

Postsecondary Scholarships

Welcome

Congratulations! Helios Education Foundation has invited you to submit a funding proposal aligned to the Postsecondary Scholarship Impact Area.

Please be advised that the online software does not allow detailed formatting or the ability to run a word count. Composing narrative answers in a word processing system with minimal formatting and then transferring into the system will allow for word counts. Please save data frequently throughout the online application process. A blank application form can be printed by clicking on the Printer Friendly Version link at the top of the screen.

Technical support with the online application is available by calling Community Investment staff at (602) 381-2265 or by email at investment@helios.org. For assistance with the design and documentation of the project proposal, please contact your Program Director. You may also consult the Helios Website for Frequently Asked Questions (FAQs) and a toolkit of helpful resources.

Thank you for your interest in partnering with Helios Education Foundation.

Organization Description

In this section of the proposal, provide information pertaining to the presenting organization, which is the legally recognized corporate entity that would be responsible for Helios Education Foundation funds, should an investment be awarded. For example, if funds are being requested on behalf of a public institution, the supporting foundation (such as a University Foundation) should be represented in this section. Or, if funds are to be shared by a consortium, this section should reflect the lead organization acting as fiscal agent.

Tax ID

Enter the tax identification number of the organization applying for funds. If you are an educational institution that utilizes a foundation structure for accepting grants, the number entered should be that of the foundation.

59-0624459

Organization Name

Provide the name by which the organization is commonly known.

The University of Tampa

Legal Name

Enter the name by which the organization is legally recognized, if different than the name entered above. For public charities, this should be the name shown on your IRS 501(c)(3) tax determination letter.

The University of Tampa, Inc.

Address

Enter the Address, City, State and Zip Code at which the organization receives postal mail in this and the following three fields, respectively.

401 West Kennedy Boulevard

City

Tampa

State

FL

Postal Code

33606-1490

Main Phone Number

Enter the main phone number of the organization including area code. Use only numerals and dashes in this data field. Do not use periods, parenthesis or spaces.

813-253-3333

Website

If the organization has a Website, enter the complete URL. For example, www.helios.org.

www.ut.edu

Leadership - First Name

Enter the First Name, Last Name and Title of the organization's chief professional officer in this and the following two fields, respectively.

Ronald L.

Leadership - Last Name

Vaughn, Ph.D.

Leadership - Professional Title

President

Leadership - Email Address

president@ut.edu

Mission Statement

Provide a brief statement of purpose that is used publicly to describe the organization. (100 word limit.)

The University of Tampa is a comprehensive, independent university that delivers challenging and high quality educational experiences to a diverse group of learners. Four colleges offer more than 120 areas of study through a core curriculum rooted in a liberal arts tradition. Beginning with an innovative first-year student experience, University of Tampa students explore global issues, examine career

possibilities, and refine communication and critical thinking skills. Professional master's programs in business, nursing, and education and a continuing studies program for adult learners exemplify the University's commitment to the professions and to the community. (abridged)

Organization Description

Provide an overview of your organization, including a brief history, operating principles, and a list of recent accomplishments. If the presenting organization is a supporting entity, such as a school foundation, or the lead organization acting as fiscal agent in a consortium, provide an overview of all the key players in this project. (500 word limit)

Brief History: UT opened in 1931 as Tampa Junior College, with 51 registered students and classes meeting at Hillsborough High School. In 1933, Tampa Junior College was transformed into The University of Tampa, and its headquarters moved to the Tampa Bay Hotel (now known as Plant Hall), on a total of six acres of land.

In 1941, the City of Tampa authorized a 99-year lease of the Tampa Bay Hotel building to UT, and the State of Florida Legislature granted UT permission to use Plant Park, adjacent to campus. The University achieved regional accreditation in 1951. In 1972 UT acquired the Florida State Fairgrounds property in a land swap with the City. The campus tripled in size, creating space for much-needed new facilities.

In 1987 the Board of Trustees created colleges within the University. The first was the College of Business, later followed by College of Liberal Arts and Sciences. As UT continued its planned growth, a four college model evolved, reflecting academic depth and breadth as a medium-sized comprehensive university. Today the colleges offer more than 125 areas of study to 6500 enrolled undergraduate and graduate students. The University campus includes 100 landscaped acres and 49 buildings, ten of which are residence halls.

Operating principles: These principles are best expressed by the second two paragraphs of UT's mission statement:

The University's 100-acre residential campus in the heart of downtown Tampa provides an historical and cultural setting for learning both on and off campus. Valuing the community's international heritage, the University attracts students, faculty, and staff from around the world with diverse backgrounds to facilitate intercultural awareness and understanding.

