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Building Hispanic Talent InitiativeSM



Annual Report 2025



**Dominion
Energy[®]**

Actions Speak Louder

Executive Summary

Dominion Energy—Building Hispanic Talent Initiative® 2025 Report

The Building Hispanic Talent Initiative® (BHTI) is a transformative partnership between Dominion Energy and the Hispanic Association of Colleges and Universities (HACU) designed to expand pathways to higher education and careers in the energy industry. Open to students of all races, ethnicities, and backgrounds, BHTI provides funding to Hispanic-Serving Institutions (HSIs) and emerging HSIs to deliver STEM-focused summer bridge programs that help high school students develop college readiness, explore energy careers, and earn college credit before graduation.

Phase I (2022–2024) established a strong foundation of collaboration, hands-on learning, and academic success across participating campuses. Entering Phase II (2025–2028), the program will deepen its focus on career exploration, mentorship, and energy workforce pipelines while maintaining its core emphasis on college readiness and persistence. Continuing partners include George Mason University (GMU), Northern Virginia Community College (NOVA), Sampson Community College (SCC), University of Connecticut–Stamford (UConn–Stamford), University of North Carolina at Pembroke (UNCP), and University of Puerto Rico at Mayagüez (UPRM). The initiative proudly welcomes Greenville Technical College (GVLTEC) as a new partner in 2025.

The program was designed to meet the following objectives:

- Serve a total of 980 students, with a yearly average of 35 students per institution.
- Expand a highly skilled talent pipeline for, and participation in, summer bridge programs.
- Enhance student awareness of academic and career pathways in the energy industry.

Participating Institutions

Greenville Technical College – 1st Year Participating

Northern Virginia Community College

George Mason University

Sampson Community College

University of Connecticut at Stamford

University of Puerto Rico at Mayagüez

University of North Carolina at Pembroke



Highlights and Accomplishments

Students Served

In its first year of Phase II, the 2025 Building Hispanic Talent Initiative (BHTI) Summer Bridge Program served **368 high school students** across seven partner institutions. While this total reflects a natural adjustment from Phase I due to new Phase II structures, new directives in higher education policy, retention challenges and budget modifications, campuses are already responding with targeted recruitment strategies to strengthen enrollment for 2026.

Enrollment counts per year are as follows:

Phase I (2022-2024) – 1,501 Students

2025 Start of Phase 2 (Year 4): 368 students

Cumulative Total (2022–2025): 1,869 students served

College Credits Awarded

The 2025 BHTI Summer Bridge Program offered a strategic mix of STEM-aligned courses that built both academic foundations and hands-on technical skills for high-demand fields. Students completed rigorous gateway courses such as pre-calculus and chemistry at UPRM and introduction to programming at NOVA, while UConn provided research-embedded courses that strengthened analytical reasoning and critical thinking. Greenville Technical College expanded access to industry-focused technical training including electricity, HVAC/R, and arc welding directly tied to energy, engineering technology, and skilled trades pathways. **Collectively, students earned 1,185 college credits in 2025 and achieved a 94% pass rate**, demonstrating strong engagement and academic performance. Together, these unique offerings enabled students to gain early college momentum, develop competencies essential for STEM majors, and build real-world skills that map directly to STEM workforce opportunities.

Future Direction

In 2025, emerging administrative directives required institutions to re-evaluate the structure and oversight of programs connected to summer bridge initiatives. As a result, several campuses experienced delayed approvals or uncertainty regarding their ability to host or expand participation in BHTI activities with their funding. These challenges underscore the importance of flexible program design, proactive communication with campus leadership, and diversified recruitment pipelines. These shifts have informed the program's 2026 planning, leading to earlier recruitment timelines, enhanced documentation processes, and strengthened coordination between HACU, campus leadership, and Dominion Energy. The lessons from 2025 are shaping a more responsive and scalable model for 2026, one that strengthens student support systems, enhances college and career readiness, and expands access for the next generation of collegiate talent.

Dominion Energy and the Hispanic Association of Colleges and Universities remain committed to strengthening Phase II of the Building Hispanic Talent Initiative by using 2025 outcomes to guide continuous improvement and long-term growth. With students earning 1,185 college credits and achieving a 94% pass rate, the program has demonstrated strong academic impact.

Building Hispanic Talent Initiative®

This report outlines data collected through end-of-summer reports and student surveys for 2025 and highlights the success of the Building Hispanic Talent Initiative®. Below is a profile summary of students who participated in summer bridge programs, along with information about college and career access, support services provided, and student testimonials. The following section provides a closer look at the student experience and academic performance across partner institutions.

Profile of Summer Bridge Students

Student Enrollment and Grade Information Per Institution

In 2025, the Building Hispanic Talent Initiative® served 368 summer bridge students from over 91 high schools. The table below gives a breakdown of credits offered and earned by BHTI student participants.

