. *Distance learning/teaching with technology* – This component will build upon and expand the efforts implemented during the one-time, one-year OEI Online CTE Pathways grants: offer support and incentives to faculty for adopting/adapting/creating OER; integrate OER with Canvas, content creation applications, and instructional design; offer professional development on OER; offer professional development on equity-mindedness in online instruction; and offer professional development for online support staff/counselors/librarians on using technology tools.
3. *Integrated academic and student support* – Activities may include: provide professional development for tutors as part of an expanded onboarding process to include equity-based topics; expand TBR opportunities to paraprofessionals; train support staff and managers in equity-mindedness, the affective domain, unconscious bias, etc.

4. *Student development* – Activities may include: develop an onboarding process for student workers that includes online modules on topics such as equity-mindedness, unconscious bias, racial micro-aggressions, and financial literacy; conduct periodic student equity workshops for student workers; plan and implement an annual student conference – in collaboration with students – focused on topics of personal development; offer events/workshops that focus on various personal development topics; and create a massive open online course (MOOC) for student professional development that leads to a certificate upon completion.
5. *Campus-wide cultural competence* – Activities may include: expand new employee onboarding to include issues of equity; conduct a campus-wide retreat focused on cultural competence; host a speaker series focused on topics of cultural competence; infuse equity components into the PIE and integrated planning processes; host a student-led conference that focuses on issues of equity; and implement a campus-wide discussion annually around a book related to equity.
6. *Data coaching to address equity gaps* – Expand the work on data coaching that is being developed as part of Guided Pathways, including: build the capacity of faculty to access, understand, and use data; select/train data coaches to provide direct support to faculty; create a cohort of faculty members participating in data coaching pilot; and measure impact of new pedagogies on student outcomes.

**Competitive preference priority (CPP):** Our application may receive up to 10 extra points by addressing the following CPP: *projects that support instruction in personal financial literacy, knowledge of markets and economics, knowledge of higher education financing and repayment (e.g., college savings and student loans), or other skills aimed at building personal financial understanding and responsibility.* To address this priority, we will build upon existing efforts that are mandated through Financial Aid (e.g., student loan workshops, FAFSA workshops), including expanding financial literacy workshops and implementing an annual Financial Literacy Fair. The grant's Instructional Designer will develop an online module on financial literacy targeted at student workers. A Faculty Coordinator will create events focused on financial literacy, including a Consumer Resource Fair, guest speakers (e.g., LA Trade Commission, Wells Fargo, Experian), and faculty workshops. Student assistants will be engaged in outreach and event set-up. Ideally, a Consumer Resource Center (designated space) would provide resources/referrals, consumer materials/publications, and student mentors.

**Questions/comments:** Contact Adrienne Price, Director of Grants, at ext. 5417 or [aprice@mtsac.edu](mailto:aprice@mtsac.edu) for more information. A draft proposal will be completed and distributed for feedback in the latter half of June.