



WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION COMPENDIUM

2023



EXCELENCIA IN EDUCATION ACCELERATES LATINO STUDENT SUCCESS IN
HIGHER EDUCATION BY LINKING RESEARCH, POLICY, AND PRACTICE.

THE FOLLOWING ORGANIZATIONS DEMONSTRATE THEIR BELIEF
IN THE ABILITIES AND TALENTS OF LATINO STUDENTS TO
SUCCEED IN HIGHER EDUCATION BY SUPPORTING
THE 2023 EXAMPLES OF EXCELENCIA

LATINO STUDENT SUCCESS CHAMPIONS



Lumina™
FOUNDATION



JPMORGAN CHASE & Co.



TABLE OF CONTENTS

FORWARD	2
EVIDENCE-BASED PRACTICES THAT WORK FOR LATINO STUDENTS IN HIGHER EDUCATION.....	3
BRINGING TOGETHER A COMMUNITY OF PRACTICE.....	4
FINDING WHAT WORKS FOR LATINO STUDENTS.....	5
2023 EXAMPLES OF EXCELENCIA SELECTION COMMITTEE.....	6
2023 EXAMPLES OF EXCELENCIA PROGRAMS	7
ASSOCIATE LEVEL	
Engineering Program at Wright [IL].....	9
Community Health Worker Program at the Arturo Velasquez Institute [IL]	11
Eagle Promise Program [TX]	12
Early Childhood Education (ECE) ESL Embedded Tutoring and Peer Support [PA]	13
The Village [CA]	14
BACCALAUREATE LEVEL	
Spanish Community Translation and Interpreting Program [TX]	16
Accelerate, Complete, Engage Program at John Jay College [NY]	18
CSUN Bridge to the Future Scholars Program [CA].....	19
Program for Research Initiatives in Science & Math [NY]	20
GRADUATE LEVEL	
Graduate Equity Fellowship Program [CA].....	22
Ánimo Latinx Counseling Emphasis [CA]	24
Certificate of Biliteracy [TX].....	25
Keep Running With Us [TX]	26
The Bridge-to-Math-Doctorate Program in the Department of Mathematics [TX].....	27
COMMUNITY-BASED ORGANIZATION LEVEL	
College and Career Success [TX]	29
Career & Life Skills [DC]	31
Emerging Leaders Program [VA]	32
ScholarSHPE [CA].....	33
Scholars Program [DC]	34
2023 PROGRAMS TO WATCH	36
JOIN US FOR 2024 EXAMPLES OF EXCELENCIA	39
CONNECT TO OUR RECOGNIZED PROGRAMS.....	40

FOREWORD

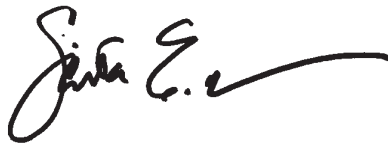
In the news and public discourse today, there seems to be an emphasis on what is not working and on finding who to blame. In choosing to focus primarily on the negative, they miss opportunities to bring attention to the many efforts that are working and the people that are making a positive difference.

At *Excelencia in Education*, we chose differently. We focus on the many strengths of Latino students, the commitments and common cause of higher education professionals who strive to serve them, and our asset-based frame to accelerating Latino student success in higher education. And we bring attention to these strengths, commitments, and assets by recognizing, celebrating and strengthening effective efforts making a positive impact on Latino students and all students, across the country every day.

Our commitment to bring positive attention to people and practices making a positive difference and celebrating the excellence in our community is core to our values and purpose as an organization. We created *Examples of Excelencia* in 2005 as a critical component of our approach to accelerate Latino student success by aligning data, practice, and leadership. After 19 years of using data and research, 18 years of identifying and recognizing what works, and 12 years of networking dedicated leaders, we are redoubling our own efforts to ensure the work by these programs to intentionally serve our students is recognized, valued, and invested in widely.

The people and programs investing every day in the promise and potential of Latino students compliments the commitment and effort of the students themselves to meet their educational goals. This year, we had 230 program nominations from over 35 states and over 100 detailed submissions for *Examples of Excelencia*. That alone is proof that good work and good people around the country are making a positive difference for Latino students. *Excelencia* recognizes their life-changing work.

Of these many good programs, 19 stood out for increasing academic opportunities and accelerating Latino student success through their goals, practices, and evidence of effectiveness. These programs are examples of what is possible when we begin with a focus on assets and invest in what we all know works: knowledgeable and caring adults who meet students where they are in their growth and leverage all they can to ensure each student is able to advance their potential and dreams. Especially in these challenging times, we need to bring attention to and invest in efforts making a positive difference for our students. All of us can do this to advance opportunities for our students, their futures and and our communities.



Sarita E. Brown
President



Deborah A. Santiago
CEO

EVIDENCE-BASED PRACTICES THAT WORK FOR LATINO STUDENTS IN HIGHER EDUCATION

Excelencia in Education brings to a national audience evidence-based practices situated at higher education institutions and community-based organizations across the country that are intentionally serving Latino students. The 2023 Examples of *Excelencia* Finalists shared narratives about their work that focused on student empowerment through embracing bilingualism and biculturalism, addressing financial barriers by providing scholarships and meeting basic needs, and creating pathways to colleges that help students achieve economic mobility and close educational opportunity gaps.

These 19 programs are making a difference in the lives of their students through practices that are intentionally serving Latino students, while serving all. These programs model what other institutions and organizations can implement in their own communities.

Below are a few themes from the 2023 Examples of *Excelencia* recognized programs:

<p>Embracing language and culture to enhance academics</p>	<p>Many Finalist programs are empowering students through opportunities to embrace their language and identities in the classroom. Spanish bilingualism is needed to meet community and workforce needs. Through bilingual coursework, curriculum design, and experiential opportunities, programs are creating educational environments so Latino and other post-traditional students can answer those needs.</p>
<p>Intentional pathways that provide long-term support</p>	<p>Finalist programs across the board showcased their commitment to supporting students for significant parts of their educational journey. Some programs supported students from middle school to college and beyond. Programs are providing pathways to further the educational opportunities for their Latino students with programming that supports transitions between degree programs.</p>
<p>Belonging and support through mentorship</p>	<p>Almost all Finalists described embedded peer and faculty/staff mentorship in their programs. Students shared that mentorship was essential to developing a community with others who share similar lived experiences as them.</p>
<p>Addressing financial barriers</p>	<p>Scholarships, financial aid, financial coaches and advisors, financial literacy training, assistantships, and fully funded graduate programs are some ways programs were addressing financial barriers for students. Some provided access to robust basic needs for their diverse populations through housing, paid legal aid, and access to mental health counselors.</p>
<p>Robust community connections for support services and career opportunities</p>	<p>A key to serving is having partners and leaders that students and families trust. Programs described deep and intentional partnership building to provide comprehensive services and career opportunities to students.</p>

BRINGING TOGETHER A COMMUNITY OF PRACTICE

For those that work in higher education, developing programming, engaging students, identifying metrics, and gaining community support are all part of the job. Practitioners are dedicated to supporting their students on campus and in their community, uniquely focusing on the strengths of those closest to them. But what happens when you collectively bring together practitioners across the country, specifically those dedicated to increasing Latino student success? A community of common cause all working for Latino student success is established and this is something *Excelencia* in Education has cultivated for 18 years.

Examples of *Excelencia* is the only national data-driven initiative that recognizes programs at the Associate, Baccalaureate, and Graduate levels as well as at Community-Based Organizations that are using evidence of effectiveness in accelerating Latino student success. Through a year-long process, *Excelencia* identifies programs increasing academic opportunities and improving achievement for Latino students. Since 2005, more than 2,000 programs have been submitted for consideration and over 400 have been highlighted by *Excelencia*. Evidence-based practices use data to show student success in ways unique to that program. This approach recognizes and celebrates where programs are on their journey of accelerating Latino student success.

The way we recognize programs:

- Finalist programs stand out due to their strong narrative surrounding their mission and goals, history and practices, and evidence of effectiveness all with an intentional lens and success in serving Latino students.
- Among the Finalists, one program in each level is chosen as the Example of *Excelencia* for the year. These four programs demonstrate an exemplary way of serving their Latino students in an asset-based, culturally responsive way.
- Programs to Watch are up-and-coming programs that are recognized for their positive impact on the success of Latino students and how they are growing their evidence of effectiveness.

Program recognition goes beyond this compendium and our capstone event, *Celebración de Excelencia*. *Excelencia* amplifies our recognized programs by featuring them in policy and research efforts, promoting them to journalists and potential funders, and providing public speaking opportunities. *Excelencia* also convenes small cohorts of program leaders to share and learn about other efforts happening across the country. These Finalists join our expanding list of over 200 programs in the Growing What Works Database found on our website at EdExcelencia.org/Growing-What-Works. *Excelencia* urges all readers to amplify the work of the programs displayed in this compendium.

FINDING WHAT WORKS FOR LATINO STUDENTS









Excelencia annually seeks out programs for Examples of *Excelencia* through a rigorous review of profile submissions that intentionally serve Latino students in higher education. The process launches with a national call for nominations and submissions and culminates in a public celebration at *Celebración de Excelencia*.

Overview of the annual process:

- National call for nominations of initiatives improving Latino student success in higher education yielded 238 nominations from 37 states, D.C., and Puerto Rico.
- Programs submit their program profiles and *Excelencia* staff review and select a set of finalists. This year 19 finalists were selected from 103 profile submissions across 20 states, D.C., and Puerto Rico.
- A national selection committee reviews the finalists and selects one Example of *Excelencia* for each level: Associate, Baccalaureate, Graduate, and Community-Based Organizations.

The criteria for recognition focuses on a program’s intentionality to serve Latino students, among all students, and supported by evidence that demonstrates positive results for Latino participants.

The following criteria are taken into consideration, though it is not necessary for programs recognized through Examples of *Excelencia* to possess all factors. Programs selected provide clear alignment between their mission, goals, practices, and evidence of effectiveness.

 <p>Cultural Competency: Program takes into account Latino students’ cultural background and history and uses practices that reflect that.</p>	 <p>Intentionally Serving Latino Students: Program does not need to only serve Latino students but program practices explicitly target Latino student needs.</p>
 <p>Concrete Metrics: Quantitative metrics disaggregated for Latino participants and show correlation between a program’s practices and student success. Qualitative metrics are also considered as a supplement to quantitative metrics to show a programs impact on its students.</p>	 <p>Elements of a Strong Story: Strong stories of effective programs show alignment between a program’s mission, goals, practices, and use of data showing their success.</p>
 <p>Sustainable: Program’s essential staff and leadership show commitment to the program’s efforts. The program has a diverse set of funding sources and/or secured funding for the future.</p>	 <p>Easily Replicable: The ability for other institutions/communities to implement similar program practices at low costs.</p>
 <p>Longevity: Programs that have been in existence for at least three years.</p>	 <p>Use of Practices Proven to Work: Program has implemented known practices that have demonstrated successful outcomes for Latino students.</p>

2023 EXAMPLES OF EXCELENCIA SELECTION COMMITTEE

Every year, *Excelencia* assembles a group of leaders with diverse backgrounds in education, public policy, workforce development, and philanthropy to review and select the four Examples of *Excelencia* from an identified list of Finalists.



