



# Office of Sponsored Research and Programs Annual Report FY 2021-2022





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## Provost's Letter

In his July 1945 report to President Truman, which was one of the influential documents leading to the creation of the National Science Foundation, Vannevar Bush stated:

*"Publicly and privately supported colleges and universities and the endowed research institutes must furnish both the new scientific knowledge and the trained research workers. These institutions are uniquely qualified by tradition and by their special characteristics to carry on basic research. They are charged with the responsibility of conserving the knowledge accumulated by the past, imparting that knowledge to students, and contributing new knowledge of all kinds."*

MSU Denver is well positioned as a diverse public urban institution of higher education, and a Hispanic-Serving Institution, to continue this tradition that serves the needs of our students and Coloradoans. Our excellent faculty and staff are seeking scholarly solutions to reduce social and economic inequities, advance scientific knowledge, meet workforce demand, and address humanitarian challenges affecting the Denver metropolitan area, Colorado, and beyond.

It is my pleasure and privilege to congratulate the MSU Denver faculty and staff who have been successful this year in securing external funding from public and private agencies to support these endeavors. Please take a moment to learn about their exciting, impactful, and innovative sponsored research and other projects. In reviewing their accomplishments and ongoing pursuit of knowledge and solutions, I hope you will be reminded of how fortunate it is to be a Roadrunner, especially at this unique point in time.

I also appreciate the Office of Sponsored Research and Programs (OSRP) for its support of our faculty and staff, which magnifies the mission and vision of our University and helps to stimulate greater scholarly engagement that amplifies our teaching and support services. It is clear from the recent increase in grants and other external awards that OSRP is playing a key role in helping to shape the research/scholarly trajectory of our institution. I am delighted to join OSRP in sharing the amazing work of our faculty and staff colleagues.

**Marie T. Mora, Ph.D.**  
**Provost Ad Interim & Executive Vice President for Academic Affairs**



**PRINCIPAL INVESTIGATOR:**  
Lisa M. Abendroth

**GRANT:**  
National Endowment for the Arts,  
Grants for Arts Projects (Design)

Principal Investigator (PI) Lisa M. Abendroth received a \$20,000 Grants for Arts Projects grant from National Endowment for the Arts *with a \$20,000 match from MSU Denver* to support the dissemination of public interest design best practices. The project consists of three parts: a national conference; traveling exhibition that continues the growth of documented project case studies; and, the creation of a digital archive. In order to actualize this grant project Abendroth worked in partnership with MSU Denver and the Design for the Common Good Network (DCGN), an affiliation of five international design organizations that functions as an incubator for best practices, education, and outreach in the global practices of public interest design (PID)—a practice characterized by: democratic design-making through meaningful community engagement and active participation with those impacted by the design problem; an issue-based approach pursued through environmental, economic and social challenges; and the requirement for evaluation of design outcomes and outputs to demonstrate transferrable knowledge toward best practices across the discipline.

The grant project goals were built upon an ambitious international exhibition of public interest design project case studies several years in the making. *Design for the Common Good International Exhibition* was successfully hosted at MSU Denver's Center for Visual Art from Jan 14–Mar 19, 2022. Curated and organized by Professor Abendroth, the exhibition promotes diversity, equity, and inclusion through community-based approaches to the design of buildings, environments, products, and systems. The exhibition showcased 30 projects representing six continents and 22 countries. The opening of the network exhibition launched the grant project at MSU Denver where University faculty collaborated with DCGN partners to amplify knowledge of PID through in-person and digital points of engagement.

As part of the grant project exhibition case studies have been archived as an ongoing digital exhibition on the DCGN website while the physical exhibition is poised for travel in the year ahead with the goal of building upon the collection of works as it travels. Projects from yearly exhibits function as the base for traveling exhibitions over time where a new host venue strengthens the collection with added works representative of local interests/regional perspectives which grows the diversity and richness of the archive.



*Professor Abendroth is a faculty member in the Communication Design Program in the Department of Art. Her research focuses on public interest design and the social, economic, and environmental impacts created with, and within, the contexts of underserved people, places, and problems. Her pedagogy is committed to community-led design practices that embolden access and equity. She is a SEED (Social Economic Environmental Design) Network co-founder and co-editor of two books in Routledge's Public Interest Design Guidebook series.*





**PRINCIPAL INVESTIGATOR:**  
Leila Armstrong

**GRANT:**  
Metropolitan State University of  
Denver Fulbright-Hays Short-Term  
Group Projects Abroad



*Leila Armstrong is Senior Lecturer in Art History, Theory and Criticism and offers courses in Islamic art, public art, urbanism, and art theory. She has co-curated two exhibitions at the Center for Visual Art focused on contemporary art from Africa and the Middle East and given national and international presentations on contemporary art in Morocco and contemporary Islamic art in the diaspora.*

Principal Investigator Leila Armstrong is the recipient of a \$80,859 Fulbright-Hays Short-Term Group Projects Abroad award.

The grant funds provided for running a seminar in Morocco on Women, Art, and Development in June 2023. Four MSU Denver education students, six MSU faculty members and two Denver Center for International Studies high school educators spent a month in Morocco — visiting Casablanca, Rabat, Tangier, Marrakesh, Fes, Chefchaouen, and Jadida — learning from local scholars and being immersed in local culture. Morocco is a quickly developing country and there is a tension between a more traditional aesthetic, and artists who want to participate in the global art market. But this development has opened the door for many women to emerge as artists, artisans, and entrepreneurs, which sets Morocco apart from some other predominately Islamic countries. Being in country and meeting with these women artisans, artists, and entrepreneurs gave participants a less Western-centric understanding of women in Islam and Morocco.

Participants learned to make buttons at the Cherry Buttons Coop in Sefrou, how to cook a traditional Moroccan meal in Chefchaouen, met with contemporary artists across Morocco, and were treated to a traditional Friday meal with a Moroccan family in Jadida. Upon return they created lesson plans that incorporated their Morocco experience for the Department of Education and for use in their classrooms. These lesson plans create a bridge of understanding between US-Moroccan culture and with artists and artisans in Morocco.



**PRINCIPAL INVESTIGATOR:**  
Dawn Matera Bassett

**GRANT:**  
Behavioral Health Workforce  
Education and Training Program  
American Rescue Plan

*Dawn R. Matera Bassett, Ph.D., is a professor in the Department of Social Work. She teaches courses in social policy analysis and field experience. During the past 30 years Dr. Matera Bassett has worked with children, adolescents, transition-aged youth and their families who have complex behavioral health issues, including severe and persistent mental illness and co-morbid substance use and mental health disorders. Dr. Matera Bassett has worked in residential, day treatment, community-based, and sub-acute mental health settings in a wide array of clinical roles as a Program Manager, Cultural Competence Liaison, Continuity of Care Coordinator, Family, Group and Individual Therapist, Program Specialist and Trainer, Case Manager, Family Preservation Counselor, and Youth Treatment Counselor. Dr. Matera Bassett has been a member of several federal, state, and private grant projects and has drafted policy white papers and legislation that have been adopted by the state of Colorado. She has worked at MSU Denver since 2004, earning Faculty of the Year awards four times. In 2016, the Colorado chapter of the National Association of Social Workers named her Social Worker of the Year.*

Principal Investigator (PI) Dawn Matera Bassett received a \$1,920,000 grant from the US Department of Health and Human Services (USDHHS) Health Resources and Services Administration (HRSA) Behavioral Health Workforce Education and Training Program–American Rescue Plan for a five-year project, Colorado Initiative to Address Behavioral Health Professional Shortages for Children, Adolescents, and Transitional-age Youth in Rural, Vulnerable, & Medically Underserved Areas.