The University is committed to the development of each student to become a productive and responsible citizen. To this end, the University ensures that students balance "learning by thinking" with "learning by doing." Students are taught by highly qualified, experienced faculty members who are committed to teaching, academic advising and continued intellectual growth. Classes are conducted in personalized settings in which learning is enhanced through application. Students participate in learning partnerships with faculty and the community through independent studies, internships, research, and other practical experiences that complement classroom learning. The University's academic services and co-curricular activities support individual discovery and development and provide leadership opportunities. Involvement and participation inside and outside the classroom are valued. Through complete engagement with the educational environment, UT students are prepared for careers, graduate and professional education, and lifelong learning.

Key accomplishments in the past 12 months:

*faculty ranks grown steadily; 34 full-time faculty members recruited for fall 2010

*100 percent of graduating nursing students passed licensing board exam on first try

*American Chemical Society granted specialized accreditation, upping institution-wide licensing and accreditations to eight

*contracted to open an ELS Language Center

*construction was completed on the Cass Science Annex that houses chemistry and biology; new anatomy and physiology labs; faculty offices and classrooms

*set an enrollment record in 2010 with 6,500 students

*added a chapter in 2010 of The Honor Society of Phi Kappa Phi, the nation's oldest, largest and most selective all-discipline honor society

Project Overview

Use this section of the proposal form to provide a general overview of the project for which a Community Investment is being requested.

Project Overview Primary Contact

If the Request Primary Contact is the same as above, please check the box.

Request Primary Contact First Name

Enter the First Name, Last Name, Professional Title, Phone Number, Fax Number and Email Address of the person who can best answer questions about the proposed project and this application here and in the following five fields, respectively.

Schezy

Request Primary Contact Last Name

Barbas

Title of Primary Contact

Director of Major Gifts

Primary Contact Phone Number

(Use only numerals and dashes in this data field. Do not use periods, parentheses, or spaces.)

813-258-7480

Primary Contact Email

sbarbas@ut.edu

Project Title

Provide the name by which the project, program, or initiative is, or will be, known.

Student Success -- Responding to a National Imperative

Project Description

Provide a general description of the proposed project. (200 word limit)

This project is an integrated effort among academic, student support, and financial aid resources in an independent, comprehensive postsecondary education environment to improve the persistence rates of high risk students. The targeted students are math, education, technology, and science-related majors and minority and/or first-generation college students from Florida. These student groups have been identified by the institution as students at risk based on historic data regarding academic performance, persistence, and attrition. Enrollment intelligence suggests that the institution will continue to attract and admit increasing numbers in these demographic groups and disciplines. Therefore it is incumbent upon the institution to engage in intentional planning, interventions, and assessments so that these students achieve and graduate.

Implementation Timeline

In months, specify the time span of the proposed project. For example, a two-year project would have a 24-month implementation timeline. (If the request is for an endowment, enter "endowment.")

48+

New or Existing?

If this is a new project, briefly describe any lead time and/or contingencies associated with project initiation. If this project is already in existence, briefly describe how it will be enhanced with a Helios Education Foundation investment. (200 word limit)

This is a new project.

The University hired a director for student success (October 2010) and conducted a campus-wide retention assessment (November 2010). Several short term (6 to 8 months), mid-range (6 to 18 months), and longer term (beyond 18 months) tasks, interventions, and programs for student success have been identified; some are currently in development, others were discussed/organized for action at a planning meeting in January 2011.

The proposed project will be incorporated in this comprehensive plan for student success.

Service Site Address

Provide the Address, City, State and Zip Code of the physical location at which this project will be implemented in this and the following three fields, respectively. If implementation will occur at multiple sites, provide a primary site address. If there is no primary site, enter "Multiple Locations." Note that mail will NOT be sent to this address; it is used solely for site visit purposes.

401 West Kennedy Boulevard

Service Site City

Tampa

Service Site State

FL

Service Site Postal Code

33606-1490

Geographic Area to be Served

Describe the geographic area to be served by this project. Note the state (Arizona or Florida), county, city, and specific area, such as school district or neighborhood. (200 word limit)

The University of Tampa located in Tampa, Florida.

This pilot will focus on UT students from the entire State of Florida in the targeted populations.

Narrative Questions

This section of the proposal requests an informational account of the proposed project. The order of questions is intended to trace cause and effect of the community problem through the proposed intervention and beyond. Establish grounds for a Helios Education Foundation Community Investment in this project.

Need for this Project

Share how the need for this project was determined. Identify the community indicators that demonstrate its importance. Cite statistics and other quantifiable data that support the need and include the sources of such data. (500 word limit)

Increased attention on low college graduation rates has prompted significant discussion about student success in college. While there is great external pressure for accountability, The University of Tampa's (UT) internal driver is the desire to see that every student succeeds.