We are so thankful for the time, energy, insight, and commitment to Latino student success from this year’s committee.

2023 SELECTION COMMITTEE MEMBERS

MEMBER	TITLE	ORGANIZATION
Chris Coxon	Managing Director	Educate Texas
Linda Garcia	Executive Director	Center for Community College Student Engagement
Nikki Graham Spector	Philanthropic Director	The Hector and Gloria López Foundation
Kimberly Jones	Executive Vice President	Council for Opportunity in Education
David LaNore	Member Services Manager	National College Attainment Network
Tia McNair	Vice President for Diversity, Equity, and Student Success	Association of American Colleges and Universities
Rafael Pasillas	Director, Initiatives	The Council for Adult & Experiential Learning
Betsy Prueter	Senior Director of Programming	Postsecondary National Policy Institute
Maria Reyes	Global Workforce Innovation & Development Manager, Google Cloud	Google
Estela López, Chair	Senior Associate	<i>Excelencia</i> in Education

2023 EXAMPLES OF EXCELENCIA

ASSOCIATE LEVEL

EXAMPLE

Engineering Program at Wright
City Colleges of Chicago, Wilbur Wright College — Chicago, IL

FINALISTS

Community Health Worker Program at the Arturo Velasquez Institute
City Colleges of Chicago, Richard J. Daley College — Chicago, IL

Eagle Promise Program
Houston Community College System — Houston, TX

Early Childhood Education (ECE) ESL Embedded Tutoring and Peer Support
Reading Area Community College — Reading, PA

The Village
Cerritos College — Norwalk, CA

BACCALAUREATE LEVEL

EXAMPLE

Spanish Community Translation and Interpreting Program
The University of Texas at Arlington — Arlington, TX

FINALISTS

Accelerate, Complete, Engage Program at John Jay College
City University of New York, John Jay College of Criminal Justice — New York, NY

CSUN Bridge to the Future Scholars Program
California State University, Northridge — Northridge, CA

Program for Research Initiatives in Science & Math
City University of New York, John Jay College of Criminal Justice — New York, NY

2023 EXAMPLES OF *EXCELENCIA*

GRADUATE LEVEL

EXAMPLE

Graduate Equity Fellowship Program
California State University, Chico — Chico, CA

FINALISTS

Ánimo Latinx Counseling Emphasis
California State University, Fullerton — Fullerton, CA

Certificate of Biliteracy
Texas Woman's University — Denton, TX

Keep Running With Us
The University of Texas at San Antonio — San Antonio, TX

The Bridge-to-Math-Doctorate Program in the Department of Mathematics
The University of Texas at Arlington — Arlington, TX

COMMUNITY-BASED ORGANIZATION LEVEL

EXAMPLE

College and Career Success
Breakthrough Central Texas — Austin, TX

FINALISTS

Career & Life Skills
El Próximo Paso/The Next Step PCS — Washington, D.C.

Emerging Leaders Program
Edu-Futuro — Arlington, VA

ScholarSHPE
SHPE: Leading Hispanics in STEM — City of Industry, CA

Scholars Program
New Futures — Washington, D.C.

Engineering Program at Wright



Institution: City Colleges of Chicago, Wilbur Wright College

Website: engineering.ccc.edu

Program Location: Chicago, Illinois

Year Started: 2018

Issue Area: Academic Program

Program Focus: Career/Workforce, Transfer

MISSION AND GOALS

The mission of the Engineering Program at Wright (EPW) is to make all students thrive in engineering and computer science, especially Black, Latino, and female students underrepresented in the field. The Program equips Latino students with holistic support and individualized attention to accelerate their success in college and beyond. As one program serving the community of the City Colleges of Chicago it has an immediate goal to increase Latino students pursuing and completing an associate or bachelor's degree in engineering or computer science.

WHAT STUDENTS SAID ABOUT THIS YEAR'S EXAMPLE:

One of our students came to the US from Guatemala with his mother for an American dream. He always wanted to be an engineer but his mother had cancer. He was forced to work at a bank and care for her while being part of EPW. The Program customized our support and provided him individualized support. He was able to transfer to the school of his dream even without the required academic profile. He finished his mechanical engineering degree in December 2022 and is now a [full-time corporate] engineer. His mother is in remission and he contributed all his success to the individualized support of the program.

Overall EPW hopes to:

- Contribute to increasing diversity in engineering in the country by increasing enrollment, transfer, bachelor's degree completion, and job placement of underrepresented students, especially Latinos.
- Create frameworks that the entire CCC and other community colleges can replicate to make every Latino student, not just in engineering, accelerate success.

HISTORY AND PRACTICES

The Engineering Program at Wright is a robust and equitable program built upon the outcomes of a 2015-2017 Engineering Pathways (EP) Pilot. Emerging from this pilot program the team recognized that underprepared students were being excluded from the 2+2 opportunity with The Grainger College of Engineering at University of Illinois Urbana-Champaign. Through a NSF-HSI research inaugural grant, EPW was started and could help address this need. With grant support, EPW was able to develop a “Contextualized” Engineering Bridge program to lift students’ academic preparation and increase Latino applicants’ access. The Bridge is designed for underprepared students to improve their Math and Chemistry skills to accelerate engineering degree completion. It developed a holistic and programmatic approach to increase retention and transfer rates, and expanded admission to more institutions. The grant allowed for increased partnerships with industry for internships, Latino high schools, and the Wright College Avanza program, a bilingual engineering program for Latinos. The knowledge gained through EPW’s research-based and data-driven approach of creating practices to serve Latinos has changed Wright College and the approach of the entire CCC system.

PROGRAM IMPACT

Since the inception of the Program in 2018, EPW has served **909** students of which **68%** are Latinos. As enrollment has increased over the years, the program is well on its way to meet its goal of **500** enrolled students for Fall 2023. EPW’s Latino students are succeeding at the same rate as Black, Asian, and white counterparts. In addition the program has achieved the following:

- In the last three years, EPW’s Fall to Fall retention ranges from **93% to 96%** and their transfer rate is **75%** within two years and up to **85%** within three years from admission.
- The Contextualized Bridge Program has served 202 students to date and **70%** of Bridge participants are Latino. All Bridge participants eliminated at least one semester of remedial math and **54%** were placed into calculus.
- The Bridge participants are building upon the success of the first cohort that were all Latino students. The students were able to eliminate remedial math coursework and transferred within two years and go on to complete their bachelor’s degrees.

PROGRAM POINT OF CONTACT

Doris Espiritu

Sr. Advisor to Provost and Dean of Engineering and CS
despiritu@ccc.edu
773-481-8375

Community Health Worker Program at the Arturo Velasquez Institute

Institution: City Colleges of Chicago, Richard J. Daley College

Website: catalog.ccc.edu/academic-program-requirements/community-health-care-worker-basic-certificate/

Program Location: Chicago, Illinois

Year Started: 2019

Issue Area: Access

Program Focus: Adult Learners, Bilingual/ESL

MISSION AND GOALS

The Community Health Worker Program at the Arturo Velasquez Institute (CHW) program aims to provide a pathway for Latino adult learners to earn a credential that allows them to enter the workforce and serve as a leader and resource to their community in the Southwest side of Chicago. The program's goals include:

- Access — assist participants in achieving an academic credential in the US.
- Community Health Knowledge — increase the pool of individuals from the community who are credentialed and employed in roles that bring their expertise and role as trusted community members together; and to increase the general level of health knowledge and access to trusted information sources in the community.
- Eliminate Financial Barriers — eliminate financial barriers associated with programs at a college level through college and community collaborations.

HISTORY AND PRACTICES

In 2018, Daley College was approached by community partner, *Enlace Chicago*, about offering a bilingual/Spanish-language Community Health Worker program because *Enlace* had invested in hiring *promotoras*. These *promotoras* were credentialed in their home country but lacked a credential in the US. Daley College submitted paperwork to have the CHW approved by the Illinois Committee College Board and its first cohort began in Spring 2020.



Information sessions for recruitment are offered to prospective students throughout the city and are conducted in Spanish. Students complete workshops covering the entry process including college applications, student portal, preparing for the English placement test, and financial aid. After meeting with an academic advisor, students register for courses and begin study. Books for the program were purchased and placed at the library so students may use them at no cost. This effort came from additional grant support and as a direct result from lessons learned from the first cohort.

PROGRAM IMPACT

Eliminating financial barriers is a high priority for the college and its community partners. The first three cohorts, plus its two in-progress cohorts, have served students that only identify as Latino. They have a retention and completion rate of **95%**. Of the three cohorts who have completed the program:

- Almost all students received financial support through the City Colleges of Chicago's Gateway Scholarship (covering **50%** of tuition) or the Future Ready Initiative that covers **100%** of tuition.
- Additionally, **26 of the 41** also received an additional PAES Scholarship through *Enlace Chicago* to cover their remaining balances.
- Over **90%** have transitioned from the Adult Education program to college credit coursework.

PROGRAM POINT OF CONTACT

Alicia Rodriguez
Dean, Arturo Velasquez Institute
arodriguez353@ccc.edu
773-838-1834

Eagle Promise Program

Institution: Houston Community College System

Website: hccs.edu/applying-and-paying/financial-aid/eagle-promise-program

Program Location: Houston, Texas

Year Started: 2019

Issue Area: Access

Program Focus: Scholarship

MISSION AND GOALS

The mission of the Eagle Promise Scholarship is to remove financial barriers for students entering the Houston Community College System (HCC) directly from high school. The program aims to assist students in accessing a quality education immediately after high school to keep them on track to obtain a 2-year degree within three years or less. In the Houston area, Latinos make up most of the young population, however they have not been able to attend college at the same rate as their non-Latino peers.

Specific goals for this program include:

- Ensuring at least 50% of students in the program transfer or receive an award within three years.
- Encourage at least 60% of Eagle Scholars to enroll full-time — a rate higher than HCC’s general population.
- Assist Eagle Scholars with their persistence, specifically aiming for 75% of Eagle Scholars to persist from their first fall to spring and 60% from their first fall to the next fall.

HISTORY AND PRACTICES

A needs analysis showed most students in the HCC area districts did not enroll in postsecondary education immediately after high school with the college-going rate for Latino students to be even lower. Cost was cited most frequently as a challenge, thus, the Eagle Promise program was founded to remove financial barriers. Eagle Scholar students have tuition, fees, and up to \$500 in books covered.

Students residing in the HCC taxing district and who have graduated from high school the spring prior to fall enrollment are eligible for this program. Potential students need to submit a FAFSA (if eligible) or TASFA (available for



undocumented students) and must have an Expected Family Contribution of less than \$10,000. Students can apply their program benefits to any associate degree or certificate program requiring at least 30 credits.