The purpose of this project is to increase the supply of diverse behavioral health professionals who are trained to integrate evidence-based practice, emerging practice models, and telehealth service delivery to medically underserved children, youth, and transitional-age youth (CA-TAY) and their families in Colorado. This goal is being met through the: (1) strategic recruitment of and financial support for practitioners from under represented populations and communities; (2) implementation of specialized curricula which addresses the unique needs of child, youth, and transitional-age populations; (3) expansion of longitudinal and trauma informed experiential interdisciplinary training sites and training for field agencies; (4) integration of technology for telehealth service delivery and training programs; (5) ongoing evaluation which provides the ability to modify strategies to ensure the completion of goals; and (6) developing and implementing strategies to foster sustainability in project activities.

The grant team is collaborating with strategic community partners to support recruitment of individuals from different racial, ethnic, cultural, geographic, religious, linguistic, and class backgrounds, as well as different genders and sexual orientations. Through training emerging practitioners on interdisciplinary integrated or co-located health care practice models they will matriculate clinicians who have unique training on the needs and approaches to treat CA-TAY who are at risk for behavioral health disorders. The completion of these objectives will increase Colorado's ability to provide services for clients who are at risk for behavioral health disorders and provide culturally appropriate services to rural, vulnerable and medically underserved CA-TAY in Colorado.







**PRINCIPAL INVESTIGATOR:**  
Bridgette Coble

**GRANT:**  
Grow with Google Career Readiness

Principal Investigator (PI) Bridgette Coble received a \$25,000 grant for the MSU Denver Classroom to Career (C2C) Hub, to implement a strategy to engage 700 students and recent graduates to participate in the Hispanic Association of Colleges and Universities (HACU) Grow with Google Career Readiness Program.

This program helps Hispanic students gain the digital skills they need to find and land jobs and internships that they need to be successful. The Grow with Google Career Readiness Program contains interactive learning paths that help students build both the digital and practical skills they need to acquire and thrive in internships or post-college jobs. The curriculum includes lessons on resume writing, interview techniques, and how to succeed in a new job. It teaches and reinforces professional skills through projects that deliver tangible outcomes, such as a resume or cover letter.

The effort is two-fold: 1) to target the entire student body and recent graduates to engage the Grow with Google curriculum and 2) to collaborate intentionally with campus partners who serve diverse students to connect their students to this curriculum. Campus departments involved in outreach for collaborative partnership include the Student Employment Learning Outcomes Program, DSF Scholars, Pathways to Possible, Excel Program, COMPASS Professional Mentoring Program, Peer Mentoring, Brother to Brother, Sister to Sister, College Assistance Migrant Program and First Gen Program. Outreach to the larger student body and recent graduates launched in Spring 2022, with a marketing and promotional campaign that invited students and recent graduates to utilize the Grow with Google curriculum.



*Bridgette Coble is the Director of Career Engagement in the Classroom to Career Hub and has worked as a career professional for over 25 years. She earned her doctorate degree in Higher Education Program at the University of Denver with an emphasis in diversity in learning, and her Master of Science degree in Student Affairs in Higher Education from Colorado State University.*



**PRINCIPAL INVESTIGATOR:**  
Cecily Cullen

**GRANT:**  
Colorado Creates-Center for Visual Art

Principal Investigator Cecily Cullen received a \$17,000 grant from Colorado Creative Industries to support the exhibitions and programming at the MSU Denver Center for Visual Art.

The Center for Visual Art (CVA) is the off-campus contemporary art center of Metropolitan State University of Denver located in the Art District on Santa Fe. Bold, contemporary art exhibitions, innovative education programs and experiential workforce development drive the CVA's mission to amplify the role of artists in their local and global communities and to provide access to inspiring art experiences for metro Denver. CVA offers a unique extension of the university into the community, presenting critical urban issues for public contemplation through the lens of contemporary art.

CVA presents 8-10 exhibitions, 30-40 public workshops and artist talks, educator professional development, experiential job training for MSU Denver students, intensive internships for high school students, and youth and family hands-on studio workshops. Exhibitions, events and most programs are free and open to the public year-round.

Programming features artists and work from around the world, as well as locally, and demonstrates diverse perspectives. Exhibitions explore contemporary social issues and create a platform for inter-disciplinary dialogue for all visitors. Human rights and social justice themes such as housing and food security, the experience of discrimination and environmental concerns presented via contemporary art, allow visitors to process pressing issues through a visceral, visual language.

CVA serves as an interactive art laboratory for MSU Denver and high school students. Its integrated workforce development program engages university students in program development, teaching, curating, communications, installation, event management and more. MSU Denver students gain unique skill sets designed to help them launch their creative careers. Through intensive, paid internships, CVA introduces high school students to the creative industries. High school students learn from MSU Denver students and professionals working in the art-focused fields, building their knowledge and networks.



*Cecily Cullen has been developing programming at the Center for Visual Art since 2002, serving as its Director and Curator since 2015. She has curated or organized over 100 contemporary exhibitions that give voice to the challenges of our times. Cullen is vice chair of the Colorado Committee for the National Museum of Women in the Arts and is an advisor for the Colorado Attorneys for the Arts.*





**PRINCIPAL INVESTIGATOR:**  
Manuel Del Real

**CO-PRINCIPAL INVESTIGATOR:**  
Hsiu-Ping Liu

**GRANT:**  
HSI Pilot Project: Learning Assistant  
Transfer Pathway: Fostering STEM  
Connections

Principal Investigator (PI) Manuel Del Real, Ph.D. and Co-PI Hsiu-Ping Liu, Ph.D. direct the \$299,999 award from National Science Foundation (NSF) for the HSI Pilot Project: Learning Assistant Transfer Pathway: Fostering STEM. This award is under NSF’s Improving Undergraduate STEM Education: Hispanic-Serving Institutions Grant program, Track I. This pilot research and service grant, in collaboration with the Community College of Denver (Co-PI representation from Tim Benson in their Biology Department), examines the benefits of a shared Learning Assistant (LA) experience to promote transfer from the community college into a Science, Technology, Engineering, & Math (STEM) bachelors granting institution. The program supports transfer-interested students in a unique, cross-institutional community-building project. It employs near-peer, content-specific role models and mentoring to create a strong foundation for successful transfer experiences as well as increased retention and learning outcomes in STEM programs.

Addressing the overwhelming gap between the number of students who wish to transfer from the community college into a bachelor’s-degree-granting institution and those who reach this goal, the program aims to improve the sense of belonging and inclusion in STEM teaching and learning and create a pathway for success that could easily be implemented with and by other institutions, especially with online learning options.