To that end, UT has

- developed new service centers [Academic Advising, the Academic Center for Excellence (tutoring and other academic support services) and International Programs Offices];
- substantially strengthened major programmatic initiatives in leadership development, volunteerism and service learning, Baccalaureate Experience Office (first-year student coursework, faculty advisors, and student mentors), student health and wellness, new student

orientation, and career services (internships and part-time work opportunities);

- upgraded classrooms, student residence halls, student center facilities, and athletic fields to ensure high quality learning environments;
- implemented a high risk notification system ("Students of Concern", allowing faculty and staff to identify students that need specific interventions);
- instituted collaborative groups formed around student-centered processes, such as the Registration Task Force, the Orientation Work Group, and UT Wellness Committee;
- introduced financial aid leveraging to help students at financial risk;
- implemented procedures during course registration periods to identify students with registration impediments; and
- implemented an early warning system for all students in academic distress.

As a result, UT demonstrably strengthened its student satisfaction with programs and services, improved work with students in academic distress, and shored up first year persistence rates to 74% in 2009 (from 64%) and graduation rates to 58% in 2009 (from 43%), both slightly above the national average for UT's selectivity. Excellent models of persistence (e.g., athletes, Honors students) were identified and cultivated, and national experts invited to educate faculty and staff on cutting edge information about student success. For the most recent cohort, the persistence rates fell to 69%, much in part due to the economic climate and not unlike institutions across the country.

While historical gains have been made, UT is not satisfied with being slightly above average, particularly since in other respects we mirror higher ranked universities. To improve persistence rates, the next focus of UT's efforts will target segments of its student population deemed "at risk" based on internal research. These segments will include students who are identified as minority and/or first generation and who choose to major in science, math, education or technology-related disciplines.

Population to be Served

Describe the characteristics of the population to be served including age or age range, gender, race, disability, and any unique characteristics such as needs, risk factors, barriers, etc. The population section should tie closely with the sections on Need, Implementation and Projected Outcomes. The strategies should match the needs of the target population. (500 word limit)

At the time of submission of this request, 412 students of interest have been identified in the current population which is believed to be reflective of future UT populations. All of the students are Florida residents, and both men and women are included in the targeted group. These students are majoring in math, education, technology, and science-related disciplines (e.g., biology, chemistry, physics, environmental science, nursing, etc.) and are members of minority groups and/or are first-generation college students. Four cohorts of such students would be affected by this proposal, beginning with new students entering in the Spring or Fall 2011. It is of note that 29% of students are first generation college students, and that 61% report that either their mother or father has not attended college. It is anticipated that new student classes entering in 2011 and beyond will see 5 to 10% increases in the groups of interest.

All students would be full time (12 or more credit hours per term) undergraduate students. A UT student of this profile would generally be traditional college age (18-25 years old), but some students (anticipated <20) may be younger or older. A new cohort of students would enter each Fall or Spring term.

Goals, Objectives, and Strategies

Outline the goals, objectives and key strategies for engaging, retaining and impacting participants of the project. Applicants are encouraged to attach a logic model with the funding proposal, if possible. To do so, create your logic model in the format and software of your choosing. Then, upload it as an attachment on Page 7 of this online proposal. Consult the Partner Log In section on our Website for assistance in creating a logic model. (800 word limit)

The primary goal of this project is to increase the persistence rates of the targeted population and to see significant gains in perceptions of engagement with the University (e.g., level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment).

To meet this specific challenge, UT is engaged in a comprehensive plan that includes the following initiatives:

1. The implementation of a predictive modeling system that will assist with the early identification of math, education, technology, and science-related majors and minority and/or first-generation college students. From this identification, student-specific interventions (coordinated through the student success office) will be prescribed. At the time of submission of this concept paper, 412 students of interest that are all Florida residents have been identified and targeted for intervention that includes math, education, technology, and science-related majors and minority and/or first-generation college students (hereafter referred to as "eligible students at risk"). Four cohorts of students would be affected by this proposal, beginning with new students entering in the Spring or Fall 2011. It is of note that 29% of students are first generation college students, and that 61% report that either their mother or father has not attended college. It is anticipated that new student classes entering in 2011 and later will see 5 to 10% increases in the groups of interest.

As noted above, there are 412 eligible students at risk in the model (of the class entering 2010). It is anticipated that the subsequent cohort will have a similar composition and size.

Each student would be evaluated for eligibility for additional funding to support paid on-campus work opportunities and incremental second year funding. All students would participate in programs that enhance their connections to their disciplines and link those disciplines with Career Services programming. Descriptions of the tactics follow.

2. The establishment of a student success office, led by a director-level professional. The director will lead coordination and collaboration of persistence-related initiatives, including the eligible students at risk targeted in this project, and manage new communication tools that can be deployed to all populations of interest.

3. The creation of micro academic communities that will encourage relationships among faculty and students. As UT grows its overall enrollment (currently at 6423 students), it will be important to nurture small, discipline-specific communities in which students can interact with faculty and staff. The literature suggests that these relationships, along with a positive perception of the learning community, affect persistence rates and academic success. Specific attention will be focused on these eligible students at risk, ensuring every effort was expended to attach them to a community of interest.