PROGRAM IMPACT

The Eagle Promise program supports students enrolling full-time at HCC and have found that participants enroll higher compared to non-participants.

- Latino Eagle Scholars enroll full-time at **61%** compared to **29%** for students who are not Eagle Scholars.
- Among all Eagle Scholars, **63%** enroll full-time for each term they enroll compared to **32%** for other non-participating students.

Eagle Scholar students also have higher persistence rates compared to other students.

- Eagle Scholars have persisted from their first fall to spring at a rate of **87%** compared to **70%** of other students.
- Latino Eagle Scholars persisted at a rate of **87%** compared to **71%** for Latino non-participants.
- Eagle Scholars persisted from their first fall to the next fall at a rate of **64%** compared to **42%** of other students.
- For Latino students, their rates were **65%** for Eagle Scholars compared to **45%** for other Latino students.

PROGRAM POINT OF CONTACT

Martin Perez

Dean Student Success
martin.perez5@hccs.edu
713-718-7005

Early Childhood Education (ECE) ESL Embedded Tutoring and Peer Support

Institution: Reading Area Community College

Website: racc.edu

Program Location: Reading, Pennsylvania

Year Started: 2017

Issue Area: Academic Program

Program Focus: Discipline/Subject, Mentoring

MISSION AND GOALS

The Early Childhood Education (ECE) programs at Reading Area Community College (RACC) prepare students to be qualified, culturally responsive, early childhood educators who integrate theory to best practices in diverse, equitable, and inclusive early childhood settings. The ECE ESL Embedded Tutoring and Peer Support Project offers entry-level coursework using a Universal Design for Instruction and Learning (UDL) approach which includes course-embedded ESL support and mentoring. The program is important to the childcare industry and teacher pipeline in Reading, Pennsylvania, that has a Hispanic population of 66%. This project focuses on developing the skills of the incumbent ECE workforce, which includes a significant number of Latino students.

The goals of this program include:

- Providing the first three courses of the ECE college credit certificate/associate degree program to students of all levels (no prerequisites).
- Embed ESL support in the form of peer mentoring and ESL coaching in each course.
- Redesign instruction to meet UDL and culturally responsive principles.
- Demonstrate student success in all courses.

HISTORY AND PRACTICES

In order to provide qualified caregiving staff to early childhood centers in the community, it is essential for this program to identify innovative ways to address the Latino student population. An early partnership with United Way helped establish the practice of one dedicated ESL coach (partner provided) and one in-class peer mentor (provided by the college). Grant support has provided, particularly Latino students, tuition assistance, embedded ESL tutoring, peer mentoring, and intentional revision of instructional



materials. The first three courses in the ECE program at RACC were redesigned to include UDL principles and embedded support. Some changes include the adoption of Open Educational Resources and the development of videos to show class concepts and assignments with Spanish closed captions. The program also incorporates bilingual, Spanish speaking staff and mentors that are supporting students in and out of the classroom.

PROGRAM IMPACT

The success of the partnership with United Way resulted in a 6 percentage point increase in Latino student participation and allowed RACC to replicate this for more students from Latino-operated childcare centers. Replication increased the number of Latino students earning credits for the Child Development Associate credential which in turn helped area childcare centers improve their statewide quality rating. The redesigned courses have seen a higher course success rate for Latino participants than the Latino student success rate in all 100-level courses.

- In the 2021-22, the average success rate of Latino students in these courses was **74%** compared to **66%** for Latinos in all 100-level courses.
- In 2019-20 those same numbers for Latino students are **86%** compared to **65%** and in 2018-19 the rates are **71%** compared to **67%**.

PROGRAM POINT OF CONTACT

Nancy Jackson

Coordinator/Professor Early Childhood Education

njackson@racc.edu

610-372-4721 x 5263

The Village

Institution: Cerritos College

Website: cerritos.edu/falcons-nest

Program Location: Norwalk, California

Year Started: 2020

Issue Area: Support Services

Program Focus: Housing Insecurity

MISSION AND GOALS

The mission of Cerritos College's basic needs program is to provide centralized services for students experiencing need insecurity through on and off campus resources, community collaboration, and advocacy efforts that ensure educational success. The primary goal of Cerritos College's housing programs, like the Village, are to ensure unhoused students are linked to stable housing and that housing-insecure students are provided stability to prevent them from losing housing.

The following goals inform and provide direction for Cerritos College's housing programs:

- Increase the proportion of participants with an education plan to 100% to support students' degree and certificate completion.
- Shorten Black/African American and Latino students' time to completion.
- Expand the housing programs through continuous evaluation to reach underserved student populations.

Cerritos College serves ten cities, including those that are upwards of 95% Latino residents. For Cerritos, as a Hispanic-Serving Institution and community college, serving their Latino student population means serving their school and local community.

HISTORY AND PRACTICES

In 2016, amid the rising cost of living, Cerritos College partnered with Jovenes, Inc., a local Southeast Los Angeles-based housing provider to help connect students to local housing. In 2020, the partnership grew to develop The Village, California's first community college housing project exclusively for homeless students. Located near campus, the project features seven townhomes with a mix of free and affordable rentals for students 18-25 years old. The program recognizes the importance of building a community of trust with their



Latino students by providing them housing alongside holistic support, such as one-on-one counseling and legal services. Their additional programs serve older students, those with dependents, and also attempts to prevent housing loss by offering up to 6 months of rental subsidies. They continue to expand with consideration for cultural influences on the household structures of their diverse student body.

PROGRAM IMPACT

Cerritos College found that participants maintain a higher GPA, complete their programs faster, and are more likely to transfer than non-participants of their housing programs. Unlike cohort-based programs, those at The Village are able to enter and exit the program throughout the year.

- Latino participants have a higher start GPA and gain **0.16** grade points and have an exit GPA of **2.8**. This is compared to a **2.0** GPA for non-participating Latino students and **1.8** among all non-participants.
- For degree or certificate attainment, **25%** of Latino participants earned an award within their first two years compared to **10%** of Latino non-participants and **15%** of all non-participating students.
- Of Latino participants **14%** have matriculated at 4-year institutions. Campus-wide, the transfer-out rate is **11%**.
- Educational plans mapping course requirements prove to be an effective measure of program participants: **93%** of Latino participants, and of all participants, have an educational plan versus **74%** of non-participating Latino students and **68%** of all non-participants that have an educational plan.

PROGRAM POINT OF CONTACT

Pamela Sepulveda

Case Manager

psepulveda@cerritos.edu

562-860-2451 x2431

What students said about this year's Associate Level finalists...

“Para mi es un sueño hecho realidad obtener este certificado Básico en mi idioma. Es muy importante saber que los colegio comunitarios tienen esa preocupación por la gente inmigrante y cómo podemos salir adelante...Estoy muy contenta de tener mi certificado básico de CHW. Ahora soy la coordinadora de un gran Red de promotoras que se llama RED PAES (Promoviendo, Abogando y Educando por la Salud).”

Translation: For me it is a dream come true to get this basic certificate in my own language. It is very important to know that the community colleges have that concern for immigrant people and how we can get ahead...I'm so happy to have my CHW certificate. Now I am the coordinator of a large promoting network called RED PAES (Promoting, Advocating and Educating for Health Network).

Community Health Worker Program at the Arturo Velasquez Institute

“Eagle Promise Program is a stepping stone allowing me to achieve my highest goal, which is attending college, and pursuing a career that betters society as a whole. Eagle Promise Program is the helping hand guiding me towards the best opportunities of a fulfilling future of helping others.”

Eagle Promise Program

“When I first started classes, it was very stressful and difficult. Although I could read the assignment directions in English, I had a hard time understanding what was expected of me. When I started taking the classes with the embedded tutors in them, I was so relieved. They gave me the support to understand how to complete the assignment. They could break down the assignments and explain them in detail. They helped me feel more secure in my abilities and the one-on-one relationship was so beneficial. I liked the personal attention and support.”

Early Childhood Education (ECE) ESL Embedded Tutoring and Peer Support

“I really appreciate the housing program and [case manager] for helping me, especially encouraging me to keep striving through school and managing my finances. I learned a lot about budgeting for the better and it helped me set new goals to thrive for in the future.”

The Village

Spanish Community Translation and Interpreting Program



Institution: University of Texas at Arlington

Website: uta.edu/academics/schools-colleges/liberal-arts/departments/modern-languages/academics/undergraduate/spanish

Program Location: Arlington, Texas

Year Started: 2006

Issue Area: Academic Program

Program Focus: Career/Workforce, Discipline/Subject

MISSION AND GOALS

The mission of the Spanish Community Translation and Interpreting Program is to provide a high-quality education that allows their graduates to meet the growing demand for translators and interpreters in the US. According to the Bureau of Labor Statistics, employment for translators and

interpreters is projected to grow 24% by 2030, three times faster than the average for all occupations (8%). The program's intended outcome is that students successfully obtain these jobs after graduation. The program's main goals are to:

- Affirm and maximize students' skills in English and Spanish with course offerings that respond to current market and professional demands.
- Provide students with leadership and networking opportunities in the community through internships, service-learning, mentoring, and instruction.
- Equip students with the skills, credentials, and professional opportunities needed to succeed in their careers.

By offering a B.A. and two certificates in Spanish Translation and Interpreting, this program aims to increase graduation rates among Latino students.

HISTORY AND PRACTICES

When the first student cohort obtained the Certificate in 2008, it was the first and only program of its kind in North Texas. Due to the overall success of the program and its employment rates, UTA created a Certificate in Interpreting and a B.A. in Spanish Translation and Interpreting in 2014. The B.A. is one of the few programs in the nation and the only one oriented towards community translation and interpreting, service-learning, and internships.

Most Latino students in the program are language brokers in that they translate for their parents in immigrant families. UTA actively recruits Hispanic heritage speakers who find this program an invaluable opportunity to professionalize their skills. Effective recruitment practices include visiting lower-level classes and organizing events. Over 80% of the program participants are Latino and all of them are offered service-learning opportunities. Close mentoring is provided to help students graduate. This program collaborates with over 35 community partners where students obtain professional experience while serving the community.

PROGRAM IMPACT

The Spanish Community Translation and Interpreting (T&I) Program tracks four main categories for data: methods increasing Latino presence in higher education; boosting Latino college graduation rates; maximizing Latino students' skills in English and Spanish; and providing students professional opportunities that lead to job opportunities. The following data is a reflection of these four goals:

- The 2021-2022 T&I student body was over **80%** Hispanic compared to UTA's overall Hispanic population of **34%**. Additionally, participants are **72%** first-generation and **75%** Pell eligible.
- While newer, T&I B.A. program has grown nearly eight-fold since its inception in Fall 2014. The number of Latino students grew from **7** that first year to **40** in Fall 2022.