*Dr. Manuel Del Real is the Executive Director for HSI Initiatives and Inclusion. He directs and promotes strategies and operations aimed at ensuring MSU Denver becomes a model Hispanic Serving Institution. As part of the Office of Diversity and Inclusion, he works to promote the ongoing development of an equitable and inclusive campus community that nurtures learning and growth for all its members.*

*Dr. Hsiu-Ping Liu is the Director of the Center for Advanced STEM Education (CASE) and Professor in the Department of Biology. She has a Ph.D. in Environmental, Population, and Organismic Biology. In addition to serving as CO-Pi on the LA program described above, she can also be found in this Annual Report for her work as the Lead PI for CASE’s “Building Identity Leading to Diversity (BUILD) NSF award.” Please see that section of this report for more information about her other CO-PI roles with NSF, her teaching, and her research passions.*





**PRINCIPAL INVESTIGATOR:**  
Amanda Schaeffer Fry

**GRANT:**  
Facilitating Research at Primarily Undergraduate Institutions Program

Principal Investigator (PI) Amanda Schaeffer Fry received a 36-month, \$154,444 grant, from the National Science Foundation, Facilitating Research at Primarily Undergraduate Institutions Program, for her project, Galois Automorphisms and Local-Global Properties of Representations of Finite Groups.

This project is in the theoretical mathematical area of group theory and the representation theory of finite groups. The study of group theory was motivated by the desire to understand the symmetry of an object, whether it be in nature, art, communication networks, or any other place that symmetry might play a role. It has several applications in physics, chemistry, and other natural sciences. In recent years, research in group theory and other algebraic areas have also had a significant impact on technological advances, such as in cryptography and coding theory. Representation theory is a tool used to better understand the structure of a group and the symmetries it represents. Roughly speaking, representations provide a way to view an abstract group as a group of matrices whose structure is often easier to understand.

The project focuses on several problems seeking to relate the representation theory of a finite group to the structure and representations of certain so-called “local” subgroups, which in turn may give more insight into the real-world objects whose symmetries are encoded in these groups and have implications for the various applications of group theory. The “local-global philosophy” centers around the idea that critical information about the representation theory of a finite group may be obtained by understanding these subgroups. More specifically, the problems under consideration in this project require special attention to the irreducible characters of finite groups of Lie type, which make up the largest collection of finite simple groups, the “building blocks” of group theory.

*Dr. Amanda Schaeffer Fry is a Professor in the Department of Mathematics and Statistics. She began in August 2014 as Assistant Professor, was granted early tenure and promoted to Associate Professor in May 2018, and was promoted to Full Professor in May 2022. She is a dedicated educator, as well as an active researcher in her area of groups and character theory. Dr. Schaeffer Fry is also an Associate Editor at Communications in Algebra, a popular algebra journal.*





The Denver Project for Humanistic Inquiry (Dphi) at MSU Denver seeks to enrich Denver’s intellectual and cultural life through public humanities programs that reframe perspectives, challenge assumptions, and stimulate dialogue about human thought, history, science, art and culture. Dphi organizes novel programming on pressing issues and questions of abiding human concern, connecting local and international scholars in the humanities with our students and the Denver public. These events often partnership with local institutions, ranging from small independent organizations (Buntport Theater, Sie Film Center) to some of the nation’s largest cultural organizations (Denver Center for Performing Arts, Denver Art Museum).

Dphi received \$2,600 from Colorado Humanities to support videography/video recording and outreach. Events supported by the funding include “Aristotle’s On the Soul” (Panel Discussion)”, “Young Adult Fiction”(Reading and Discussion with Authors), “What is Happiness?” (A Panel Discussion with Denver Public Schools GT program), “Albee, Absurdism, and Adaptation in Who’s Afraid of Virginia Woolf” (Performance and Panel Discussion at the Denver Center for Performing Arts), and “Fermi’s Paradox and Human Nature” (Panel Discussion). The entirety of the funds received were used to employ a former MSU Denver student who procured a camera and recorded these events, and to perform outreach on social media, email, and flyering for these events. The funding also covered livestreaming setup and support for “Aristotle’s On the Soul” and “Fermi’s Paradox and Human Nature.”



**PRINCIPAL INVESTIGATOR:**  
Adam J. Graves

**CO-PRINCIPAL INVESTIGATOR:**  
Gabriel Grinsteiner

**GRANT:**  
Colorado Humanities

*Adam J. Graves (Ph.D., University of Pennsylvania), Principal Investigator, is Professor of Philosophy and founding Director of Dphi at MSU Denver, where he also directs the Minor in Religious Studies and offers courses in ethics, phenomenology, and the history of philosophical and religious thought. He has lived extensively in both Europe and India, and has lectured on the phenomenology of freedom, agency, and selfhood in well over a dozen countries (including a keynote address at the Fonds Ricoeur, Paris, in 2019). His book, The Phenomenology of Revelation in Heidegger, Marion and Ricoeur, has just been published by Lexington Books.*

*Gabriel Grinsteiner, Co-Principal Investigator, is Assistant Director for Dphi at MSU Denver, where he also completed his degree in Computational Linguistics. A longtime student employee at Dphi during his undergraduate studies, Gabriel was also president of the MSU Denver Philosophy Club, Student Honors Council, and MSU Denver Think Tank. He is currently completing graduate work in Business Analytics and holds the position of Staff Senator for Academic Affairs at MSU Denver.*





**PRINCIPAL INVESTIGATORS:**  
Janelle Henderson

**GRANT:**  
Digital Inclusion

*As the director of CUE and TRIO Upward Bound, Janelle Henderson is focused on providing a platform for High School students to explore and realize their future by providing innovative, and creative educational resources that meet their needs. Having worked in education, data management and organizational leadership for over 20+ years, her goal at the post secondary level is to help students understand the opportunities available to them with a college degree.*

*Janelle received a BS in Policy Research and Social Advocacy from MSU Denver and a Masters Degree in Organizational Leadership with an emphasis in Program Management from University of Denver (DU). She has been at MSU Denver for 8 1/2 years.*

During the COVID pandemic it was recognized that there was inequity in regard to technology and internet availability to many low-income families. Since it is fair to say that any primary school student must have access to the internet to complete and submit homework, attend online classes and do research, the Center for Urban Education (CUE) obtained a Digital Inclusion Grant from the Denver Office of Children's Affairs to support and supplement student needs. Funds could be used for a variety of purposes, including but not limited to the purchase of computers, translation devices, accessibility devices and services, keyboards, hotspots, printers, headphones, speakers, computer cameras, Microsoft software, opening Wi-Fi (internet that can host more than 3 devices in a home) accounts, and phone plans for up to one year, re-connecting disconnected phone lines and Wi-Fi (internet) accounts, smart phones and phone bills up to \$600. This was an evaluable resource for our program participants, many of whom live in digital deserts with limited internet towers and/or have to share computers with other family member, thus negatively impacting their ability to complete homework. We were also able to utilize funding to purchase and pay for and purchased tablets with keyboards, earbuds, stylus pens and software. This purchase was used as incentives for students who became regular participants of the program.