4. The mitigation of financial pressure students and their families are experiencing. UT regularly monitors, with assistance of consultants, the disbursement of institutional funds and external funding for students. Preliminary information from predictive modeling suggests that financial assistance continues to be a key factor in persistence decisions. Four specific tactics are as follows.

a. The provision of "gap" financial aid for the students with the greatest needs. Each UT student receives financial aid through normal financial aid verification processes. However, at times the amount awarded and the student need presents a "gap" in coverage. This tactic would help reduce the magnitude of aid gap in the most severe cases.

b. The creation of new paid opportunities on campus in departments that have trained "Office Mentors." Student success literature points to the critical need to establish relationships with older adults, and this tactic, when combined with needed financial support, can provide a substantive on-campus learning experience.

c. The creation of a second year incentive fund for students who perform well during their first year and are in need of financial support. Typically college financial aid is offered during year one and then is not enhanced during subsequent years of study. This approach will help those students who have demonstrated both academic achievement and financial need.

d. The development of programs that link academic areas and the Offices of Advising and Career Services with the students. The continuum of career development starts in year one, and successful students have opportunities to engage with faculty about their disciplines and career possibilities.

It is anticipated that as the program develops, additional initiatives will be identified beyond the ones listed above. All work will be summarized in a "Model Program Integrated Plan" that identifies all program components in a multi-year action plan, including a summary of outcomes and observations.

Strategies

Identify which, if any, of the following strategies will be utilized in the Postsecondary Scholarship program for which funds are being requested. Select all that apply. If none of these strategies are employed in the proposed services, leave blank.

PS-Increasing access to postsecondary education for underserved populations

Collaborative Partners

Provide a list of collaborators or partners. Define their relationship to the applicant organization and detail the value added they will contribute to the successful implementation of the project. (500 word limit)

The University of Tampa is a complex, multi-faceted institution. This project is not the initiative of one area of the institution; rather, there are many internal collaborators across academic, enrollment, student services, and financial aid. Faculty, staff, students, and administration of the University all have a stake in supporting students in the achievement of their goals, and many departments will be contributors to the effort.

UT is committed to serving students from Florida. As this project develops, we will reach out to our K-12 colleagues about our emphasis on students that are pursuing work in science, math, education, and technology areas, informing them about scholarship and programmatic support opportunities.

UT has also had a long-time commitment in local economic development, and several UT staff and faculty members are active participants in the Tampa Chamber of Commerce, Tampa Bay Workforce Alliance, and other organizations committed to the development of Florida talent for the marketplace.

Projected Outcomes

Detail the intended outcomes of the project as well as what will indicate the degree to which the outcomes have been attained. Identify any external entities to be utilized to assist with measurement or other relevant data collection and analysis methodologies. Identify any potential barriers to success that the project is likely to encounter. (800 word limit)

This multi-year approach will be coupled with appropriate formative and summative evaluations so that program adjustments can be made in a timely manner. The chief outcomes of a successful program will produce increased persistence and graduation rates of the eligible students at risk. This measure is taken annually in conformance with nationally accepted methodologies for computing rates. UT also participates in the Consortium for Student Retention Data Exchange that provides benchmarking information, and this year the Exchange will focus on science, math, education, and technology performance which will provide us with additional population-specific

benchmarking data.

We expect to achieve gains in persistence across all four years, and therefore anticipate graduation rate gains of 7%, 9%, 14%, and 17%, respectively.

We also expect significant gains among seniors in their perceptions of level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. These gains will be measured by use of the National Survey for Student Engagement (NSSE). This is a commonly accepted tool that UT has employed annually since 2001 when the NSSE survey was in its testing phase. The NSSE allows for comparison of students both internally along a number of variables, as well as with other institutions nationally.

The University also annually administers the Student Satisfaction Inventory to first-year students, and in every third year to continuing students. Information from these administrations will also be incorporated in the program review process.

Formative assessments, such as individual program evaluations, interviews with program participants, and analyses of financial aid markers (both internally and through consultants) will be part of program review.

Indicators

Identify which, if any, of the following indicators will be measured in the Postsecondary Scholarship program for which funds are being requested. Select all that apply. If none of these indicators will be measured in the proposed services, leave blank.

Postsecondary-The percentage of first-generation, minority and rural students completing postsecondary education
Postsecondary-The percentage of students graduating with degrees in the STEM areas

Implementation Plan

Describe the project's implementation, with associated timelines and deadlines. Note key staff roles, project sites/locations and any other noteworthy components of execution. Identify any potential barriers to implementation that the project is likely to encounter. (800 word limit)

To meet this challenge, UT is engaged in a comprehensive plan that includes the following initiatives:

Spring 2011 (Nostrand, Kittendorf, others)

1. (Devine) The establishment of a student success office, led by a director-level professional. The director will lead coordination and collaboration of persistence-related initiatives, including this project's targeted population, and manage new communication tools that can be deployed to all populations of interest.
2. (Nostrand, Kittendorf, others) The implementation of a predictive modeling system that will assist with the identification of eligible at-risk students. Four cohorts of students would be affected by this proposal, beginning with new students entering in the Spring 2011.

