

Grants Update Q4, FY 2020-21

We submitted the following new grant applications in the fourth quarter of FY 2020-21:

1. U.S. Department of Education – Title III/Title V Designation
 - This eligibility application is required annually to receive funding as a Hispanic-Serving Institution (HSI) or an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).
 - Eligibility also grants a waiver of the non-Federal share matching requirement under the Federal Work Study Program and the TRIO Student Support Services Program.
 - The college was deemed eligible.

2. U.S. Department of Education – Rethink Adult Education Challenge
 - The proposed project lead is Dr. Tami Pearson, Dean of Continuing Education and Workforce Development.
 - This was the second stage of a two-stage process in which Mt. SAC was among 95 finalists nationwide. The grand prize for this award is \$250,000. Five additional runners-up will receive \$100,000.
 - This project would develop a health careers pre-apprenticeship program targeting four noncredit health careers programs: Personal Care Aide, Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), and Medical Assistant. Services will include: one-on-one counseling; tutoring; a Learning Center to improve students' reading, writing, and math skills; contextualized support classes; computer literacy classes; Adult High School Diploma and High School Equivalency preparation; HESI and healthcare exam preparation; ESL coursework; foundational skills; basic skills remediation; test-taking skills; and a variety of work readiness programs.

3. California Community Colleges Chancellor's Office – Nursing Education Program Support
 - This project application was submitted and funded during the fourth quarter.
 - The project lead is Billie Lynes, Department Chair and Professor of Nursing.
 - The award is \$262,448 over a one-year period starting 7/1/2021.
 - The project will: maintain prior additional enrollments in the nursing program; provide a program whereby students demonstrate readiness through diagnostic assessment or successful completion of remedial pre-nursing coursework prior to commencing the nursing program; provide a retention program for students enrolled in the nursing program; provide support services, review courses or software, and practice to assist graduating students to prepare for the licensure exam; and provide faculty opportunities for professional development.

4. California Department of Education – Child Development Training Consortium
 - The proposed project lead is Lucie Melendez, Professor of Child Development.
 - The request is \$13,800 over a ten-month project period.
 - This long-standing project, which is renewed annually, addresses critical shortages in the number of licensed childcare center workers in California. Students enrolled in courses required by the California Commission on Teacher Credentialing to obtain a new or renew a currently held Child Development Permit are eligible to receive direct student aid for successfully completing these courses.
5. U.S. Department of Education – Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)
 - The proposed project lead is Dr. Aida Cuenza, Director of Arise.
 - The request is \$1,500,000 over a five-year project period.
 - The proposed project would implement various strategies within the four major program components of academic development, workforce preparation, holistic support, and community building for AAPI and low-income students. Just some of the strategies include: a learning community linking AAPI history and sociology courses with English courses, curriculum development in AAPI themes, peer study halls and tutorial support, educational and career planning, career exploration seminars with industry speakers, on-campus employment, off-campus work experiences, Fale Fone, talking circles, leadership development, mental health counseling, professional development on culturally relevant instructional strategies and culturally sensitive service delivery, cross-cultural collaboration on intersecting topics, and family engagement through Pasifika Day and AAPI Education Summit.
6. National Aeronautics and Space Administration – Minority Serving Institutions-Led Coalitions in Support of Broadening Participation in Engineering
 - Cal Poly Pomona is the lead applicant for the proposed consortium project. Mt. SAC is a partnering institution.
 - The proposed project lead at Mt. SAC is Eugene Mahmoud, Department Chair and Professor of Engineering.
 - The potential award amount to Mt. SAC is undetermined at this time. The project period would be three years.
 - The proposed project would engage faculty from several institutions to create, develop, and share curriculum related to robotics, controls, design for additive manufacturing, CubeSat development and flying CubeSats, mechatronics, and artificial intelligence/machine learning. Faculty from consortium partners would participate in curriculum development institutes where they will develop learning modules with the Jet Propulsion Laboratory and industry partners in areas that will help prepare students to contribute to the technical needs of industry. The learning modules can be deployed within classes, in workshops to project students, or in summer courses designed to supplement community college students' readiness.

7. U.S. Department of Education – Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics and Articulation Programs
- Cal Poly Pomona is the lead applicant for the proposed consortium project. Mt. SAC is a partnering institution, along with Citrus College.
 - The proposed project leads for Mt. SAC are Eugene Mahmoud and Carolyn Robinson, Professors of Engineering.
 - The request for Mt. SAC is \$400,000 over a five-year project period.
 - The proposed project, titled Student Success and Transfer Articulation through Research and Support Services (STARS), would create a model transfer and articulation pathway between Cal Poly Pomona and Mt. SAC. Mt. SAC faculty will develop learning modules for STEM curricula to better prepare students for success in transfer, STEM degree completion, and transitioning to the STEM workforce. Students will participate in faculty-mentored undergraduate research as well as student success workshops, career engagement, STEM professional mentors, and other activities. Students who complete the pathway will receive an “admission advantage” at Cal Poly. Additionally, once enrolled at Cal Poly, these students will receive priority registration and a small incentive stipend.