**PRINCIPAL INVESTIGATOR:**  
Miguel Huerta

**GRANTS:**  
Colorado Food Pantry Assistance Program  
Denver Emergency Food Security Fund

Miguel Huerta, LSW, Assistant Director of Community Engagement and Programs, received two awards for the University's Food Pantry called "Rowdy's Corner".

The Colorado Department of Human Services awarded him a \$25,400 "Blueprint to End Hunger - Colorado Food Pantry Assistance Grant Program" and he received a \$30,000 award from the Denver Public Health and Environment "Denver Emergency Food Security Fund (DEFSF)". Of the money allotted, Rowdy's Corner used 70% of the funds to order food from our local partners. They work closely with a multitude of local companies such as Hyperion Wholesale, Ruby's Market, and a handful of local farms. Hyperion Wholesale provides RC with tons of brands that are local to Colorado like Bobo's and Mame's Burritos.

Ruby's Market is a multi-cultural artisan and food destination, incubating refugee & immigrant entrepreneurs and supporting local businesses. They also work closely with Sprout City Farms, Switch Gears Farm, and Ela farms to curate farm beds with crops handpicked by the team at Rowdy's Corner. Twelve percent of the allotted funds went to food orders from places that were not local like King Soopers. The remaining funds went towards the pantry's infrastructure and towards other miscellaneous supplies. Rowdy's Corner is consistently serving upwards of 500 individual students weekly. This makes it vital to place orders and have a considerable back stock to ensure there is food for all.

*Miguel Huerta is proud to be serving the Roadrunners of MSU Denver. As a Chicano who was born and raised in Denver, he is thrilled to be home after six years of working and living in Philadelphia. He attained a master of social work from the University of Pennsylvania and holds a certificate in trauma informed practices from Bryn Mawr School of Social Work. His work with young people includes serving youth who are transitioning from the criminal justice system back into the community.*





**PRINCIPAL INVESTIGATOR:**  
Elise Krumholz

**GRANT:**  
Restorative Justice Colorado



*Elise Krumholz is the Assistant Director for Restorative Justice and Student Conflict Resolution in the Dean of Students Office. She is responsible for: 1) developing accessible conflict resolution programming that encourages dialogue and restorative pathways to addressing conflict; 2) assisting MSU Denver students navigate difficult situations and grow their conflict management skills by providing one-on-one conflict coaching, mediation between parties involved in a conflict, facilitating restorative justice practices, large group meeting facilitation, and trainings on conflict management topics; 3) and Coordinating the Dialogues Program and the Restorative Justice Coalition. Ms. Krumholz holds a Master of Arts degree in Conflict Resolution from the University of Denver Josef Korbel School of International Studies.*

Principal Investigator (PI) Elise Krumholz received a \$10,000 Restorative Justice Colorado Community Engagement Micro-Grant. These grants are designed to support immediate community needs for critical conversations, networking, and basic operations for emerging or smaller-scale restorative initiatives.

The Dean of Students Office used grant funds to initiate a Restorative Justice Coalition with stakeholders of students, faculty, staff, and others within the MSU Denver community. In an effort to more intentionally serve MSU Denver students, and the campus community, the Dean of Students Office initiated the process to implement restorative practices at MSU Denver. In recognition of our educational and inclusive values, the Dean of Students Office, through Student Conflict Resolution Services and Student Conduct, planned to engage the campus community early in the planning and implementation process by creating a Restorative Justice Coalition, seeing this stakeholder involvement as critical to the initiative's success.

The Dean of Students Office is using the grant funds for stipends to coalition members to honor their volunteered time and commitment to the coalition meetings and potential for additional work or participation in events; for students to receive a stipend amount as they are not otherwise paid by the university as staff or faculty; and for supplemental funds for work study or hourly student employees.





**PRINCIPAL INVESTIGATOR:**  
Hsiu-Ping Liu

**CO-PRINCIPAL INVESTIGATOR:**  
Robert Niemeyer

**GRANT:**  
HSI Implementation and Evaluation  
Project: Building Identity Leading to  
Diversity (BUILD)

Principal Investigator (PI) Dr. Hsiu-Ping Liu, as Director of the Center for Advanced STEM Education (CASE), received a grant of \$999,167, from NSF, to provide multiple pathways for students to enter STEM majors, develop STEM identity, and prepare students for STEM graduate schools and careers. The three-year project is titled “Building Identity Leading to Diversity (BUILD).” BUILD includes two Co-PIs: Dr. Robert Niemeyer from MSU Denver and Dr. Frida Obeidi at the Community College of Denver. Other collaborators include Dr. Bridgette Coble of C2 Hub, Dr. Manuel Del Real, Executive director of HSI initiatives and Inclusion, Dr. Kristy Duran, the Director of Undergraduate Research & Creative Scholarship and Program Manager Linda Sivertson.

By leveraging wide-ranging campus, community, and industry partnerships, BUILD seeks to increase the number of underrepresented minority students enrolled in STEM majors, increase the number of STEM major graduates, and build STEM identity through competence, performance, recognition, and transformative co-curricular engagement. The study focuses on the impact of a collection of evidence-based practices on STEM identity. The research will focus especially on the impact of community college pathway programs and the relationship between students’ math anxiety and their STEM identities. Working in collaboration with another NSF funded (Noyce U-R STEM) project, they will be recruiting students to become secondary math and science teachers.

*Dr. Hsiu-Ping Liu is the Director of the Center for Advanced STEM Education (CASE) and Professor in the Department of Biology. She has also been a Co-PI for multiple other NSF STEM projects including a Noyce award and the HSI Pilot Project described in this report. In the last ten years, her work has focused on building STEM equity and excellence at MSU Denver, resulting in several University awards. Her research areas include evolution, biogeography, conservation, and population genetics, specifically hydrobiid snails. Passionate about students and research, she has mentored more than 50 students and published 9 original research papers with her students.*

*Dr. Robert Niemeyer is an Associate Professor of Mathematics and an Applied & Theoretical Mathematics Advisor. His scholarly activities range from research on dynamical systems (billiards on fractal tables and their associated fractal translation surfaces) to developing OER content and a novel framework for delivering web-based interactive lessons. Over the past two years, he has been organizing and running a workshop on reframing experiences in mathematics with the goal of helping students to reduce their mathematics anxieties. Such a workshop is now part of the BUILD program.*





**PRINCIPAL INVESTIGATOR:**  
Adriana Nieto

**GRANT:**  
The Good Life Project Denver

Principle Investigator (PI) Dr. Adriana Nieto received an award of \$10,000 for ‘The Good Life Denver’ project. The Center for Religion and Cities at Morgan State University awarded the grant via a Henry Luce Foundation (HLF) Rapid Response Grant as part of a multi-city project that sought to chronicle the impacts of Covid-19 on communities of color, with special focus on healing and new ways of being we learned from pandemic experiences. The “Good Life Project Denver” focused on two areas. The first was to chronicle the announcement of the expansion of the “Displaced Aurarian Scholarship Fund”. The project includes video documentation of two major events where Displaced Aurarians gathered to celebrate the expansion of the scholarship and share community memories of the neighborhood.