Summer 2011

1. (Nostrand, others) Each student would be evaluated for eligibility for financial assistance. UT regularly monitors, with assistance of consultants, the disbursement of institutional funds and external funding for students. Preliminary information from predictive modeling suggests that financial assistance continues to be a key factor in persistence decisions. This financial assistance would come in the following forms:
 - a. The provision of "gap" financial aid for the students with the greatest needs. Each UT student receives financial aid through normal financial aid verification processes. However, at times the amount awarded and the student need presents a "gap" in coverage. This tactic would help reduce the magnitude of aid gap in the most severe cases.
 - b. The creation of a second year incentive fund for students who perform well during their first year and are in need of financial support. Typically college financial aid is offered during year one and then is not enhanced during subsequent years of study. This approach will help those students who have demonstrated both academic achievement and financial need.
 - c. Newly created campus work opportunities in departments with Office Mentors (see below)
2. (Kittendorf, Devine, others). Identification of micro academic communities that will encourage relationships among faculty and students. As UT grows its overall enrollment (currently at 6423 students), it will be important to nurture small, discipline-specific communities in which students can interact with faculty and staff. The literature suggests that these relationships, along with a positive perception of the learning community, affect persistence rates and academic success.
3. (Kittendorf, others) Selection of graduate and undergraduate students who would serve as program mentors. Training programs developed for August 2011.
4. (Kittendorf and Nostrand) Identification of and training programs developed for Office Mentors. These current high performing staff employees will be selected and trained specifically to work with at-risk students. New paid student work opportunities will be created in departments that have trained "Office Mentors." Student success literature points to the critical need to establish relationships with older adults, and this tactic, when combined with needed financial support, can provide a substantive on-campus learning experience.
5. (Kittendorf, others) The development of programs that link academic areas and the Offices of Academic Advising and Career Services with the students. The continuum of career development starts in year one, and successful students have opportunities to engage with faculty and alumni about their disciplines and career possibilities. This planning phases would include the following:
 - a. development and scheduling of programs focused on careers in science, mathematics, education, and technology;
 - b. block scheduling (coordination of student schedules with first-year faculty in these areas);

- c. identification of collateral materials;
- d. career exploration opportunities with alumni at local businesses and organizations; and
- e. identification of field experiences in specific careers.

Fall 2011

1. (Nostrand, Kittendorf, others) Continuation of predictive modeling for Spring term 2012 to identify next cohort of students.
2. (Nostrand, others) Students entering Spring 2012 would be evaluated for eligibility for financial assistance.
3. (Kittendorf, others) Implementation of fall program schedule as identified above.
4. (Kittendorf and others) Assessment of mid-term progress report activity for students of interest; follow-up as needed.
5. (Kittendorf, others) Preparatory sessions for Spring 2012 registration period (pivotal to student persistence is student engagement in these processes).
6. (Kittendorf, others) Follow-up after early registration period.
7. (Kittendorf, Devine, others). First term assessment activities conducted, information shared, plans adjusted.

Spring 2012

1. (Nostrand, Kittendorf, others) Continuation of predictive modeling for Fall term 2012 to identify next cohort of students.
2. (Kittendorf, others) Implementation of program schedule as identified above and amended based on assessment information.
3. (Kittendorf, others) Assessment of mid-term progress report activity for students of interest; follow-up as needed.
4. (Kittendorf, others) Preparatory sessions for Fall 2012 registration period (pivotal to student persistence is student engagement in these processes).
5. (Kittendorf, others) Follow-up after early registration period.
6. (Nostrand, others) Students entering Fall 2012 would be evaluated for eligibility for financial assistance.
7. (Kittendorf, Devine, others). First term assessment activities conducted, information shared, plans adjusted.

Fall 2012 - Spring 2015

Outlined activities will be enhanced and continued for each subsequent cohort based on the assessment and evaluation of student success and persistence.

Sustainability

Explain the organization's plan for sustaining the project beyond the timeline associated with a Helios Education Foundation's investment. If it is not intended to be sustained beyond the grant timeline, explain. (500 word limit)

The commitment to continuous improvement is part of the UT culture and has been demonstrated in several ways as enumerated earlier. Dozens of student development and support services have been created and/or improved over the last 15 years, indicating a substantial investment in infrastructure.

This grant request places increased funding responsibility on UT over the four year cycle. The request frontloads on program support; this will allow UT to establish the infrastructure necessary to work quickly with students during those critical early years. This increased responsibility allows UT to generate "savings" from successful retention efforts. As retention rates improve, there is less need to recruit for "replacements." It also allows UT to build its financial aid reservoir, to target funding based on predictive modeling, and to reallocate financial aid more efficiently. With UT's current infrastructure enhanced by a new student success office and an infusion of financial aid funds, the University will be able to absorb costs over a four-year period and ultimately inherit the totality of the financial support. UT is dedicated to ensuring that funding from the Helios Education Foundation is used to support students, directly and indirectly, and the University will assume all responsibility for overhead costs.