WHAT STUDENTS SAID ABOUT THIS YEAR'S EXAMPLE:

"I obtained my B.A. in Spanish Translation and Interpreting in 2016 and met my boss in my medical interpreting class. I have been part of Children's Health Dallas for over two years. I love getting to work with kiddos and their parents each day as I serve as their language bridge."

- The 4-year graduation rate of Latino students in T&I B.A. is around **88%**. This is **20%** higher than the graduation rate of all continuing Latino students enrolled at UTA (**68%**). All Latino students from the Fall 2014 cohort graduated with a B.A. within six years.
- The 4-year graduation rate of transfer Latino students enrolled in T&I B.A. is **92%** vs **63%** for the university at large.
- Since 2008, 282 students (86% Latinos) have obtained the Certificate in Translation. The Exit Exam pass rate for Latino students is **99%**.
- Since 2015, 64 students (94% Latino) were placed in internships completing a total of **3,921** hours.

PROGRAM POINT OF CONTACT

Alicia Rueda-Acedo
Program Director
aliciarueda@uta.edu
817-301-8438

Accelerate, Complete, Engage Program at John Jay College

Institution: City University of New York, John Jay College of Criminal Justice

Website: jjay.cuny.edu/ace-john-jay

Program Location: New York, New York

Year Started: 2015

Issue Area: Retention

Program Focus: Degree Completion

MISSION AND GOALS

John Jay College's Accelerate, Complete, Engage Program (ACE) is a comprehensive academic support program designed to help students complete their academic journey towards a bachelor's degree on time. ACE is modeled on the principles of the City University of New York's (CUNY) highly successful and nationally recognized Accelerated Study in Associate Programs (ASAP). ACE provides intensive academic advising, career development, tuition scholarships, textbooks, and transportation assistance. The college's mission is "educating for justice" and one of the ways that it lives up to this ideal is by providing its Latino students opportunities to obtain undergraduate degrees with the support of John Jay ACE.

The primary goal of the program is to increase four-year graduation rates with a specific target of at least 50% of program students to earn a bachelor's degree within this timeframe.

HISTORY AND PRACTICES

In 2015, the Robin Hood Foundation provided generous funding to John Jay College and CUNY to plan and implement ACE, an accelerated degree completion demonstration project. The project was created to improve the percentage of students who graduate within four years with a bachelor's degree from John Jay College. To date, ACE has expanded to serve seven additional cohorts of students and has expanded to six campuses across the university.

ACE students receive financial resources that remove barriers to full-time college study. Some of the resources include eliminating any gap between need-based financial aid and tuition and fees, monthly unlimited NYC Transit Metrocards and textbook assistance. Students are



assigned an ACE academic advisor for academic, social, and interpersonal support from entry through graduation. Beyond these practices that research shows works for Latino students, ACE leverages data and intentionally works with all staff to learn more about Latino students and to assess Latino student movement towards timely graduation.

PROGRAM IMPACT

Across three cohorts (Fall 2015, Fall 2017, and Fall 2018), two things are evident. First, ACE consistently lifts up graduation rates for both Latino and non-Latino students suggesting the program is effective for all students regardless of ethnicity. Secondly, the comparison groups have disparities in the four-year graduation rates between Latino and non-Latino students, but there is no disparity by ethnicity seen in the four-year graduation rate, suggesting that ACE is effective in supporting Latino students holistically. Information about ACE's four-year graduation rates include:

- **Fall 2018 cohort** (ACE N=285, Comparison Group N=285):
 - ACE: Latino **57%**, Non-Latino **55%**, All **56%**
 - Comparison Group: Latino **42%**, Non-Latino **47%**, All **45%**
- **Fall 2017 cohort** (ACE N=357, Comparison Group N=354):
 - ACE: Latino **59%**, Non-Latino **61%**, All **60%**
 - Comparison Group: Latino **38%**, Non-Latino **44%**, All **41%**
- **Fall 2015 cohort** (ACE N=262, Comparison Group N=261):
 - ACE: Latino **54%**, Non-Latino **62%**, All **58%**
 - Comparison Group: Latino **38%**, Non-Latino **45%**, All **42%**

PROGRAM POINT OF CONTACT

DeLandra Hunter
Director
dhunter@jjay.cuny.edu
212-887-6136

CSUN Bridge to the Future Scholars Program

Institution: California State University, Northridge

Website: csun.edu/bridge-to-the-future

Program Location: Northridge, California

Year Started: 2017

Issue Area: Access

Program Focus: First-Year Support, Mentoring

MISSION AND GOALS

The mission of Bridge to the Future (B2F) is to build a community-college-career pipeline that promotes academic success through mentoring, relationship building, and community engagement. The goal of B2F is to close the gap in educational access for youth in the community of Canoga Park, California. A community where half of the members identify as Latino/a and has a large first-generation immigrant population. Because of its demographics and location, Canoga Park is overlooked as a locus for regional, educational services. Each year, B2F provides a tuition-free, 4-year California State University, Northridge (CSUN) education to 25 students. The program is based on the idea that university investments in sustainable community relationships can strengthen student success and build local capacity.

Bridge to the Future specifically aims to:

- Reduce equity gaps in student academic performance and degree completion.
- Improve retention of students at the university.
- Improve 4- and 6-year graduation rates beyond the existing campus averages.

HISTORY AND PRACTICES

The Bridge to the Future program was conceived in 2014 as a campus-community collaboration between CSUN and Canoga Park. Initial needs assessments indicated that Canoga Park High School had lower than expected rates of 4-year college enrollment, especially at CSUN, which is six miles from the school. The program was developed to create sustainable relationships with the high school, improve college attendance and success, while building capacity in the local region. The program is unique in that B2F Scholars are provided with the support needed for 4-year degree completion and that they are expected to contribute 20 hours of community service each semester. B2F Scholars have their own space on campus



with access to program-sponsored mentoring, tutoring, and leadership development activities

To intentionally serve their Latino students, bilingual tutoring and mentoring are available and programming is developed in conversation with Scholars, focusing on community projects grounded in their community and that resonate with cultural history, like participating in the annual Dia de los Muertos Festival in Canoga Park.

PROGRAM IMPACT

The B2F program currently serves 114 Scholars across six cohorts. B2F Scholars are 83% first-generation college students, 80% Latino/a, and 68% female identifying. Among the six cohorts of B2F Scholars from 2017-present:

- Latino students have been retained at a rate of **96%** at CSUN (**96%** for the overall program) compared to **82%** for the institution. They have collectively achieved **3.27** GPA higher than the **3.23** for the overall program.
- B2F Scholars have collectively completed over **14,500** community service hours (**14,000** hours completed by Latino students).
- The first class graduated with a **72%** 4-year graduation rate and **100%** will graduate within 6 years. The second class of B2F Scholars graduated with a **46%** 4-year graduation rate, and a **95%** 5-year graduation rate. The program will graduate its third class in May 2023.

PROGRAM POINT OF CONTACT

David Boyns

Director, Bridge to the Future Scholars Program

david.boyns@csun.edu

818-677-3505

Program for Research Initiatives in Science & Math

Institution: City University of New York, John Jay College of Criminal Justice

Website: jjay.cuny.edu/prism

Program Location: New York, New York

Year Started: 2006

Issue Area: Retention

Program Focus: Mentoring, Undergraduate Research

MISSION AND GOALS

In the last fifteen years, the Program for Research Initiatives in Science and Math (PRISM) and its cohort of support programs have transformed John Jay College from a minor player in the advancement of STEM professionals to one of the leading Baccalaureate Origins Institutions for Hispanic Students moving on to STEM PhDs and professional careers. PRISM's mission is to provide high-quality mentored research experiences and its work has garnered recognition for intentionally promoting the advancement of Hispanic and underrepresented students in science.

The program's goals are to:

- Build supportive relationships with faculty, staff, and peer mentors to improve students' engagement in STEM and ability to see themselves as scientists.
- Provide direct career experience to increase self-efficacy and understanding of career expectations.
- Immerse students in the culture and practice of science by developing professional writing and speaking skills.
- Foster lifelong success by promoting resilience, counteracting negative stereotypes, and reducing impostor syndrome.

HISTORY AND PRACTICES

Founded as a College of Police Science, John Jay College saw its student population of white uniformed officers change by the late 1990s. As the college has evolved to reflect broader education objectives in criminal justice, leadership development, and public service, their student population has become multiethnic and highly diverse. With increased enrollments and confronting attrition challenges, the science program took action. Unwilling to accept a deficit model, PRISM was born as part of a series of interventions launched in the early 2000s to meet student needs. These interventions were immediately successful, doubling graduation rates within three years, and



launching three students (two Latino, one female) on to STEM PhD programs (compared to only five in the prior decade). PRISM was intentionally created as a program of excellence and does this by focusing on the needs of Hispanic students. Program staff are bilingual and activities help students see themselves as practitioners and colleagues, rather than outsiders. PRISM provides students opportunities to meet with Hispanic, Black, and female scientists. Families are invited to program activities. Stipends alleviate the need of low-income students to work outside of college. Resiliency training is offered to help students prepare for barriers in STEM after college.

PROGRAM IMPACT

The PRISM program continues to have an immense impact on its graduates, contributing a four-fold increase in the number of graduates from John Jay's science programs, and an almost **ten-fold increase in the number of Hispanic graduates**. In the entire 1990s, only five John Jay undergraduates went on to MD or STEM PhD programs (none Latino). In contrast, during the first seven years of the program's operations from 2006-2013, PRISM contributed to a **nine-fold increase** in the number of students going on to graduate school, with 46 students moving on and an impressive 15 Hispanic students. In recent years (2014-2022), 99 total students (31 Latino students) have moved on to graduate school and John Jay is now among the top Baccalaureate Origins Institutions for Hispanic Doctoral applicants in the country.

PROGRAM POINT OF CONTACT

Anthony Carpi

Vice Provost for Research, International Partnerships, & Student Professional Advancement

acarpi@jjay.cuny.edu

212-237-8944

What students said about this year's Baccalaureate Level finalists...

“When reviewing the impact of ACE on my college career, I often look back on my sister’s experience in college that was relatively short-lived. She had to drop out of college due to my parents’ lack of financial support because they weren’t making enough income, as undocumented immigrants, to bear the burden of a college education. Thus, the ACE program is a financial asset for me. Even if FAFSA doesn’t cover my financial needs, ACE will assure me that I can be the first person with a college degree in my family.”

Accelerate, Complete, Engage Program at John Jay College

“B2F has given me a sense of community. Being a first generation, Latinx college student with immigrant parents I can say that being in this program has helped me immensely with so many of the typical obstacles that someone in my shoes and from a community like mine would typically face. Because of Bridge to the Future I feel as though I have a family at CSUN, and without this family I really do not think that I could have made it through college.”

CSUN Bridge to the Futures Scholars Program

“My experience in PRISM has not only improved my communication and critical thinking skills, but it has made me feel like a true scientist!”
& “My experiences with PRISM and my involvement in the lab have helped me discover new skills and interests. I learned my passion is applying scientific knowledge to help my community.”