The second aspect of the project was engaging with mourning and loss, death, and mental health through- and post-pandemic contexts. The installation of renowned Chicano muralist, Leo Tanguma’s sculptural mural “Too Long in Darkness, Reaching for Light” in the JSSB main lobby created opportunities for campus community members to engage with the mural and the themes of mental health and healing. Faculty brought students to see the mural and Leo Tanguma generously met with at least 10-15 classes who visited the mural. There was a mental health fair “La Vida Buena”, planned in conjunction with an artist talk and booths with multicultural resources. However, both Leo Tanguma and Dr. Nieto, the PI, contracted Covid-19 the week of the event, and we postponed the event for a future date.

A student team of videographers is currently editing the video that was collected at all related events and that will become part of the Center for the Study of Religion on the City’s website along with the other Good Life Projects around the US.



*Dr. Adriana Nieto is Professor and Chair of the Department of Chicana/o Studies at Metropolitan State University of Denver. Her teaching and research interests include: Latina spiritualities and practices; women of color feminisms; mental health among Xicanas in early 20th Century New Mexico; Chicana protestants in the U.S.-Mexico Borderlands; oral history and water in the ‘West’, with special interest in acequia culture and practices in southern Colorado.*





**PRINCIPAL INVESTIGATOR:**

James Reid

**FELLOWSHIP:**

Novalis's Philosophical Fictions:  
An Important Chapter in the History  
of German Romantic Philosophy  
and Poetry

*Dr. James D. Reid (Ph.D., University of Chicago) is Professor of Philosophy. He is a specialist in the history of philosophy (modern European and German) with interests in ethics, aesthetics, poetry and film. In 2016 he received a grant to support a translation of Heidegger's *Die Frage nach dem Ding* (*The Question Concerning the Thing*; Rowman & Littlefield, 2018). He is the author of *Being Here Is Glorious: On Rilke, Poetry, and Philosophy* (Northwestern University Press, 2015), *Heidegger's Moral Ontology* (Cambridge University Press, 2018), and, with Candace R. Craig, *Agency and Imagination in the Films of David Lynch: Philosophical Perspectives* (Lexington Books, an imprint of Rowman & Littlefield, 2019). He is series co-founder and editor of *Bloomsbury Studies in Philosophy and Poetry*.*

Professor of Philosophy James D. Reid received a \$60,000 fellowship from the Awards for Faculty Program of the National Endowment for the Humanities (NEH). The funds support two interlocking book projects on the German philosophical poet Friedrich von Hardenberg, better known by his pen name as Novalis (1772–1801). The first is a substantial translation of Novalis's selected philosophical, literary, and poetic writings, the second is a monograph on his conception of philosophy and its relationship to more poetic modes of writing. Both are forthcoming with Oxford University Press.

The project explores the meaning of human existence in early German Romanticism. Its focus is the role of fiction in human life and thought, as both an aspect of philosophy and a way of encouraging human beings to take an interest in their lives. Novalis was a great poet with mystical leanings, a philosopher, and a budding scientist committed to some of the ideals of the Enlightenment. His writings, which grapple with nearly every important issue of his day, have been influential in German art, the history of early German political thought, and the writings of Emerson and Thoreau.

The translation, which was completed in early January, will be the first to bring together in a single volume most of his philosophical writings, notes, and fragments, his two unfinished novels, and the Hymns to the Night, an influential cycle of lyric poems published shortly before Novalis's death. The monograph will be the first in English to explore the complex relationships between poetic and philosophical modes of writing throughout Novalis's work.





**PRINCIPAL INVESTIGATOR:**  
Maria A. Rey-López

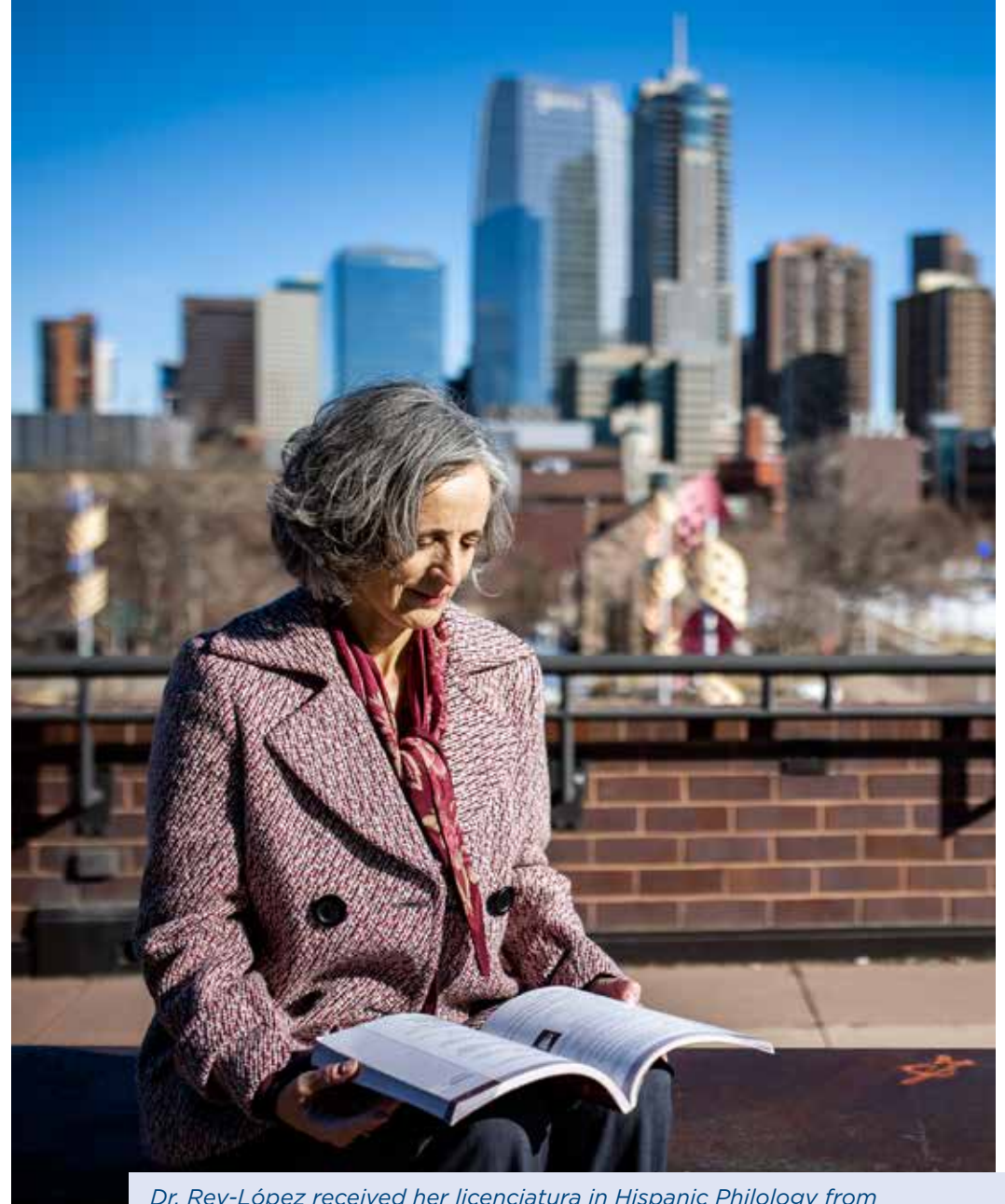
**FACULTY AWARD:**  
**Geographies of Belonging: Spanish Place Names in Colorado**

María Rey-López received a \$15,000 National Endowment for the Humanities (NEH) Award for Faculty at Hispanic-Serving Institutions for Geographies of Belonging: Spanish Place Names in Colorado.