UT has a demonstrated track record in student success initiatives and plans for the implementation of these and other initiatives over the next few years, but we aspire to higher achievement. A partnership with Helios Education Foundation would provide the high speed on-ramp we envision for student success. It would provide us the capability to move quickly, in a comprehensive and integrated way. All initiatives will be funded over time at UT, but the opportunity to partner with the Helios Education Foundation would offer capacity to effect change in a substantially shorter time period, and to develop a proven model for success for other institutions.

UT believes that with Helios support we can become the model for many colleges and universities, both public and private, as the literature shows that few institutions truly have an integrated approach to student success. What we learn can have the potentiality for portability to other institutions. We will be eager to share our model approach for student success to schools throughout Florida and Arizona.

Alignment with Helios' Investment Goals

Explain how this project aligns with the investment goals of Helios Education Foundation and specifically how the project fits within the Postsecondary Scholarship Impact Area (500 word limit)

The project proposed by UT most closely aligns with the following Helios Investment Goal: Increasing Access to Postsecondary Education for Underserved Populations

We are working to increase the postsecondary success by removing barriers and increasing access through financial scholarships and other supportive services.

The UT proposal targets Florida math, education, technology, and science-related majors and minority and/or first-generation college students as we recognize that these students need additional support mechanisms for the challenges that they face in college. The literature also suggests that these groups warrant our attention, not only for the success of campus cultures but as a national economic imperative. The UT project would thread together support mechanisms in the academic, student support and financial aid areas, and identify, through predictive modeling, the students who are in most need of support in these areas. The University of Tampa has a strong foundation of support for academics, student services, and financial aid, and the partnering with the Helios Foundations will allow us the resources to focus specifically on these students of interest.

Replication of Services

Describe any knowledge of this service being delivered by any other organization locally, statewide, or nationally, including any known results. If the applicant organization has attempted such a project in the past, share the experience. (500 word limit)

None of which UT is aware

Learning

Continuous learning is a core value of the Helios Education Foundation. Please share how this project will increase learning within the field of education; how lessons learned from the project's implementation will be shared with others; and how you will incorporate this knowledge into your organization's improvement process. (500 word limit)

Student success, retention, and persistence work is top-of-mind in higher education, regardless of industry sector. Not only is the increasing press for accountability a motivator, it is a national economic imperative to attract, educate, and graduate students. Postsecondary education professionals are keenly aware of the need to learn best practices and implement them on their home campuses.

UT's faculty and staff have a broad network of professional involvement, and most have affiliations with functional area/discipline specific professional organizations. Several hold state, regional, and national leadership positions in their organizations. This proposed project will create ample opportunities to share information with colleagues through these organizational conduits. What is somewhat differentiating about UT's project is the strong nexus among student support services, faculty, and financial aid. This model, we believe, will be of particular interest due to the intended integration of these areas.

Knowledge gained from this project will be easily incorporated in our campus culture of continuous improvement. University-wide groups (e.g., the President's Senior Staff, Planning and Budgeting Committee, etc.) have regular opportunities to review information and analyses and then use that information to inform practice. Several student-centered work groups will also use this new knowledge, and in these arenas, services, programs, and activities will benefit from enhancements that support the targeted student groups.

Innovation

Identify the characteristics of the proposed activity that are unique, pioneering and/or innovative. (100 word limit)

The UT project's integration of student support services, faculty, and financial aid is an unusual twist on comprehensive success models. Projects typically focus on one of these areas, but this project will capitalize on the relationship among classroom learning, campus support organizations, and financial security - - all necessary components to ensure that students matriculate, achieve, and succeed in their chosen career paths.

Project Budget

Provide a projected revenue and expense operating budget for this project for the period covered by the investment requested of Helios Education Foundation. Do not provide a budget for the entire organization. Do not include capital (depreciable) expenditures, such as payments of mortgage and equipment loan principle or costs associated with facility improvement. Line items with a red asterisk (*) are required for online submission, and those with a notation of (++) require explanation or itemization in the budget narrative. Multi-year requests may require additional financial documentation. Please DO NOT include a dollar sign (\$) in the fields below; commas are acceptable. Round all figures to the nearest dollar amount. Enter a zero (0) in fields with no associated dollar amount.

REVENUE

Investment Request to Helios

The total dollar amount being requested of Helios Education Foundation.

1,331,100

Fundraising

General donations to the project or organization that are to be directed to the proposed activity. Report net revenues after deducting expenses incurred to raise the funds.

0

Government Funding (++)

All government sources of funding specific to the proposed activities, including grants and fee-for-service contracts originating at the municipal, county, state or federal levels. Enumerate and distinguish such grants and contracts in the Budget Narrative.