Program for Research Initiatives in Science & Math

Graduate Equity Fellowship Program



Institution: California State University, Chico

Website: csuchico.edu/graduatestudies/fellowship-awards/equity-fellowship.shtml

Program Location: Chico, California

Year Started: 1986

Issue Area: Retention

Program Focus: Career/Workforce, Mentoring

MISSION AND GOALS

The mission of the Graduate Equity Fellowship Program (GEFP) is to provide assistance to Latinx students to overcome academic and social barriers to increase their access to graduate degrees. Post-baccalaureate degrees have always provided expanded opportunities but in recent years, the need for a master's degree is growing even in entry-level positions and fields where the master's degree used to be uncommon. The university needs to expand access to graduate education to prepare students for the labor market.

WHAT STUDENTS SAID ABOUT THIS YEAR'S EXAMPLE:

"The fellowship offered crucial financial support that allowed me to spend more time on writing my thesis. It empowered me to present my work in multiple conferences, to connect with scholars, and publish my research. I benefited tremendously from the monthly meetings with other fellows where we discussed how to overcome obstacles in our academic and personal lives. The program provided the inspiration and encouragement that enabled me to apply successfully to a Ph.d. program."

The program hopes to achieve the following goals:

- Increase the number of Latinx students completing graduate degree programs at Chico State.
- Encourage exploration of doctoral degree opportunities, promote consideration and pursuit of university faculty and leadership careers, and assist in the transition to and through doctoral programs.
- Close the equity gap and expand opportunities for Latinx students to attain graduate degrees and careers in academia.
- 100% of fellows attain their master's degree and 2% transition to doctoral degree programs.

HISTORY AND PRACTICES

The Graduate Equity Fellowship program was founded at Chico State in 1986 in recognition that few of their Latinx students were afforded the opportunity to pursue graduate degrees. Although 36% of their undergraduates are Latinx, 22% of their graduate students are Latinx. Additionally, less than 5% of Chico's Latinx students with bachelor's degrees are transitioning to graduate programs (Fall, 2022). To encourage Latinx students to apply to and successfully complete master's programs, GEFP offers a funded, two-year intensive faculty-mentored research assistantship, research skills and writing workshops, and doctoral program exploration and application support. To help students overcome social or cultural barriers, peer-group writing and research collaboratives and opportunities to meet with and develop professional relationships with program alumni are

offered. To minimize their outside employment and student loan debt, students are offered funding for two years to cover 99-100% of their tuition.

PROGRAM IMPACT

The strength of the program rests in the abiding commitment of the graduate dean, staff, and faculty to the educational advancement of Latinx students.

- It has achieved high retention and graduation rates, with **93%** of the program's Latinx students having completed their master's degrees since 1986 (compared to **81%** of the overall grad student population).
- In the past 10 years (up to fall 2022), **97%** of Latinx Graduate Equity Fellows (32 participants) attained their master's degree.
- From fall 2019 to fall 2022 students achieved **100%** retention and graduation rates.
- In the past 3 years, two fellows have transitioned to Ph.D. programs and another will start this fall. This meets their overall target of **2%** of participants pursuing Ph.D. programs. **Two of the three** students are Latinx.

PROGRAM POINT OF CONTACT

Sharon A. Barrios
Dean of Graduate Studies
sbarrios@csuchico.edu
530-514-0965

Ánimo Latinx Counseling Emphasis

Institution: California State University, Fullerton

Website: hhd.fullerton.edu/counsel/program/animo.php

Program Location: Fullerton, California

Year Started: 2018

Issue Area: Academic Program

Program Focus: Discipline/Subject, Mentoring

MISSION AND GOALS

The mission of the Ánimo Latinx Counseling Emphasis, within CSUF's Department of Counseling, is to increase the number of bilingual and bicultural professional clinical counselors to provide culturally responsive mental health services to the Latinx community. Ánimo generally translates to encouragement, motivation, and to give spirit. Ánimo has drawn increasing numbers of applicants for the limited slots per year and is significantly improving Latinx students' sense of belonging in academia, research experiences, advocacy, and completion.

The program hopes to achieve the following goals:

- Empower Latinx Master's level graduate students to increase their sense of belonging in academia and the mental health field.
- Increase Latinx Master's level graduate students' retention and graduation rates.

HISTORY AND PRACTICES

Over the last ten years, an increasing number of students in the program were providing psychotherapy in Spanish without Spanish-speaking supervisors or instructors. Being bilingual and bicultural in social and personal settings does not translate to being able to provide culturally responsive mental health services to Latinx clients. Ánimo was developed to address the need for bilingual skills in the counseling and psychology fields.

Ánimo provides specialized clinical training by infusing Latinx cultural values including *personalismo* (personalism), *familismo* (familism), and *colectivismo* (collectivism) into the curriculum; courses are taught by fully bilingual, bicultural, and culturally responsive faculty. Faculty serve as mentors, role models, and representatives of the Latinx community. Ánimo consists of 5 courses that are embedded within a larger Master's level professionally-accredited program. The courses are primarily taught in English with ample opportunities to build therapeutic Spanish-speaking skills. Topics integrated into the curriculum include those that are relevant to the Latinx community.



PROGRAM IMPACT

Short-term outcomes include Ánimo students applying theory and practice in culturally responsive ways and becoming advocates for Latinx mental health. Long-term outcomes for Ánimo graduates include leading as clinical supervisors/directors of mental health agencies; applying to doctoral studies; and seeking faculty positions.

- Ánimo has an annual goal to accept **15-18** students into the program from the overall 60 accepted into the department. Aside from the lower number of students for Fall 2020—due to COVID—they have **met their goal** of the number of students accepted.
- Of those accepted into Ánimo **93%** identify as Latinx and among those who are not Latinx, all are bicultural and bilingual.
- The Counseling program requires at least 3 years to complete, and working students take 4 years. So far Ánimo has graduated **21** students of whom **90%** are Latinx.
- The Ánimo Research Lab has presented four professional conference presentations and five presentations to the campus community on Latinx mental health. There are **8 students** and **1 alumnus** active in the Ánimo Research Lab.
- Students in the program are being offered competitive practicum stipends and show strong interest in applying for doctoral programs.

PROGRAM POINT OF CONTACT

Olga L. Mejía

Associate Professor and Director of Ánimo Latinx

Counseling Emphasis

omejia@fullerton.edu

657-278-7263

Certificate of Biliteracy

Institution: Texas Woman's University

Website: twu.edu/literacy-and-learning/certificate-of-biliteracy/

Program Location: Denton, Texas

Year Started: 2018

Issue Area: Academic Program

Program Focus: Bilingual/ESL, Mentoring

MISSION AND GOALS

The Certificate of Biliteracy is a post-baccalaureate certification for educators invested in the success of bilingual students' academic achievement. With over 80% of the bilingual population in Texas comprised of Latino Spanish speakers, it is crucial that Latino students and their families see other Latinos in leadership roles.

The program hopes to achieve the following goals:

- Graduate students complete 4 graduate courses focused on bilingualism and literacy.
- Students will learn basic biliteracy principles related to theory and practice.
- Graduates will be able to better serve bilingual students and move into leadership positions in their schools and school districts.

HISTORY AND PRACTICES

All educators serve bilingual students, yet very few have adequate training on how to teach two or more languages. Research shows that students who develop home language literacy along with English literacy are more successful. Therefore, there is a great need for more educators to teach biliteracy across grade levels.

The percentage of Latino graduate students pursuing the Certificate of Biliteracy mirrors the 80% of the bilingual student population in Texas that are Latino Spanish speakers. The program increased the amount of coursework available in Spanish, invited students to complete part of their graduate coursework in Spanish, and recruited professors and graduate assistants knowledgeable in Spanish and English. To obtain the Certificate of Biliteracy, students must: 1) conduct service-learning in a local school with



a bilingual child/youth, 2) read deeply and widely about literacy research with bilingual learners, and 3) complete a biliteracy portfolio showing evidence of their knowledge of creating equitable curriculum and assessment in English and a language other than English, such as Spanish.

PROGRAM IMPACT

The following data shows the impact the program has had in the past four years:

2022 Graduates: **24 total** and **20 Latino**

- Average Latino student score on the Biliteracy Portfolio Assessment was **97%**. Average total student score was **92%**.
- Three Latina students' portfolios were selected as exemplars.

2021 Graduates: **3 total** and **2 Latino**

- Average Latino student score on the Biliteracy Portfolio Assessment was **90%**. Average total student score was **85%**.

2020 Graduates: **2 total** and **2 Latino**

- Average Latino and total student score on the Biliteracy Portfolio Assessment was **100%**.

2019 Graduates: **11 total** and **7 Latino**

- Average Latino student score on the Biliteracy Portfolio Assessment was **92%**. Average total student score was **90%**.
- One Latina student's portfolio was selected as an exemplar.

PROGRAM POINT OF CONTACT

Alexandra Babino
 Program Coordinator
ababino@twu.edu
 940-898-2447

Keep Running With Us

Institution: The University of Texas at San Antonio (UTSA)

Website: future.utsa.edu/graduate/krwu/

Program Location: San Antonio, Texas

Year Started: 2017

Issue Area: Access

Program Focus: College Prep

MISSION AND GOALS

The Keep Running With Us (KRWU) program is designed to retain talented undergraduate UTSA students and alumni in pursuit of graduate education. KRWU's mission is to increase equitable access to education by increasing the percentage of Latino students admitted into master's programs. San Antonio is home to a large and growing Hispanic population. Since educational attainment significantly impacts earnings and employment rate, it is UTSA's moral obligation to make graduate education and social mobility more accessible to those in the local San Antonio and South Texas community. UTSA views its future as inextricably linked to their city and they strive to ensure the university's demographics mirror the communities they serve.

KRWU's goal is to increase equitable access to education by increasing the percentage of Hispanic and Latino students admitted into master's level programs through these initiatives.

HISTORY AND PRACTICES

A 2019 needs analysis at UTSA demonstrated that graduate-level enrollment of Latino students was not consistent with its HSI status. Therefore, to intentionally remove barriers inherent in the graduate admissions process UTSA established the KRWU program in partnership with its colleges. They strategically identify students who are likely to succeed in graduate school but may be unaware or intimidated by traditional graduate admission requirements/processes.

With KRWU, faculty or colleges identify recently graduated undergraduates for a simplified admission process. Selected candidates are fast-tracked through the graduate admissions process that waives fees, test scores and supplemental documentation. Instead, a personal faculty nomination or college invitation is the only required recommendation. The simplified application requires basic demographic



information from the student while colleges compile the remaining information on the applicants' behalf. Upon official submission, students are automatically admitted and notified once accepted. KRWU intentionally serves Latino populations through targeted outreach and guidance about the impact of graduate education via information sessions for first-generation students, Dreamers, and our large population of Hispanic students.