With the 2022 summer funding, Dr. Rey-Lopez revised a Spanish course to incorporate research-based activities into the curriculum. The collected materials, sources and subsequent research helped to revamp and improve one of the Spanish intermediate grammar courses in the Department of Modern Languages program, by providing a cultural and historical thematic thread to the Intensive Intermediate Spanish Grammar Review class, a course “designed for students who wish to pursue further studies in Spanish, and especially useful to proficient speakers (native, heritage, and second-language learners) who have had limited exposure to the formal study of language structure,” according to the course description.

Dr. Rey-Lopez researched and analyzed the Spanish toponymy of Colorado, including the place names of cities, counties, and geographical accidents. In addition to creating a list of names, as could be expected from a more traditional etymological or taxonomic study, the developed activities focused on how place-name practices have produced spaces imbued with cultural significance and social power.

The new assignments and activities created, and related to the toponymic study of Colorado Spanish place names, require an interdisciplinary approach, that is, a linguistic, historical, sociopolitical, and personal perspective. The different components of the project integrated into the curriculum seek to address questions such as: To what extent do official histories differ from personal stories? How do speakers pronounce these names according to the interlocutor or context? What political ties are associated with geographical regions, and what glimpses of the historical past can be derived from these names?



*Dr. Rey-López received her licenciatura in Hispanic Philology from Universidad de Santiago de Compostela, Spain, and pursued graduate studies at the University of Colorado at Boulder. She earned an M.A. degree in Spanish and Latin American Literature, and received her Ph.D. in Comparative Literature. Dr. Rey-López has taught all levels of Spanish at the university level. Since working at MSU Denver her teaching interests have concentrated around Peninsular Literature. She also coordinates a Study Abroad Summer Program in Santiago de Compostela, Spain. Although her main interest remains Spanish Medieval and Golden Age Literature, she has been researching the field of contemporary Spanish women poets from Galicia.*





**PRINCIPAL INVESTIGATOR:**  
**Maureen Rudy**

**GRANT:**  
**Adult Education and Literacy Act**

*Maureen Rudy is the Director of Adult Education in the Family Literacy Program. She oversees the delivery of English as a Second Language, High School Equivalency, Integrated Education and Training Programs in partnership with K12 school districts, Front Range Community College, and Adams County Workforce Center. She promotes community engagement through integrated service-learning experiences and supports a concurrent early preschool program. Maureen's professional areas of interest include 2-Generation Approaches, immigration policy, leadership development and digital education.*

*She received an M.S. in Nonprofit Management from Regis University and a B.A. in Journalism and English from Indiana University. She has served on many regional boards of directors, done consulting work for nonprofit organizations and is a frequent conference presenter. Give her a cape and tiara, and she might just change the world!*



Principal Investigator (PI), Maureen Rudy received a \$165,145 grant from the Colorado Department of Education through the Adult Education and Literacy Act (AELA), to expand educational offerings in the Family Literacy Program. The award was in support of a four-pronged project proposal to build capacity of adult learners, while supporting University commitment to community engagement and regional stewardship.

Awarded funds have augmented instructional programming to include High School Equivalency (HSE) preparatory classes in English and Spanish, Integrated Educational Training for Parent to Paraprofessional and Personal Care Aide, Career Pathways coaching, and new opportunities for Parent Engagement.

The program works in tandem with the workforce center to provide evening HSE for working adults. Using the theories of Translanguaging, a Spanish language HSE option responds to the demographics in the North Metro area, is an inclusive practice, prioritizes equity, and serves to close the achievement gap.

Projected growth rates and program demographics were the impetus for creating Paraprofessional and Home Health IET programs as initial on-ramps to the education and healthcare fields. These tracks provide English Language Learners with the ability to move more quickly into work opportunities to provide for their families despite prior limited or interrupted formal education.

Career coaching across academic studies places an emphasis on digital skill development, utilization of learning management systems, transferable skills, authentic use of language, and understanding nuances of work culture by putting learning into practice. Must do, should do, and aspire to do elements contribute to increased student autonomy and personal responsibility.

In the parenting realm, workshops focus on the Theory of Change Framework to build the capacity of adults to improve the outcomes for children. Working alongside school district partners, offerings are designed to address the factors for healthy development. Actively building skills of parents to improve their attention, self-regulation, problem solving, teamwork, executive function, delayed gratification, and planning. Subject matter and areas of interest are determined by surveying families and consulting liaisons at the school level, but overall goals are to cultivate agency among parents and strengthen their human capital.



**PRINCIPAL INVESTIGATOR:**  
Megan Scherzberg

**GRANT:**  
Finish What You Started Program

*Megan Scherzberg, Ph.D. is the Executive Director of Orientation, Transfer, and Reengagement. Dr. Scherzberg holds a Master's Degree in Higher Education Administration from the University of Kansas, and a Doctor of Philosophy in Community College Leadership from Iowa State University.*



Megan Scherzberg received a three-year \$5,712,650 grant from the Colorado Department of Higher Education Colorado Opportunity Scholarship Initiative (COSI) for the Colorado Community Partner: Finish What You Started Program. These grant program funds were allocated for support in addressing the significant decline in enrollment in the public institutions of higher education, high rate of job loss, continuing unemployment, and the overall disruption to the workforce caused by the COVID-19 pandemic.

Navigating the landscape of higher education is a challenging task for students. This program provides incoming transfer, adult and returning students guidance and wrap-around support from recruitment to graduation. Navigators are assigned to students to assist them throughout the entire process. The Navigator ensures the potential student's application is complete, provides guidance through the student onboarding experience, serves as a problem-solver to reduce financial or academic barriers, connects them with academic, career, and student life resources, administer early alerts for students needing extra support in the classroom, and is their coach and advocate throughout their academic journey to completion.

The financial support program for the students participating in the Finish What You Started program provides a comprehensive array of direct and indirect support to help students meet their completion goals. The number one priority is to decrease students' time and debt as they work their way to degree completion. With the recommendations of the COSI Board, MSU Denver has updated the direct award model to ensure scholarship dollars are available for student participants for every semester that they continuously enroll at MSU Denver. For subsequent semesters, students earn a scholarship at the end of each term as an incentive for completing credits and remaining in good academic standing. A final scholarship is awarded during students' final semester of coursework, where they will earn a completion scholarship.

The indirect services funded by the grant allows MSU Denver to provide a structure for student participants to reach important milestones. Navigators connect students to important academic supports and resources to ensure academic success. When and if students face financial burdens or roadblocks, Navigators support students through accessing emergency funds that can assist with meeting a variety of needs, such as paying past due balances, food, medical care, book vouchers, assisting with childcare costs, and/or transportation costs to campus.





