



WHAT WORKS FOR LATINO  
STUDENTS IN HIGHER EDUCATION  
COMPENDIUM

2019



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 2019 EXAMPLES OF *EXCELENCIA***



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## FOREWORD

In 2004, we founded *Excelencia* in Education to advance the mission of accelerating Latino student success in higher education. From our very start we relied on data to build on effective programs and strategies to increase the flow of Latino talent to and through colleges and universities and into the workforce and civic leadership. We knew then, and assert now, that by increasing Latino college completion we can all ensure America's brightest future.

Each year we have worked in direct and ongoing collaboration with educators, grant makers, business and community leaders who share our commitment to this common cause of Latino student success in higher education. Examples of *Excelencia* is the 1st and oldest of our strategies to build the knowledge base of effective programs, advance their use and recognize the leadership necessary to produce large scale change necessary to better serve Latino students.

Through Examples of *Excelencia*—the only national effort to bring attention to data-driven efforts that work for Latinos in higher education—we have recognized over 300 programs over the last 14 years and invested over \$1.9 million through our own fundraising to support and catalyze their successful efforts so that more students can thrive and succeed.

The 2019 Examples of *Excelencia* are now members of the *Excelencia* community of Latino student success advocates and institutional change makers. This compendium serves as a guide to connect educational leaders who are creating, leading and building programs to better serve Latino students across the country.

We hope you will continue to share what is working and learn from others who are intentionally SERVING Latinos.



Sarita E. Brown  
President



Deborah A. Santiago  
CEO

## WHAT THIS YEAR'S FINALISTS TELL US

The programs shared throughout this compendium all use specific programming that is responsive to the unique challenges their students face as they navigate the higher education process. Listed below are the common themes identified from the wide range of practices used to serve Latinos by this year's finalists.

### Scholarship and beyond

Increasing financial aid resources for students is an essential step in increasing access to higher education. Going beyond financial support, programs also use research-based practices to support students to and through college. By alleviating some financial stress that the cost of college can induce, these programs can focus on academic support.

### Undergraduate research opportunities

Participation in various research projects, particularly for undergraduate students, increases their interest in a specific field and promotes their persistence towards degree completion. For graduate students, engaging in research allows them to apply learning to career interests and prepares them for doctoral work. PhD candidates can acquire valuable professional experience and exposure to networking and resume building opportunities that better prepare them for post-doctorate research and the workforce.

### Mentoring

Mentoring is a common component of many programs. This year's programs reported using peer mentors as well as faculty mentoring. These mentoring approaches help

Latino students develop a sense of belonging on campus by encouraging them to form relationships with peers and faculty. This type of support can lead students to see themselves in leadership positions and in fields where Latinos are underrepresented.

### Pathways

Programs articulated pathways designed to guide and support students as they progress through their education. All told, the practices used are a combination of set milestones and touchpoints supplemented with intrusive advising approaches which together enhance persistence and improve graduation rates.

### Culturally responsive

Many programs reported adapting cultural and validation theories in their programming. They did this through events that are culturally relevant, programming, and curriculum that included cultural responsiveness. Several programs promoted a supportive environment for Latino students through events welcoming to Latino parents that celebrated the concept of *familia*.

## SHARING WHAT WORKS

**E**xcellencia in Education remains committed to bringing attention to programs that serve Latino students in higher education. Since 2005, *Excellencia* has identified evidence-based programs increasing Latino student success through Examples of *Excellencia*. The following describes the process for Examples of *Excellencia*:

1. Each year we have a national call for nominations. This year we received 166 nominations from 32 states plus DC and Puerto Rico.
2. Nominated programs are asked to submit their program profiles and *Excellencia* staff review and select a set of finalists. This year we selected 16 total finalists.
3. The profiles of these finalists are then forwarded to our external selection committee made up of experts with diverse backgrounds in higher education. The committee selects one Example of *Excellencia* in each of our four categories.

The programs featured in our annual compendium, *What Works for Latino Students in Higher Education*, demonstrate innovative use of research-based programming and effectively serve Latinos through evidence-based practices. Through data, they ensure their practices work for Latino students. By setting attainable and measurable goals for students to reach, programs can measure their effectiveness based on the achievements of their students. An evidence-based practice uses data to show student success in ways unique to each program. Strategies that may work for students in one part of the country may not necessarily work for another group of students. Replicating research-based programming is a great start, but successful programs use data to ensure that their services actually work.