PROGRAM IMPACT

Program effectiveness is tracked by enrollment numbers and number of master's degrees awarded. KRWU is working as expected to facilitate UTSA's Latino undergraduates' enrollment in and graduation from our master's programs. As awareness of the program has grown, the proportion of KRWU graduates who are Latino has increased annually over the proportion of traditionally admitted Latino graduates.

- The four-year average of newly enrolled Latino students admitted via KRWU vs. traditional applications is **55%** for the program compared to **50%** for traditional admits.
- The four-year average of Latino students who graduated annually via KRWU vs. traditional applications are **52%** for the program compared to **46%** for traditional admits.

PROGRAM POINT OF CONTACT

Ambika Mathur

Senior Vice Provost of Graduate Studies and Dean of Graduate School

ambika.mathur@utsa.edu

210-458-4331

The Bridge-to-Math-Doctorate Program in the Department of Mathematics

Institution: The University of Texas at Arlington

Website: fermat.uta.edu/bridge

Program Location: Arlington, Texas

Year Started: 2016

Issue Area: Academic Program

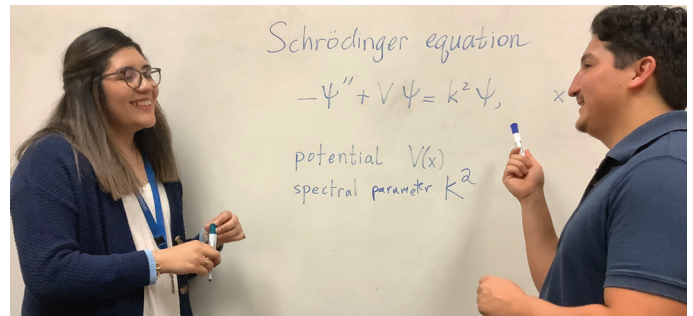
Program Focus: Mentoring, Scholarship

MISSION AND GOALS

The Bridge program's mission is to increase the number and quality of Ph.D. degree recipients among underserved students. The program's goal is to transform participating students into strong candidates for standard PhD programs in the mathematical sciences. The University of Texas at Arlington is a HSI with a fast growing Latino student population. The graduate mathematics program has an excellent record of enrolling Latino students, mentoring them, retaining them, graduating them with PhD degrees, and helping them move to meaningful careers in industry or academia. The program has created an academic environment for their graduate students where their intrinsic qualities and talents can flourish and can experience a sense of belonging.

HISTORY AND PRACTICES

The Bridge program started with the aim to prepare talented but underserved students for doctoral studies in the mathematical sciences. There is a large pool of talented Latino undergraduate students from underserved institutions in Texas and in the nation. However, in cases where these students have not had the opportunity for advanced mathematics courses the ability for them to succeed in a standard PhD program has been limited. The Bridge program hopes to address this with one year of individualized academic preparation to strengthen students' mathematical background for Ph.D. studies, especially in mathematical analysis and advanced linear algebra. Students are treated as regular Ph.D. students and receive faculty and peer mentoring to foster a strong sense of belonging. Bridge scholars are encouraged and guided in choosing the best doctoral program for themselves. Some scholars move to other institutions while others remain with the institution's Department of Mathematics. Bridge scholars who receive a



Ph.D. degree from the University of Texas at Arlington, are admitted with a graduate assistantship.

PROGRAM IMPACT

Even though it is not exclusively meant for underrepresented minority students, most of the Bridge scholars are underrepresented minority students and mostly Latino. Latino Bridge scholars successfully move on to standard Ph.D. programs after their participation. In general, an underserved student underprepared for doctoral studies has a low chance of getting admitted to a doctoral program. Getting admission with a financial assistantship is even less likely. The Bridge program's success indicates that it is possible, with a one-year investment, to improve this trend.

The following is data related to the last three years of the Bridge program:

- In the academic year 2019-2020, there were **12** participants (**4 Latinos**) and **11** of them moved to standard graduate programs with financial assistantships.
- In 2020-2021, there were **6** participants (**all Latino**) and all moved to standard graduate programs with financial assistantships.
- In 2021-2022 there were **7** participants (**all Latino**) and all moved to standard graduate programs with financial assistantships.

PROGRAM POINT OF CONTACT

Tuncay Aktosun
Professor of Mathematics
aktosun@uta.edu
817-272-1545

What students said about this year's Graduate Level finalists...

"As a first-year graduate student, being in a classroom with Ánimo students made me feel welcomed, understood, and represented. This course centered the Latinx culture and allowed me to understand my community and how complex our identities, beliefs, and traditions are ... [it] was very empowering."

Ánimo Latinx Counseling Emphasis

"This program has opened my eyes to what needs to be changed in the school system. I am focusing on all multilingual students to have the same opportunity to flourish and implement the cultural pedagogies in the classroom. Celebrating cultures is essential for all students because it will impact how we interact with one another in the outside world. All educators, administrations, counselors, coaches, and policymakers must take these classes."

Certificate of Biliteracy

"I am very thankful for [KRWU], and I am pleased to have been afforded the opportunity. I believe that my graduate studies helped prepare me for more technical roles in the workforce, and my degree earned will better qualify me for these careers in the eyes of potential employers."

Keep Running With Us

"I believe that UTA, more specifically, the Math Bridge to Doctorate program, truly brought me success and provided me with the skill set necessary as I advance further through my academia career path."

The Bridge-to-Math-Doctorate Program in the Department of Mathematics

College and Career Success



Organization: Breakthrough Central Texas

Website: breakthroughctx.org/

Program Location: Austin, Texas

Year Started: 2001

Issue Area: Support Services

Program Focus: First-Year Support, Mentoring

MISSION AND GOALS

The mission of Breakthrough Central Texas is to build a path to and through college for students who will become the first in their families to earn a college degree. Educational opportunities beyond high school afford greater ability to achieve economic mobility and a life of one's choosing. However, too often, a student's circumstances of birth – gender, race, ethnicity, family's income level, or immigration status – predict the educational opportunities they will be afforded. Breakthrough's programming exists to combat these educational inequities. Breakthrough advisors are trained in preparing students for the navigation of predominantly white institutions, as well as, supporting

Latinx students who are also immigrants and navigating postsecondary systems that have complex and confusing rules for immigrant children.

The program's goal is to increase the number of first-generation and low-income Texas students who graduate from postsecondary institutions. One in three Central Texans is Latinx, and BTCTX is proud to serve this community.

HISTORY AND PRACTICES

Since its inception in 2001, BTCTX has focused on first-generation students' long-term success. From middle school through college diploma, Breakthrough provides 12 years of wrap-around support to help students of color from low-income communities become the first in their families to earn a college degree. They offer career exploration opportunities; ongoing academic advising; personalized, step-by-step guidance on college admissions and financial aid process; and intensive support once students enroll in higher education institutions. Additionally, as a response to the pandemic, BTCTX now arranges for mental health services, incorporates

a trauma-informed approach into their advising service and case management model, added legal aid to their offerings for families, and increased resources for financial assistance.

Breakthrough also has formal partnerships with key area Hispanic-Serving Institutions, co-hosting orientations, sharing data, and collaborating on interventions and supports.

With 76% of students—and nearly half of the staff and Board—identifying as Hispanic, Breakthrough shows its commitment to the Latinx community.

PROGRAM IMPACT

Breakthrough tracks critical milestones toward college completion, including postsecondary rates of enrollment, persistence, and graduation. Breakthrough's key outcome measures are for at least 80% of students to enroll in college after graduating from high school (compared to 37% of the most recent cohort of their Central Texas peers from low-income communities), at least 80% persist to their second year of college (compared to 74% of Central Texas peers from low-income communities), and at least 60% of Breakthrough students graduate from college within 6 years (compared to 38% of Central Texas college students from low-income communities).

Results for Latinx students speak to the program's effectiveness:

- Latinx students in the high school graduating class in 2020, **86%** directly enrolled in college and **80%** persisted to year two of college.
- For the past three years, Latinx students have come close to their ambitious goal of 60% college completion within six years, **58%** of the high school graduating class of 2016, **71%** of the high school graduating class of 2015, and **58%** of

WHAT STUDENTS SAID ABOUT THIS YEAR'S EXAMPLE:

"I would not have gotten to or through college without Breakthrough. The support and safety net they provided me and my family empowered me to get through the toughest parts of my educational and personal journey. Breakthrough held my hand through it all. My mother is extremely grateful. I made her sign that piece of paper in 5th grade [for me to join the program]. Now, she couldn't be prouder."

- the high school graduating class of 2014 reached this goal.
- Breakthrough has seen **214** Latinx students (and **286** students overall) all the way to college graduation, with hundreds following in their footsteps.
 - An independent study confirmed that Breakthrough Central Texas students, even when compared to students with similar demographics and academic standing, are twice as likely to graduate from college as their peers.

PROGRAM POINT OF CONTACT

Arelis Palacios

Director, College & Career Success Team
palacios@breakthroughctx.org
512-692-9444

Career & Life Skills

Organization: El Próximo Paso/The Next Step PCS
Website: sites.google.com/nextsteppcs.org/cls/home
Program Location: Washington, District of Columbia
Year Started: 2010
Issue Area: Support Services
Program Focus: College Prep

MISSION AND GOALS

The mission of El Próximo Paso/The Next Step PCS (TNS) is to provide students who face extraordinary challenges and are not supported in traditional high schools with the opportunity to continue their education. The Career & Life Skills (CLS) department’s mission builds on the school’s mission, “CLS prepares students for their life after TNS, so students know how to continue their education to achieve their full potential and become contributing members of society.” TNS is located in the Columbia Heights and Mt. Pleasant neighborhoods of Washington, DC, which have high Latino resident populations. It is important for TNS to serve its local community and be the place where Latino students can find an academic home. CLS creates access and exposure to higher education opportunities.

The program hopes to achieve the following goals:

- Each semester, CLS Advisors will create a career plan with 80% of students on their caseload.
- Each school year, CLS will expose 100% of enrolled students to career and post-secondary options and experiences.

HISTORY AND PRACTICES

CLS believes in getting to know the “whole” student and takes a holistic advising approach to provide an encouraging and empowering environment to appropriately transition students to their next steps. Advisors aim to meet students where they are and provide career assessments, 1:1 career planning, dual enrollment, post-secondary tours, fairs, thoughtful events, life skills curriculum, intentional partners, alumni support, and translated materials.

CLS also focuses on life skills enhancement to encourage students to be model students/employees and to leverage their current employment for growth within the industry. CLS exposes students to different degree types, including certificates. Students are between the ages of 16 and 30, and most Latino students are parents, work full-time, are



immigrants, and only want to learn English for more work, so CLS works to broaden their mindsets to think beyond TNS, to invest in themselves, and not be confined by the cycles and norms of their family or community.