0

Private Grants (++)

Grants provided by corporate foundations, public charities (such as United Way), and private foundations. Identify the source and amount of such grants in the Budget Narrative.

0

Earned Income

Program service fees paid directly by the client or by third-party sources, such as insurance reimbursements. Also include proceeds from the sale of merchandise that is related to the project's implementation.

0

Investment Income

Revenue paid from net assets, such as endowments, interest earned, and dividends, as well as rental income from property owned by the organization.

0

In-Kind Support (++)

Non-financial support to the project originating outside the organization. Report the dollar value for non-cash donations and volunteer hours. To ascertain the value of such goods and services, consult the IRS or Independent Sector Websites.

0

Other Revenue (++)

Show any other revenue that does not fit into the above categories. Notate the sources of such miscellaneous funds in the Budget Narrative.

27,957,604

TOTAL REVENUE

Click on the calculator button to calculate your total revenue. Difficulty with this feature may be related to your browser's security setting. Should you encounter such difficulty, consult the Frequently Asked Questions (FAQs) section of the Helios Partner Log In.

EXPENSES

Salaries and Wages

Salaries and wages for persons directly employed by this project.

488,000

Employee-Related Expenses

Record figures related to employee benefits, such as health insurance and FICA, only for the individuals represented in the Salaries and Wages line item above.

108,000

Training

Costs related to training staff and volunteers for this project.

200,000

Supplies and Equipment

Purchased office supplies and equipment rental.

140,000

Occupancy

Rent, utilities, maintenance and property insurance directly related to the project's implementation.

0

Communications

Postage, telephone, and internet service.

0

Printing

Costs related to printing materials and publications related to or for use by this project.

60,000

Travel and Meetings

Conferences, seminars, retreats, mileage and airfare, lodging and meals.

20,000

Professional Fees

Consultants and other payments made to individuals not employed by this project. Do not include professional fees associated with project evaluation.

8,000

Project Evaluation

Costs related to assessment of the project's success against stated goals, including salaries, professional fees and materials that are not recorded on the above line items.

20,000

Scholarships

Tuition assistance for educational or vocational instruction.

28,288,704

In-Kind Expenses

This figure should be equivalent to the In-Kind Support line item.

0

Other Expenses (++)

Record any other expenses that do not fit into the above categories. Explain these miscellaneous costs in the Budget Narrative.

56,000

TOTAL EXPENSES

Click on the calculator button to calculate your total expenses. Difficulty with this feature may be related to your browser's security setting. Should you encounter such difficulty, consult the Frequently Asked Questions (FAQs) section of the Helios Partner Log In.

SURPLUS / DEFICIT

Click on the calculator button to calculate your surplus or deficit. Difficulty with this feature may be related to your browser's security setting. Should you encounter such difficulty, consult the Frequently Asked Questions (FAQs) section of the Helios Partner Log In.

FTEs

Provide the number of employee full-time equivalents (FTEs) that this project as a whole (not just a Helios investment) will employ, related to the Salaries and Wages line item. Show part-time employees as a fraction of a full-time equivalent. For example, a half-time worker would be .5 FTE. Do not include volunteers or consultants.

4.66

Budget Narrative for the Proposed Project

Provide an explanation of the budget to assist a reviewer in better understanding the financial picture of the proposed project. Notate any leveraged funds, such as matching or challenge grants. Provide an explanation or itemization of line items marked (++) . Explain any projected surplus or deficit. (500 word limit.)

The potential partnership with Helios Education Foundation would be a powerful collaboration that would allow UT to achieve its student success goals and become a recognized model for other independent institutions facing similar challenges. Broad categories of funding include:

* Financial aid totaling \$620,100 supported by the Helios Education Foundation over four years in the form of additional aid to help with high need students that have significant unfunded aid gaps. Additionally, a portion of aid will support departmental mentorship stipends and second year success grants awarded to those most in need, coupled with a contribution of approximately \$43.9 million in UT financial aid funds. Note that UT is responsible for the normal aid that these students would receive over four years as well as the HELIOS aid of students beyond the 2014 academic year, totaling about \$395,100 for the remainder of their four years.

* Program support totaling \$250,000 annually, for a total of \$1 million over the four-year life of this project. UT and the Helios Education Foundation would be responsible for \$289,000 and \$711,000 in program costs, respectively. Program support components include:

* staff (\$149,000 annually), including the director of student success, clerical staff and student mentors to assist in execution of tactics;
* program activities and support (\$69,000 annually), mainly focused on advising and career development information, tailored for targeted programs; predictive modeling software; and programs that enhance faculty-student engagement; and
* development of faculty, staff, and student mentors (\$32,000 annually).

Beginning in Fall 2015, UT will be responsible for continuing full program costs without HELIOS support.

This proposal invites the Helios Education Foundation to partner with UT in the amount of \$1,331,100 with \$711,000 allocated to program costs, and the remainder for financial aid programs.