**CO-PRINCIPAL INVESTIGATOR:**  
Erin Seedorf

**GRANT:**  
Advancing Health Literacy to  
Enhance Equitable Community  
Responses to COVID-19

Co-Principal Investigator (Co-PI) Erin Seedorf received a two-year \$308,677 grant sub-award through Eagle County, Colorado, for a US Department of Health and Human Services (USDHHS) Advancing Health Literacy to Enhance Equitable Community Responses to COVID-19 “Campeones de la Salud” program.

Eagle County is one of six rural Colorado county areas identified in national, state, and county data as an “emerging minority community” experiencing the adverse impacts of spatial and ethnoracial changes in population profiles. Along with neighboring Garfield, Lake and Mesa counties, regional data suggests prior disparities implicit in these ethnoracial changes intensified during the COVID-19 pandemic, significantly increasing social vulnerability and decreasing access to the social determinants of health that underlie a robust health literacy infrastructure. This “Syndemic,” or stacking effect of health disparities at times of increased health vulnerability, surfaced the need for an innovative and collaborative design that leverages resources across county lines, and scales Eagle County Public Health & Environment’s (ECPHE’s) unique community-participatory approach to building equitable health literacy infrastructures by promoting codesign innovation and building capacity across Black, Indigenous, People of Color (BIPOC) health literacy systems structures, especially those related to COVID-19 prevention.

Health Literacy Strategies that include group education, written materials and resources, and individual counseling through primary health care channels have been largely inaccessible to divested BIPOC rural communities with limited English-language proficiency and scarce technological resources. Campeones de la Salud addresses this issue by providing a cohort of healthcare providers, including: hospitals, primary care physicians and behavioral/mental clinicians; multilingual and multicultural home visitors convened by Lake County’s Build-a-Generation and Eagle County’s Early Head Start Program; and BIPOC-identified multilingual patients either residing, working, and/or receiving healthcare services in Eagle County. Patients codesign methodologies and interventions alongside healthcare providers and home visitors.



*Erin Seedorf, Ph.D., is an Assistant Professor in the Department of Health Professions, College of Health and Human Sciences. Her areas of expertise include public health, population health, public health policy, local public health, and community engagement/advocacy. Dr. Seedorf has over 20 years of public health experience, starting her career in public health practice serving a variety of public health agencies and positions, then leading to her academic experience in research, instructional, and project/grant management. As the public health program coordinator, Dr. Seedorf was responsible for designing the new public health major and minor programs, along with the different pathway and certificate options. Dr. Seedorf received her doctor of public health in community and behavioral health from Colorado School of Public Health.*

Kathryn Trujillo received \$161,500 from the Colorado Department of Human Services to fund MSU Denver as the lead university of the newly formed Colorado Child Welfare Scholars Consortium (CCWSC). With roots as the Child Welfare Stipend Program, stemming back to 1995, this project had a major programmatic shift, with MSU Denver's social work's leadership supporting the access of additional funding for child welfare scholarships. The project team managed an almost million-dollar budget with 80% of funds going directly to child welfare scholars and 20% spent on project administration, teaching, and program expenses. This budget includes subcontracts for three participating university partners: Colorado State University - Pueblo, University of Colorado - Colorado Springs, and the University of Denver.

The CCWSC provides students a true "classroom to career" opportunity, educating bachelors- and masters-level social work students to prepare them for critical work with children, youth, and families in Colorado. The CCWSC provided financial scholarships to 57 child welfare scholars statewide. All child welfare scholars complete a year-long internship in a county-based child welfare agency completing a minimum of 400-500 internship hours throughout the year. Graduating scholars participate in the CCWSC's DEI program that includes an opportunity to take the Intercultural Development Inventory (IDI) and statewide seminars with other scholars that support students' growth and learning related to intercultural competence, cultural humility, and working across difference.

In its inaugural year, the CCWSC recognized an Outstanding Child Welfare Scholar and Outstanding Field Instructor during social work month in March 2022. The CCWSC also sent a 15-person team to the National IV-E Roundtable for Child Welfare Training and Education at Western Kentucky University. Several members of the CCWSC leadership team presented, "Lessons Learned in the Transition to a Title IV-E Consortium." The CCWSC sponsored elements of the National Association of Social Worker (NASW), Colorado Chapter's annual social work recognition event, and Child Maltreatment Prevention Awareness Campaign through Illuminate Colorado, driving deeper student engagement in the community and paving the way for successful post-graduation careers.



**PRINCIPAL INVESTIGATOR:**  
Kathryn Trujillo

**GRANT:**  
Colorado Child  
Welfare Scholars  
Consortium

*Kathryn Trujillo Ph.D., is an Associate Professor in the Department of Social Work. Her career in social work is dedicated to child welfare with a focus on healing trauma, prevention, and workforce development. Through innovative research, teaching, creative programs, and strong community collaborations, Dr. Trujillo supports social workers to facilitate healing, finding hope, and building healthy relationships. Her research is focused on children from vulnerable populations who have been displaced, disrupted, abused or who have otherwise experienced trauma. Dr. Trujillo holds a Master's Degree and a Ph.D. in Social Work, both from the University of Denver.*







**PRINCIPAL INVESTIGATOR:**  
Kathryn Whitmore

**CO-PRINCIPAL INVESTIGATOR:**  
Dorothy Shapland

**SUBAWARD:**  
Transforming Early Educator  
Lead-Teacher Preparation  
Programs Through Multi-Partner  
Innovation



*Dr. Kathryn Whitmore is the Chair of Special Education, Early Childhood, and Culturally and Linguistically Diverse Education. She is a journal editor and the author or editor of eight books about literacy education, all published by Routledge, as well as numerous articles. Her forthcoming book is co-authored with Karen Spector and James Chisholm and is titled, *Learning and Teaching with the Arts for Social Justice: Literature as Interference*.*

*Dr. Dorothy Shapland is Associate Professor Early Childhood Education with over 30 years' experience in Primary-12th grade education. She has awards and publications, including the Career Catalyst award in 2021 and "Teaching Beyond Curricular Certainty: Tell Bayard Rustin's Story to Kindergarteners" in the March/April 2023 edition of *Social Studies and the Young Learner*.*

Early Childhood Education (ECE) in the School of Education is a member of a state-wide consortium, the Early Education Innovation Collaborative (EEIC), that includes university, community college, and state leaders. Grant funds of \$2.33 million (\$200,000 at MSU Denver) are dedicated to transforming early childhood teacher preparation. The MSU Denver-specific goal is to infuse the workforce with new teachers who are knowledgeable about equity-based, trauma-informed, and culturally responsive practices for teaching young children. Well-prepared teachers who bring racial, ethnic, linguistic, cultural, and socioeconomic diversity to the field are essential, particularly given Colorado's current preparation for universal preschool and a severe shortage of early childhood teachers in the state.

MSU Denver early childhood students and faculty work in partnership with Westminster Public School District, where students are placed for field experiences and student teaching and faculty provide courses and professional development on site to increase the level of quality of early childhood education; Westminster high school students take concurrent enrollment classes in early childhood. Graduates of the MSU Denver ECE program are encouraged to apply for positions in Westminster Public Schools, thereby creating sustained additional placements for future field experiences and student teaching in equity-based, trauma-informed, and culturally responsive classrooms.