PROGRAM IMPACT

TNS is a year-round school with open enrollment each semester offering 6 levels of English and Spanish GED and ESL. It enrolls 300-400 students each year (90% Latino) and offers a day and evening program for DC residents between the ages of 16 and 30. Students enrolled in GED levels 5 & 6 are eligible to attempt the GED exams. These levels usually consist of 45-30 students. Graduates are students who pass all GED exams or who complete the foreign transcript evaluation process and receive an equivalency of at least a US high school diploma (a process CLS helps students navigate and financially).

- SY19-20 = **100%** of 33 graduates were Latino. For dual enrollment courses: 30 out of 40 eligible students participated and **83%** of them were retained & completed the course. 92% of participants were Latino.
- SY20-21 = **96%** of 23 graduates were Latino. For dual enrollment courses: 26 out of 32 eligible students participated and **80%** of them were retained & completed the course. 90% of participants were Latino.
- SY21-22 = **91%** of 20 graduates were Latino. For dual enrollment courses: 20 out of 30 eligible students participated and **70%** of them were retained & completed the course. 95% of participants were Latino.
- In all school years 2019-2022, CLS met with 100% of students in levels 5/6 and **90%** engaged further to create career plans.

PROGRAM POINT OF CONTACT

Vita Soto
 Career & Life Skills Director
Vita@nextsteppcs.org
 202-319-2249

Emerging Leaders Program

Organization: Edu-Futuro

Website: edu-futuro.org/emerging-leaders-programs/

Program Location: Arlington, Virginia

Year Started: 2006

Issue Area: Access

Program Focus: College Prep, Mentoring

MISSION AND GOALS

Edu-Futuro's mission is to empower immigrant and underserved youth and families through mentorship, education, leadership development, and parental engagement. The Emerging Leaders Program (ELP) is the cornerstone of service offerings, helping to break the cycle of poverty among Edu-Futuro families by providing Latino and immigrant students in Northern Virginia with long-term support for high school graduation and college success in four consecutive stages. According to data from Fairfax County Public Schools (FCPS) -- the program's principal educational partner and the nation's 10th largest school district, Latino students are experiencing disproportionately high rates of chronic absenteeism. Further, Latino and English Learner students had the second and third-lowest four-year graduation rates among all demographic groups at FCPS, at 83% and 72% respectively. As these growing inequities demonstrate, the need for ELP services is greater than ever.

HISTORY AND PRACTICES

First, ELP STEM offers science-based academic enrichment activities for middle school youth. Participants are then encouraged to enroll in ELP-I: a series of college readiness workshops, campus visits, and speech/essay competitions that develop the academic and leadership skills needed for high school graduation. Next, ELP-II helps rising seniors access millions of dollars for college tuition by providing a year-long, one-on-one mentoring program that helps students prepare applications for college admissions, scholarships, and financial aid. Finally, ELP-III provides mentorship for first-generation college students to graduate and attain their first professional jobs. ELP intentionally serves Latino students by prioritizing linguistic and cultural competency: approximately 80% of the staff is fluent in both English and Spanish, and 80% are immigrants or children of immigrants. This bilingual capability is critical to providing equitable services.



PROGRAM IMPACT

Over the past three years, ELP served 1,927 unduplicated students through its core programs. Approximately 78% of students reached during this period were Latino. Across all programs, outcomes were consistent for Latino and non-Latino students.

- ELP STEM: The program served a total of **712** students in FY20-FY22.
- Of the ELP STEM students completing the program in FY22: **100%** developed strong critical thinking and problem-solving abilities, **96%** improved their mathematical, technical, and scientific competencies and increased their confidence in STEM subject areas. **98%** reported that the program strengthened their abilities to work in a team.
- ELP-I: The leadership development and college readiness program served a total of **995** students in FY20-FY22.
- Of the ELP-I students completing the program in FY22: **95%** exhibited the confidence, abilities, and skills needed to stay on the college track. **89%** agreed or strongly agreed that they connected to at least one adult who is invested in their success.
- ELP-II: The college access program for high school seniors served a total of **178** students in FY20-FY22.
- In FY22, **100%** of the ELP-II graduates were accepted into postsecondary institutions, and also collectively offered **\$1,267,772** in scholarships and financial aid for their first year of college, and a remarkable **\$3,495,909** in four-year renewable scholarships and financial aid.
- ELP-III: Still in its early years, and is the new college support/retention program that served a total of **42** students in FY20-FY22.

PROGRAM POINT OF CONTACT

Manuel Pineros

Deputy Director

deputydirector@edu-futuro.org

703-228-2560

ScholarSHPE

Organization: SHPE: Leading Hispanics in STEM

Website: shpe.org/engage/programs/scholarshpe/

Program Location: City of Industry, California

Year Started: 1980

Issue Area: Access

Program Focus: Scholarship

MISSION AND GOALS

The mission of SHPE's scholarship program is to empower the Hispanic community to realize its fullest potential and to impact the world through STEM awareness, access, support, and development. Research indicates that financial need is a primary reason why Hispanic students do not complete a bachelor's degree. In SHPE's 2021 member survey, scholarships were the most frequent way our members are financing their education with 62% of them using scholarships to pay for their STEM education. The scholarship program is designed to specifically target the financial barriers related to the completion of a higher education degree.

The scholarships provided through this program maximize the opportunity for recipients to focus on learning and consequently increase the likelihood of degree completion.

The program hopes to achieve the following goals:

- Increase the graduation rate to over 70% for ScholarSHPE recipients.
- Increase the impact of the program by awarding over 375 scholarships in 2023-2024.

HISTORY AND PRACTICES

The scholarship program was started in the 1980s "by members, for members" as an initiative to combat financial barriers to post-secondary education in engineering for Latino students. In 2017, SHPE underwent a rebrand and formalized its flagship programs including ScholarSHPE. This rebranding resulted in a 134% increase in the amount of dollars awarded.

Awards vary from \$500 to \$25,000 per student per academic year and are awarded based on financial need and the quality of essay responses. Scholarship awards are disbursed directly to students to maximize support beyond institutional aid. SHPE also changed the award timeline so that students receive their award notifications earlier. This effort may



impact where they attend in the Fall and ensures that students receive the scholarship dollars before the start of the semester. Additionally, SHPE began offering financial literacy support during the 2021-2022 scholarship cycle. Recipients are now required to complete 10 financial literacy modules.

PROGRAM IMPACT

This data focuses on undergraduate ScholarSHPE recipients that self-identify as Latino and that started college between 2015 and 2020. This includes a total of 204 ScholarSHPE recipients whose data was available from the National Clearinghouse StudentTracker database to document graduation.

- Data shows that **55%** of these undergraduate students have graduated and **8%** are still enrolled. When we compare this to the graduation rate from members that are not scholarship recipients (**47%**), we found that ScholarSHPE recipients are **9%** more likely to graduate which is statistically significant (p-value of 0.021).
- ScholarSHPE recipients are also forecasted to be approximately **25%** more likely to graduate than their peers pursuing bachelor's degrees in engineering.
- The number of awards has also seen significant growth. 175 awards were disbursed in 2020-21, **245** in 2021-22, and **340** in 2022-23. This consistent growth in awards sets the foundation to meet the goal of **375** ScholarSHPEs in 2023-24.

PROGRAM POINT OF CONTACT

Ashleigh Tierney

Senior Director, Research & Impact

research@shpe.org

562-395-7031

Scholars Program

Organization: New Futures

Website: newfuturesdc.org/

Program Location: Washington, District of Columbia

Year Started: 1999

Issue Area: Retention

Program Focus: Career/Workforce, Scholarship

MISSION AND GOALS

New Futures' mission is to create educational opportunities for rewarding careers. They are the only regional organization supporting systematically excluded young people as they leverage the opportunities of shorter-term postsecondary credentials to pursue lasting careers and financial stability. Latino(a) students represent over 50% of the Scholars. It is critical for the organization to serve the Latino community as they are one of the growing communities in the Washington DC region and are still critically underrepresented in higher education and in degree completion compared to their white counterparts. As a social justice organization, they strongly believe in serving communities of color, specifically black and brown students as they are among the most disenfranchised populations in our country. The program's goal is to close gaps in resources, privilege, and education that perpetuate generational inequity.

HISTORY AND PRACTICES

New Futures originated as a scholarship organization and for the first 10 years, they solely provided scholarships to students. After 2011, they began incrementally incorporating programming, starting with a couple of skill-building workshops and community experiences. By 2018, they formalized and grew their Scholars program. Programming includes financial support in the form of a scholarship, 1:1 advising and coaching, providing academic and career skill-building workshops, and launching an alumni community engagement and support program. In the last 5 years, adjustments to programming have been made based on student feedback and input.

To intentionally serve Latino(a) students, they partner closely with other Latino-serving organizations and schools to refer scholars and create a robust pipeline of Latino students. They intentionally hired staff that are representative of the



Scholars and that are bilingual Spanish speakers to meet the language needs of their scholars and their families.

PROGRAM IMPACT

In the last five years, as they formalized their program, New Futures has been more proactive in developing a more robust data system and practices.

- The program defines success rates as persistence + degree attainment/all students. In the most recent years it has had the following rates **85%** for 2016-2020 and **88%** in 2021-2022. When disaggregating the success data by race in the last 5 years (2017-2022) the Latino student rate was **88%**.
- The financial well-being and career success of alumni was measured by a financial measure/scale used by the Consumer Financial Protection Bureau (CFPB). New Futures found their rates are higher than the national average for adults within the same demographic categories. For New Futures Latino Alumni the score was **57** versus the national Latino average of **51**. New Futures Alumni with Some College or Associates had an average of **55** compared to **52** nationally. New Futures Alumni with Bachelor's Degree had a score of **56** versus **51** nationally.
- An alumni survey from 2022 showed that **70%** of alumni are satisfied or very satisfied with their current job and **63%** reported that they are working in their desired career field.

PROGRAM POINT OF CONTACT

Griselda Macias

Director of Programs

griselda@newfuturesdc.org

202-384-5854

What students have said about this year's Community-Based Organization Level Finalists...

"I would tell others interested in the dual enrollment program that if they are given the opportunity, to take advantage of it because it's not only a way to start earning college credit ahead of time but also the course gives life skills."

Career & Life Skills

"The Emerging Leaders Program has been vital and critical in my college application process, and in acclimating me to the college environment. My designated mentor has spent countless hours helping me to get into my dream college, preparing me for college and scholarship interviews...I feel ready and prepared for my college journey, and I have the Emerging Leaders Program to thank for providing that assurance."

Emerging Leaders Program

"This scholarship has impacted me in so many more ways than one. Firstly, I can now focus on myself and pursue my education to the fullest. I would always get anxious from the weight of financial problems on my shoulders. Now this mental strain has lifted and my path has become more clear because of this scholarship. Secondly, with this financial support, I can put myself out there in the industry by participating in costly conventions such as the SHPE national convention next year. In this way, this scholarship will help my education by providing me with the chance to reach out to more resources and make more connections."