To affect this cohort, financial aid disbursements would need to begin in spring 2011 as aid for the Fall 2011 class is determined at this time and distributed to prospective students by all schools nationally in the spring term.

The UT financial aid projections in the proposal are based on the estimated size of the cohort and the financial need of the individual students; hence the actual amount may vary somewhat.

Based upon these estimates, this model will support the persistence of 192 additional students over four cohorts; an investment of about \$6933 per student from the Helios grant. Of course, the longer term return on this investment is much greater as we continue to implement a successful model and serve subsequent generations of new students.

Budget for Requested Helios Investment

Provide a detailed explanation of how Helios Education Foundation funds would be utilized. Show dollar figures for each line item. Explain why each item is necessary. (500 word limit.)

The potential partnership with Helios Education Foundation would be a powerful collaboration that would allow UT to achieve its student success goals and become a recognized model for other independent institutions facing similar challenges. Broad categories of funding include:

1. Financial aid totaling \$620,100 supported by the Helios Education Foundation over four years in the form of additional aid to help with high need students that have significant unfunded aid gaps. Additionally, a portion of aid will support departmental mentorship stipends and second year success grants awarded to those most in need, coupled with a contribution of approximately \$43.9 million in UT financial aid funds. Note that UT is responsible for the normal aid that these students would receive over four years as well as the HELIOS aid of students beyond 2014, totaling about \$395,100 for the remainder of their four years.

2. Program support totaling \$250,000 annually, for a total of \$1 million over the four-year life of this project. UT and the Helios Education Foundation would be responsible for \$289,000 and \$711,000 in program costs, respectively. Program support components include:

- salaries (\$149,000 annually), including the director of student success, clerical staff and student mentors to assist in execution of tactics;
- employee-related expenses (27,000 annually), which represents benefits to the director and clerical support person;
- training (\$25,000 annually), both in house and with the assistance of external help;
- supplies and equipment (\$35,000 annually), with \$25,000 of this category supporting the predictive modeling software and consultant;
- printing (\$15,000 annually), which will include career and major exploration materials and collateral marketing items;
- travel and related meetings, including professional fees (\$7000 annually), that will support the director, faculty and staff;
- project evaluation (\$5000 annually), for formative and summative measures, including outside consultation;
- other expenses (\$14,000 annually), to include program materials.

Beginning in Fall 2015, UT will be responsible for continuing full program costs without HELIOS support.

This proposal invites the Helios Education Foundation to partner with UT in the amount of \$1,331,100 with \$711,000 allocated to program costs, and the remainder for financial aid programs.

The UT financial aid projections shown in the attached spreadsheet are based on the estimated size of the cohort and the financial need of the individual students; hence the actual amount may vary somewhat.

Based upon these estimates, this model will support the persistence and graduation of 192 additional students over four cohorts; an investment of about \$6933 per student from the Helios grant. Of course, the longer term return on this investment is much greater as we continue to implement a successful model and serve subsequent generations of new students.

Please see U Tampa Budget Worksheets for further information.

Project Demographics

Provide the anticipated number of individuals to be served by this project using your best estimation. Note that Number of Beneficiaries is the only required demographics field. Provide more detailed figures below if any of the categories is targeted by the proposed project.

Number of Beneficiaries

6423

AGE

Birth to Five

Children birth to age five

0

Ages 10 through 18

Children in grades 5 through 12, roughly corresponding to ages 10 through 18

0

Over 18

Young adults over age 18; of an age to engage in postsecondary education

412

ETHNICITY

African American

338

Asian

94

Caucasian

3293

Hispanic

Native American

16

Other Ethnicity / Multiple Ethnicities

1319

POPULATION CONCENTRATION "Urban/Suburban" is defined as residing in or within immediate access to a population center of at least 500,000 people. "Reservation" and "Rural" categories are mutually exclusive and should not represent the same individuals.

Reservation

Rural

Urban/Suburban

345,000

Attachments

Title	File Name
501 (c) (3) DeterminationLetter	IRS Exempt Cert.pdf
Copy of the Board By-Laws	BYLAWS May 2010.pdf
Audited Financial Statements	Financial Statements-FINAL (3).pdf
IRS Form 990	UT public disclosure copy.pdf
Staff Profiles or Resumes	UTampa Project Leadership - Devine, Nostrand, Kittendorf resumes.pdf
Current Board of Directors Roster	UTampa Board of Trustees 2010-11.doc
Audited Financial Statements	10 Univ of Tampa MgmtLetter-FINAL.pdf
Pending Legal Action	UT Statement of Current Legal Action 03.11.pdf
Articles of Incorporation	UT Articles of Incorporation May 2000 revised.pdf
OFAC, EOE and Anti-discrimination policy statements	UT OFAC, EOE, Anti-Discrimination Policies.pdf
Proposal Budget Worksheet	U Tampa Budget Worksheets.xlsx

Files attached to this form may be deleted 120 days after submission.