The MSU Denver early childhood faculty team is engaged in this work, including Drs. Dorothy Shapland, Rosemarie Allen, Elmer Harris, Brandon Gilbert, Stacy Cook-LaPointe, Eric Elmore, and Kathryn Whitmore.



**PRINCIPAL INVESTIGATOR:**  
**Adriann Wycoff**

**GRANTS:**  
**AEFLA**  
**MIECHV**  
**TGYS**

*Dr. Adriann Wycoff is a Professor of Chicana/o Studies and Director of the Family Literacy Program. She has worked at MSU Denver since 1994 and has over 30 years of experience in community-based, non-traditional education. She earned a B.A. from the University of Illinois at Chicago and an M.A. and Ph.D. from Northwestern University, all in Spanish.*

The Denver Family Literacy Program (FLP) began in 1994 with the mission “to meet the literacy needs of metropolitan Denver’s lower-income families.” The program works to break the cycle of poverty and low literacy by providing intergenerational, unified family literacy services for those most vulnerable families. FLP partners with many agencies including Adams County School Districts 12 and 14, the Denver Housing Authority (DHA), and the National Center for Families Learning (NCFL—formerly, the National Center for Family Literacy) to provide services that: 1) assist children in reaching their full potential as learners; 2) educate and engage parents in becoming full partners in the education of their children; and 3) help parents improve their literacy or basic educational skills to attain a post-secondary education and/or employment.

### Colorado Department of Education - “AEFLA”

The Adult Education and Family Literacy Act (AEFLA) supports programs that help adults acquire basic skills such as reading, writing, math, English language proficiency, and the problem-solving abilities needed to be productive workers, family members, and citizens. AEFLA offers services that include teaching English as a Second Language, reading, and digital literacy while preparing learners with college and career readiness skills that lead to employment or the transition to post-secondary education. The AEFLA \$329,092 grant further assists parents in obtaining the skills necessary to become full partners in the education of their children and also helps support a literacy-focused early childhood education program available to AEFLA-enrolled families.

### Colorado Department of Human Services - “MIECHV”

The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program supports pregnant people and parents with young children who live in communities that face greater risks and barriers to achieving positive maternal and child health outcomes. Families choose to participate in home visiting programs, and partner with health, social service, and child development professionals to set and achieve goals that improve their health and well-being.

The program aims to:

- Improve: maternal and child health
- Prevent: child abuse and neglect
- Reduce: crime and domestic violence
- Increase: family education level and earning potential
- Promote: children’s development and readiness to participate in school
- Connect: families to needed community resources and supports

The MIECHV \$135,000 grant is the primary funder of the Family Literacy Program’s Parents as Teachers (PAT) component, and home visits are an essential part of the FLP. Through these home visits, parents gain confidence and skills they need to support their children’s success. Participating MSU Denver PAT families face multiple challenges resulting from poverty and, in many cases, limited English language proficiency. Furthermore, PAT families residing in public housing frequently experience isolation and a sense of alienation from the world outside of the developments in which they reside. It is precisely because of these families’ many needs that the services provided by MSU Denver PAT are of such great benefit to parents and young children alike.

### Colorado Department of Human Services - “TGYS”

The Tony Grampsas Youth Services (TGYS) is a Colorado state program that provides funding to community-based organizations and programs, such as the FLP, for prevention and intervention programs for children, youth, and their families working to prevent youth crime and violence, as well as youth alcohol, tobacco, and other drug use, students dropping out, and child abuse and neglect.

TGYS funds (\$27,000) received by the Family Literacy Program help support the MSU Denver Parents as Teachers (PAT) home visitation component with a clear focus on the prevention of child maltreatment. This objective is achieved through the provision of information about early learning, developmentally appropriate parenting practices and also about community resources for families with young children. An additional goal of the program is to produce a statistically significant increase in parent’s interactive reading behaviors with their child(ren).







**PRINCIPAL INVESTIGATOR:**  
Kathryn Young

**GRANT:**  
Centering Trauma-Informed Practices (TIP) to Sustain TIP Knowledge and Reduce Secondary Traumatic Stress in Novice Teachers: An Interdisciplinary Research-Practice Partnership



*Dr. Kathryn Young is a professor in Secondary Education. She has degrees in French Education and Special Education and a Ph.D. in Educational Policy. Young has worked as an educator for 25 years and in higher education for the past 15 years. Her research interests include inclusive education, secondary traumatic stress, trauma-informed practices, diversity in higher education, and (Hierarchical) microaggressions in education and in the workplace. Young has more than 20 published papers and a co-authored book titled *Fix Your Climate: A Practical Guide to Reducing Microaggressions, Microbullying, and Bullying in the Academic Workplace*.*

Dr. Kathryn Young (PI) is guiding a three-year Research Practice Partnership grant funded by the Spencer Foundation for \$398,202 to address secondary trauma in teachers and coworkers, titled “Centering Trauma-Informed Practices (TIP) to Sustain TIP Knowledge and Reduce Secondary Traumatic Stress (STS) in Novice Teachers: An Interdisciplinary Research-Practice Partnership.”

The MSU Denver campus has a well-established and proven Trauma-Informed Practices (TIP) program housed within the School of Education’s Office of Education Solutions. Dr. Young is collaborating with the nonprofit Resilient Futures and with Dr. Ofelia Schepers at Purdue University to support teachers’ TIP knowledge in their first 3 years of teaching. Teachers working with students with trauma history often feel helpless and overwhelmed. Such secondary stress symptoms can have detrimental impacts on the classroom climate, teacher retention, and the wellbeing of students. Teachers who are stressed have a higher risk of enacting harsh punishment on students who are at a higher risk of being suspended.

This study examines an innovative partnership model intended to reduce STS by supporting novice teachers in a unique Reflective Consultation approach in their first three years of teaching. Resilient Futures has developed asynchronous online modules and synchronous virtual reflective consultation groups for new teachers. In these groups new teachers learn about high-quality trauma-informed practices which have been found to mitigate vicarious trauma and reduce staff turnover. Through experimental design and mixed-methods analysis the Principal Investigators are investigating how Reflective Consultation and other factors could contribute to reduction of secondary traumatic stress and increase TIP knowledge retention in novice teachers specifically.

# New Grants and Contracts Funding FY 21-22

## State and Local Funding

**\$6,750,787**

Colorado Department of Higher Education  
\$5,712,650

Colorado Department of Human Services  
\$483,900

Colorado Department of Education  
\$494,237

Denver Department of Public Health & Environment  
\$30,000

Denver Office of Children's Affairs  
\$20,000

Colorado Courts Restorative Justice Council  
\$10,000

## Foundations, Corporations, Organizations & Associations Funding

**\$633,202**

## Federal agencies

**\$3,877,746**

U.S. Department of Health and Human Services  
\$2,228,677

National Science Foundation  
\$1,453,610

U.S. Department of Education  
\$80,859

National Endowment for the Humanities  
\$77,600

National Endowment for the Arts  
\$37,000

## Total New Grants and Contracts FY 21-22

**\$11,261,735**





Office of Sponsored Research and Programs  
Jordan Student Success Building  
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