ScholarSHPE

"I am finally achieving my lifelong dream of becoming a nurse. With my New Futures scholarship, my home health aide salary, and some savings, I've been able to enroll in Prince George's Community College to obtain my Associate in Nursing, and I expect to earn straight As. I can't accept less. I want to do the best I can and will push through it however I can, and I know New Futures will be with me every step of the way."

Scholars Program

2023 Programs to Watch

Excelencia in Education recognizes innovative, up-and-coming programs that share some positive impact on the success of their Latino students and are growing their evidence as Programs to Watch. These programs join our community of practice and are encouraged to utilize our technical assistance and events to connect with their peers and build on their promising potential to serve their Latino students.

COMMON THEMES AND PRACTICES

The following eight programs are addressing the academic, financial, and social needs of Latino students and their families to increase their access and opportunities in higher education. Some of the practices described by these programs include supporting local students in their preparation for college and financial aid, providing specific support for students looking to get back on track, and strengthening students' work experience through internships aligned with their academic pursuits.

By highlighting these programs, *Excelencia* encourages institutions, practitioners, funders, policymakers, and other stakeholders to keep an eye out as these programs continue to evolve.

SUMMARIES

ASSOCIATE

Osceola Prosper

Valencia College — Kissimmee, Florida

Year started: 2022

Website: osceolaproper.com

The Osceola Prosper program seeks to increase the college-going rate in Osceola County (FL) by providing free education at Valencia College to local high school graduates. In the first year of its existence, the Osceola Prosper program has supported a 16% increase in Hispanic student enrollment for Spring 2023 and of the students who started in the program, 83% were retained from Fall 2022 to Spring 2023 of which 68% were Hispanic.

BACCALAUREATE

CIMAS (CSUCI Initiative for Mapping Academic Success)

California State University, Channel Islands — Camarillo, California

Year started: 2017

Website: csuci.edu/daa/gi2025/resources.htm

Students who experienced negative course outcomes in a prior semester (non-passing grades, incompletes, course drops, term withdrawal) are invited to participate in a 13-week program that includes tutoring, coaching, peer advising, and those who complete it receive a scholarship to take a summer course. Of the 514 students that have participated 80% are Latino and the program shows these promising outcomes: a decrease in the number of DFWIs, increased GPAs, and an increase in the percent of students in good standing.

Engaged English Course/Department of English-CSU Los Angeles

California State University, Los Angeles — Los Angeles, California

Year started: 2020

Website: calstatela.edu/al/english

The English Department at CSULA works to ensure their English majors graduate with the ability to contribute to their community and are prepared for their future career through degree requirements engaging students in community-based projects and pre-professional settings. When students were surveyed in the 2021-2022 academic year, 100% agreed that their Engaged English class contributed to their ability to “work with others to make a difference on campus or in the community” and 82% agreed their class contributed to their ability to “understand people from other cultures, races, or ethnicities.” In the same academic year 71% of the students served were Latino.

Transfer, Adult Re-entry, Parenting and Pregnant Student Center

California State University, Fullerton — Fullerton, California

Year started: 2022

Website: fullerton.edu/tapp/

The mission of the Transfer, Adult Re-entry, Parenting and Pregnant Student Center (TAPP) program is to assist non-traditional students in accessing university resources and build a network of Titans with similar backgrounds at CSUF. In just two years the Latinx transfer student population has increased from 45% in 2021 to 50% in Spring 2023. The center is leveraging survey results across the thousands of students they serve to strengthen programming. So far they have offered over 20 intentionally crafted programs based on these student responses.

GRADUATE

LAWtina

University of Arizona College of Law — Tucson, Arizona

Year started: 2020

Website: law.arizona.edu/news/2020/12/lawtina-mentoring-program-aims-make-dream-law-school-more-accessible-latinas

The LAWtina program at the University of Arizona College of Law prepares Latina undergraduate students in their pursuit of a career in law by helping them craft their application to law school, build their professional network, support wellness strategies during school, and create a vision board for their professional goals. In a recent survey of LAWtina alumnae, 25% are currently in law school or admitted to law school, and 62% of alums have plans to apply to law school in the future.

COMMUNITY-BASED ORGANIZATIONS

Career Pathways: Empowering Students to Succeed

The Immokalee Foundation — Naples, Florida

Year started: 2019

Website: immokaleefoundation.org

The Immokalee Foundation provides educational and career-building opportunities to underserved students in Immokalee, FL through the Career Pathways program. Students gain experience in four professional categories popular in Southwest Florida in addition to after-school/summer programming. All 8th grade students develop a career action plan for after high school and 100% of high school students receive an industry certification and internship to bolster their resume. Among TIF college graduates, 92% earned their degree and 83% work in their chosen field of study. Eighty-five percent of students served by TIF are Hispanic.

Family College Prep Program

Greater Kansas City Hispanic Development Fund (HDF) — Kansas City, Missouri

Year started: 2019

Website: hdfkc.org

The Family College Prep Program (FCPP) is a comprehensive, family-centered program that removes barriers to post-secondary education and empowers families in the college admissions and financial aid processes. Serving a predominantly Latino community, bilingual college advisors are embedded in ten Kansas City metropolitan area high schools and community organizations. The goal is to increase FAFSA completion, scholarship awards for students, and the college-going rate of area students. In the 2021-2022 school year, FCPP efforts allowed 533 students and families to receive 1:1 advising, attend over 20 workshops, college rep visits, and other events, plus earn over \$3.25 million in scholarships.

LEAF College Success Program

The Latino Education Advancement Foundation (LEAF) — San Jose, California

Year started: 2020

Website: leafca.org

The LEAF College Success Program aims to increase college enrollment and persistence rates for East San Jose students by providing support services starting in senior year of high school and continuing onwards through the first two years of community college, university, or trade school. LEAF has supported 289 Scholars of which 96% are first generation college students, and 99% are Latinx/Hispanic. In their first cohort, the LEAF Scholars are persisting in community college at a rate of 80% and in 4-year university at a rate of 86%.

JOIN US IN GROWING WHAT WORKS FOR LATINO STUDENTS!

Do you want to submit your program’s story in 2024?

Do you manage a program that can be the next Example of *Excelencia*? If so, we invite you to explore the tools and resources provided on our Examples of *Excelencia* website to learn more about our submission process and how you can get started: EdExcelencia.org/programs-initiatives/examples-excelencia

Do you know of a program accelerating Latino student success?

If you know programs that are making an impact for Latino students, nominate them for the 2024 Examples of *Excelencia*! Nominations will open in February 2024. Sign up here (bit.ly/Examples2024) to get an email when nominations open.

How does *Excelencia* bring attention to evidence-based programs?

Programs may be recognized as a Program to Watch, Finalist, or Example of *Excelencia*. *Excelencia* brings attention to recognized programs in the following ways:

PROGRAM TO WATCH	EXAMPLE OF EXCELENCIA FINALIST	EXAMPLE OF EXCELENCIA
<ul style="list-style-type: none"> • National recognition by <i>Excelencia</i> in Education • Inclusion in the annual publication of our What Works for Latino Students in Higher Education Compendium 	<ul style="list-style-type: none"> • Inclusion in the Growing What Works Database • Invitation to participate and present at <i>Excelencia</i> convenings and webinars • Digital badges and certificates to promote recognition 	<ul style="list-style-type: none"> • A \$5,000 financial contribution • Inclusion in research and publications • One complimentary registration and travel to Celebración de Excelencia

Benefits to programs increase based on category, so Finalists receive their list of benefits in addition to those for Programs to Watch. The Examples of *Excelencia* receive all benefits listed.

Have questions?

Email us at: Examples@EdExcelencia.org

Want to stay informed?

Visiting the following page to sign up and stay informed: EdExcelencia.org/contact-us

The Growing What Works Database: Connect To Our Recognized Programs

Excelencia believes in the value of shared knowledge and invests in displaying practices that work to stakeholders who make common cause and are committed to accelerating Latino student success. The Growing What Works Database identifies, informs, and aggregates evidence-based programs from across the country that work for Latino, and other students. This free online searchable database serves as a resource for institutional leaders, funders, policymakers, and other stakeholders interested in evidence-based practices.

Search today to connect with over 200 active programs initially recognized through our Examples of *Excelencia* review process. Search filters include: academic level, issue area, program focus, HSI designated status, state, and institution.

Unique to this database is the ability to connect with the practitioner associated with each program through their provided contact information.

Get started here: [EdExcelencia.org/Growing-What-Works](https://edexcelencia.org/growing-what-works)



CALIFORNIA STATE UNIVERSITY SAN MARCOS

GENERATION
FIRST

CSUSM

LATINO

CSUSM

EXCELENCIA IN EDUCATION

BOARD OF DIRECTORS

Maria Harper-Marinick, *Chair*
Senior Fellow
Aspen Institute

John C. Cavanaugh, *Secretary/*
Treasurer
Retired President and CEO
Consortium of Universities of the
Washington Metropolitan Area

Sarita E. Brown, *President*
Excelencia in Education

Mario K. Castillo
Chancellor
Lone Star College System

Robert G. Chiappetta
Director of Government Affairs
Toyota Motor North America, Inc.

Shirley M. Collado
President & Chief Executive Officer
College Track

Marie Therese Dominguez
Commissioner
New York State Department of
Transportation

Audrey Dow
Senior Vice President
Campaign for College Opportunity

Juan Sánchez Muñoz
Chancellor
University of California Merced

Carlos E. Santiago
Commissioner Emeritus
Massachusetts Department of Higher
Education (DHE)

Robert H. Vela
President
Texas A&M — Kingsville University

Massey Villarreal
Chief Executive Officer & President
Precision Task Group, Inc.

EXCELENCIA IN EDUCATION STAFF

Sarita E. Brown,
Co-Founder & President

Deborah A. Santiago,
Co-Founder & Chief Executive Officer

Guadalupe Acosta,
Digital Manager

Gabriel Bermea,
Senior Research Analyst

Matt Cuozzo,
Chief of Staff

Elizabeth Davis,
Director of Finance

JP Deering,
Communications Manager

Dorian Díaz,
Technical Assistance Manager

Ivelisse Estrada,
Senior Fellow

Jennifer Gomez-Chavez,
Vice President, Institutional Engagement

Magnolia Hernández,
Institutional Engagement Manager

Emily Labandera,
Director of Research

Jessica Leach,
Grants Manager

Estela López,
Senior Associate

Alejandra Magaña Gamero,
Institutional Engagement Manager

Erin McCowey,
Institutional Practices Manager

Cindy Mendiola-Perez,
Director of Institutional Capacity

Nóe Ortiz,
Senior Manager, Seal of Excelencia

Eyra Pérez,
Vice President, Institutional Capacity

Thomas Rivera,
*Special Assistant to the President &
Board Liaison*

Adriana Rodriguez,
Vice President, Institutional Programs

Cynthia Sánchez,
Institutional Practices Manager

Michelle Santiago,
Director of Communications



1156 15TH ST. NW, SUITE 1001 • WASHINGTON, DC 20005

202-785-7350

www.EdExcelencia.org