Institution	Credits Offered	Credits Earned	Pass Rate	Students Enrolled
George Mason University	102	99	97.1	34
Northern Virginia Community College	92	92	100	23
Sampson Community College	490	425	86.5	102
University of Connecticut- Stamford	240	233	97	32
University of North Carolina at Pembroke	120	117	97.5	20
University of Puerto Rico- Mayagüez	102	99	97.1	34
Greenville Technical College	136	120	88	27
Total	1282	1185	94%	368

College and Career Access

Interest and Awareness in STEM Related Careers

In 2025, HACU, in partnership with collaborating institutions, conducted pre- and post-surveys to assess student interest in STEM and energy-related careers and their awareness of opportunities in these fields. The surveys asked students to rate their familiarity with these fields and career opportunities using a Likert scale ranging from “Not Familiar” to “Very Familiar.”

The 2025 survey results showed consistent and meaningful familiarity across campuses. For the STEM field, 73% of students entered the program with moderate to high familiarity, which increased slightly to 75% by the end of the program maintaining strong engagement given that 198 students submitted pre-surveys and 386 students submitted post surveys. Familiarity with STEM career opportunities rose from 74% to 79%, while awareness of the energy field increased significantly from 40% to 51%, showing steady growth in understanding of industry pathways.

By the end of the program, two-thirds (66%) of students also reported an increased level of confidence in pursuing careers within STEM. This improvement is largely attributed to their interaction with professionals, hands-on learning experiences, and the elements of dedicated mentorship opportunities repeatedly cited as key drivers of student confidence and engagement.

2025 Student Familiarity with Career Fields and Related Opportunities

Survey Question	Pre-Survey	Post-Survey
How familiar are you with the STEM (science, technology, engineering, and mathematics) field?	73%	75%
How familiar are you with career opportunities in the STEM (science, technology, engineering, and mathematics) field?	74%	79%
How familiar are you with the energy field?	40%	51%

Support Services

To enhance the support network for summer bridge students and foster their sense of belonging in higher education, partnering institutions were encouraged to provide a range of resources and services. Required support services included weekly exploration seminars and regular access to high-quality academic tutoring. Institutions had the flexibility to determine the topics covered in the exploration seminars and the integration of tutoring into their summer bridge programs.

Exploration Seminars

A key highlight of the program was the chance for students to tour Dominion Energy facilities, complemented by visits from Dominion Energy staff to various campuses. During these interactions, students had the opportunity to engage directly with company representatives, acquiring valuable insights into energy operations and exploring career opportunities within the energy sector. The in-person and virtual presentations led by Dominion Energy employees offered additional avenues for students to connect with professionals, gain industry knowledge, and broaden their understanding of the energy field. These interactions provided students with firsthand insights into the industry, reinforcing their connection to energy career paths.

Tutoring and Other Support Services

The BHTI[®] summer bridge program offered a variety of support services to promote student success and facilitate the transition into higher education. Participants received academic advising, individualized coaching, and mentoring from peers, faculty, and staff to explore their academic and career interests while developing strategies for success.

To address potential barriers, the programs provided essential resources such as laptops, stipends for transportation and instructional materials, and coverage for textbooks and fees. Additional support included access to library resources and workshops designed to enhance academic preparedness and skills development.



Student and Staff Testimonials

Student and staff testimonials were taken from post-survey responses. These testimonials reinforce the program's impact on personal development, academic confidence, and career awareness. Reflections from the 2025 cohort highlight increased motivation to pursue STEM pathways, stronger connections with mentors and faculty, and greater clarity about college and career goals.

Personal Growth and Confidence Building - (Students)

"I am more confident going into Information Technology because it is constantly changing and I learned about how to improve myself professionally so I can be better prepared to work in an environment where I have to interact with other people." – **Amy Lirieth Gonzalez, Sampson Community College**

Developing Essential Skills for College and Career Success (Students)

"I do feel more confident about pursuing a career in STEM because this program helped me realize the global challenges that still persist to this day and that made me interested in how I can contribute to help solve those issues." – **Amulya Ghale, George Mason University**

Impact of Role Models and Mentors (Students)

"Now that I have built a connection with my professor, who works in the field I wish to pursue, I am more confident in my ability to gather knowledge about that field" - **Joseph Hepperle, George Mason University**

Value of Program Structure and Support (Students)

"In August I'm starting in software engineering, which is a stem major. The program showed me that even though it's not the easiest if I put the effort in I can definitely be successful in that area." - **Alec Avier Rodriguez-Velazquez, University of Puerto Rico-Mayagüez**

Conclusion

In 2025, the Building Hispanic Talent Initiative® entered Phase II with strong momentum—serving 368 students from 91 high schools and supporting them in earning 1,185 college credits with a 94% pass rate. Students reported increased confidence in pursuing STEM and energy-related careers, strengthened connections with faculty and mentors, and a clearer understanding of the academic and professional pathways available to them. These accomplishments reaffirm the program's effectiveness in building college readiness, broadening access to STEM opportunities, and providing meaningful exposure to the energy industry.

By expanding recruitment pipelines, aligning course offerings with workforce demand, and enhancing career exploration through Dominion Energy partnerships, HACU is well-positioned to elevate impact in the coming program cycle.

HACU and its partner institutions express deep gratitude for Dominion Energy's continued investment in cultivating a diverse, innovative, and highly skilled talent pipeline. As we move into Year 5, we are energized by the lessons from 2025 and committed to building an even stronger, data-informed, and student-centered model that prepares the next generation of leaders to shape the future of the energy industry.