

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: College Access Challenge Grant 2014 ImPACT Subgrantees

Background

The Board of Regents was originally designated in 2008 by Governor Huntsman and then again in 2010 by Governor Herbert, as the state agency to apply for and receive the College Access Challenge Grant Program (CACG) from the U.S. Department of Education. The CACG is a formula grant and was created and funded as part of the College Cost Reduction and Access Act of 2007, and was extended in 2009 through the Healthcare and Education Affordability Reconciliation Act with the purpose of helping low-income students and families learn about, prepare for, and finance postsecondary education. The program at the federal level received an appropriation of \$150 million for fiscal years (FY) 2010-2014. The Office of the Commissioner reports and applies annually and their proposal was approved in August 2013 for fiscal year 2014, and thus Utah received \$1.4 million dollars of these federal funds. The grant is under the direction of Melissa Miller Kincart, Assistant Commissioner for Outreach and Access.

One of Utah's three core objectives of its College Access Challenge Grant Program (CACG) is:

To expand and enhance the statewide infrastructure in Utah which will foster partnerships among federal, state, and local agencies, community-based organizations, businesses and public and higher education to significantly increase the number of low-income and underrepresented students who are prepared to enter and be successful in postsecondary education.

To this end, in 2011 the Office of the Commissioner, Outreach and Access department created the ImPACT: *Improving Preparation, Access, & Communities Together* Subgrant opportunity to encourage not-for-profit colleges and universities to partner, establish, strengthen, or expand access and outreach programs geared towards supporting the 66 percent goal and Utah's CACG objectives *to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education.*

Issue

Given the successful work and partnerships made possible by the past three years of ImPACT Subgrant funding, we once again launched a similar funding opportunity for 2014. The subgrant RFP was released in mid-September 2013 throughout the state and interested applicants were invited to participate in a Technical Assistance meeting on October 1. Completed proposals and letters of support were due on November 1, 2013.

In order to have been considered an applicant's lead partner must be a not-for-profit college or university and could submit for one of the following levels of funding and with 50% institution match:

1. Planning Grant (Up to \$10,000) to support the planning process for creating a college access program.
2. Startup Grant (Up to \$75,000) to support the startup of a new college access program.
3. Expansion Grant (Up to \$50,000) to support the expansion of an existing college access program.

Strong submissions included such activities as:

1. Providing information on financing options, including activities that promote financial literacy and debt management among students and families;
2. Conducting outreach activities for students who may be at risk of not enrolling in or completing college;
3. Assisting students in completing the Free Application for Federal Student Aid (FAFSA);
4. Implementing professional development for guidance counselors at middle and secondary schools, and/or financial aid administrators and college admissions counselors at institutions of higher education, to improve such individuals' capacity to assist students and parents with:
 - a. Understanding entrance requirements for admission to institutions of higher education, and
 - b. Applying to institutions of higher education, applying for financial assistance and scholarships;
 - c. Activities that increase students' ability to successfully complete the coursework required for a postsecondary degree (including tutoring and mentoring); and
 - d. Activities to improve secondary school students' preparedness for postsecondary entrance examinations.

This year we had 20 submissions from all eight of our USHE institutions, as well as one from Bridgerland Applied Technology College in partnership with Utah State University. A selection committee made up of staff from the Office of the Commissioner, GEAR UP, and Weber State University determined that the attached eight proposals be approved. We are pleased that this year USHE will distribute just under \$400,000 in subgrant funding with the purpose of assisting our colleges and universities in supporting more low-income and undeserved students so that we might reach the 66% by 2020 goal.

Commissioner's Recommendation

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum. Note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment

1. **University of Utah** **Tino Nyawelo & Holly Godsey** **Center for Science & Mathematics Education** **Expansion Grant \$50,000**
ImPACT 2nd Year

CACG Objectives: 1. Awareness, 3. Infrastructure

REFUGES (Refugees Exploring the Foundation of Undergraduate education in Science)

Refugees Exploring the Foundations of Undergraduate Education in Science (REFUGES) is an outreach program that supports minority, women, immigrant and refugee students in achieving success in college. REFUGES provides hands-on science workshops and tutoring for students in two middle and high school afterschool programs located around the Salt Lake valley. Students and their families also receive social services such as parenting classes, conflict resolution, family counseling, and opportunities for positive "leisure" activities. Students in the afterschool program apply to participate in a Summer Science Bridge course where they will spend seven weeks living, attending classes, and doing research on campus.
2. **University of Utah** **Sandi Pershing, Nate Friedman, & Nicole Batt** **Utah College Advising Corps/Youth Education** **Expansion Grant \$47,200**
ImPACT 1st Year

CACG Objectives: 1. Awareness

Utah College Advising Corps ACT Prep

Youth Education, with the assistance of the Utah College Advising Corps, will expand the current ACT prep program in several ways, including designing and implementing ACT instructor training for all 12 of the Utah College Advising Corps advisors, developing a new supplemental material book, and developing online modules that the students will be able to work on from home. Once developed the new ACT program will be offered at no cost to 35 underserved students in each of the 12 UCAC schools for the 2014-2015 school year.
3. **Utah State University** **Jamison Fargo & Nicole Pyle** **Psychology** **Startup Grant \$72,000**
ImPACT 1st Year

CACG Objectives: 1. Awareness,

From Streets to Scholars: An Educational Intervention for Homeless Youth

This project will develop a comprehensive educational intervention to increase access to postsecondary education for homeless youth. Participation in the intervention will also lead to increased self-efficacy and skills necessary for achieving success in pursuing educational goals, including post-secondary education. The intervention will consist of three major components: 1) an 8-week sequence of modules designed to increase access to post-secondary educational opportunities; 2) individualized meetings with a school counselor to remove barriers to postsecondary education; and 3) tutoring sessions. The intervention is grounded in strengths-based or positive psychology, where self-efficacy and removal of barriers to success is fostered.
3. **Utah State University – Eastern** **Virgil Caldwell & Heather Young** **Distance Education and Program Development** **Expansion Grant \$49,772**
ImPACT 2nd Year

CACG Objectives: 1. Awareness, 2. Professional Development

Innovative Mentoring, Partnering, and Access to College and Technical Training

USU-Eastern Blanding Campus serves San Juan County in southeastern Utah, one of the poorest in the nation with a majority population that is American Indian. The ImPACT project represents a commitment to solidify and expand successful programming developed during its startup year. These innovations include streamlining access to financial aid vehicles; broadening financial literacy programming; improving career guidance delivery; doubling the College Launch summer bridge program; and further developing CTE and academic pathways, with all efforts resulting in college access, strategic partnerships and local community relations being further strengthened.

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| 4. | Weber State University | Ruth Patiño Stubbs &
Dale Payne | Education Access & Outreach | Planning Grant
\$10,000
<i>ImPACT 1st Year</i> |
| | CACG Objectives: 1. Awareness, 3. Infrastructure | | | |
| | <i>Making Math Meaningful</i> | | | |
| | This Initiative is designed to focus on academic college preparation, particularly around math for secondary students who often enter post-secondary education under-prepared to succeed in completing a college degree. This planning grant will work in collaboration with key stakeholders at Weber State University and Ogden, Weber, and Davis districts to more closely look at the targeted academic needs to assist in addressing college preparation challenges around math for their students. Best practices will be evaluated that may include targeted mentor/tutoring support, tailored motivated and skill-based workshops and work collaboratively with partnering schools on test preparation. Additionally, this project will collect and clearly establish baseline data with partnership schools, targeted services to be implemented and a more tailored evaluation plan that will be reviewed quarterly as a collective with identified partners. Potentially, through credit-bearing workshops offered by the university, math mentor/tutors would provide related and needed support services to assist students within partnership secondary schools with increased math and overall college preparation. | | | |
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| 5. | Southern Utah University | Karl Stevens & John Allred | University Studies | Planning Grant
\$10,000
<i>ImPACT 1st Year</i> |
| | CACG Objectives: 1. Awareness, 3. Infrastructure | | | |
| | <i>Southern Utah University/Stopped out Students</i> | | | |
| | Southern Utah University has seen the need to reach out to students who have stopped out on their progress towards degree completion. To determine where our efforts and resources might be most effective, a self-study and prospective student needs assessment are needed. Within the self-study, three main objectives will be addressed: 1) Review relevant literature to identify best practices for degree completion; 2) Review internal practices/policies that support or prevent degree completion; 3) Consult USHE and other peer institutions to identify successful strategies. | | | |
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| 6. | Salt Lake Community College | Richard Diaz & Nancy
Giraldo | First Year Experience | Startup Grant
\$75,000
<i>ImPACT 1st Year</i> |
| | CACG Objectives: 1. Awareness, | | | |
| | <i>Salt Lake Community College Bridge Project</i> | | | |
| | The Salt Lake Community College Bridge Project will provide information to students and families on postsecondary education with the purpose of increasing the rates of low-income, first generation, and underserved students participating in, and completing a higher education program of study. The Bridge Program will target approximately 200 students and will be implemented twice a year. The six-week online, and in-person program will cover a variety of topics designed to increase students' academic, institutional, and financial literacy as well as their self-efficacy and general life skills. | | | |
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| 7. | Utah Valley University | W. Barney Nye & Kirk Young | Center for Global and
Intercultural Engagement | Startup Grant
\$74,462
<i>ImPACT 1st Year</i> |
| | CACG Objectives: 1. Awareness, 2. Professional Development, 3. Infrastructure | | | |
| | <i>UVU Pacific Islander – Utah Rural Tribal ImPACT Outreach</i> | | | |
| | UVU's 2014 ImPACT proposal targets low-income/underrepresented Pacific Islander and rural Native American at-risk students and families throughout Utah. Dynamic partnerships with Wasatch Front school districts, UHEAA and cultural community partners will be initiated and leveraged. Project components will include student/parent workshops and seminars in college awareness, access, FAFSA and financial aid guidance, innovative cultural presentations, orientations and direct mentoring for academic advancement of these target populations. Professional development outreach and training, college visits, and conferences will be held at UVU and partnering locations. The program is designed for post-award sustainability within UVU's existing K-12 student support initiatives and programs. | | | |

These subgrants are paid for by a federal grant administered by the Utah State Board of Regents. However, the projects do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.