While there are many programs that serve students, understanding how effective they are in serving specific populations is important. By comparing students being served in a program, to their peers that are not served, we have a sense of the impact programs have. It is also important to compare students by race/ethnicity. Although we have seen strides in educational success for students of color, there still remain education and wage gaps between people of different race/ethnicity. Understanding what works for students based on their cultural and social backgrounds can help improve their success.

For *Excellencia* in Education, finding programs that work for Latino students and sharing their effective practices with other institutions, programs, and stakeholders helps us further accelerate Latino student success. As the fastest growing ethnic population in the country, it is important to find ways to support Latinos and propel America's future workforce forward.

To find other programs that use evidence-based practices to serve Latino students, visit our Growing What Works database, an online searchable database of programs using data to improve Latino student success (<https://www.edexcellencia.org/programs-initiatives/growing-what-works-database>).

### SELECTION COMMITTEE MEMBERS

MEMBER	TITLE	ORGANIZATION
Alex Chough	Vice President for Government Relations	National Council for Community and Education Partnerships (NCCEP)
Audrey Dow	Senior Vice President	The Campaign for College Opportunity
David Ortiz	Senior Vice President and Chief Operating Officer	Hispanic Association of Colleges and Universities (HACU)
Estela López	Senior Associate	Excelencia in Education
José Cabrales	Senior Director of Programs and Operations, Center for Student Success	American Association of State Colleges and Universities (AASCU)
Myra Padilla	Dean, Institutional Effectiveness and Equity	Contra Costa Community College
Pat Roe	Vice President, Philanthropy	Strada Education Network
Patrick Lane	Vice President for Policy Analysis and Research	Western Interstate Commission for Higher Education (WICHE)
Tia McNair	Vice President for Diversity, Equity, and Student Success	Association of American Colleges and Universities (AAC&U)

Throughout this compendium we share information on the programs selected as finalists for 2019, as well as additional programs recognized as Programs to Watch. Programs selected as finalists had strong profiles based on the following components:

MISSION	<ul style="list-style-type: none"> <li>• Program is meeting a defined need related to serving Latino students.</li> </ul>
GOALS	<ul style="list-style-type: none"> <li>• Goals are related to program practices and are realistic, attainable, and measurable.</li> </ul>
NEED	<ul style="list-style-type: none"> <li>• The need or challenges students face is articulated.</li> <li>• Program has shown growth overtime to better serve students.</li> </ul>
PRACTICES	<ul style="list-style-type: none"> <li>• Practices are aligned to the need and goals.</li> <li>• Practices show indicators of cultural competency and employ elements that are proven effective in serving Latino students.</li> </ul>
SUSTAINABILITY	<ul style="list-style-type: none"> <li>• Funding model is sustainable and diversified.</li> <li>• Indicated that there were plans for future funding.</li> </ul>
LEADERSHIP	<ul style="list-style-type: none"> <li>• Dedicated leadership and staff with clear roles that support Latino student success.</li> </ul>
EVIDENCE	<ul style="list-style-type: none"> <li>• Metrics are aligned with stated goals.</li> <li>• Outcomes show progress/achievement in reaching goals to support Latino students in given areas.</li> <li>• Data used baselines and comparisons between cohorts and other populations.</li> <li>• Data is disaggregated by race/ethnicity to highlight the status of Latino students.</li> </ul>

## 2019 EXAMPLES OF EXCELENCIA

### ASSOCIATE LEVEL

#### EXAMPLE:

**Center for Community College Partnerships (CCCP)**

University of California, Los Angeles — Los Angeles, CA

#### FINALISTS:

**Guided Pathways Advising through Coaching**

Austin Community College District — Austin, TX

**Ichabod Success Institute**

Washburn University of Topeka — Topeka, KS

**Promises & Pathways: Scaling Developmental Education Reform**

Cuyamaca College — El Cajon, CA

### BACCALAUREATE LEVEL

#### EXAMPLE:

**Attract, Inspire, Mentor, and Support Students — The AIMS<sup>2</sup> Program**

California State University, Northridge — Northridge, CA

#### FINALISTS:

**College Assistance Migrant Program (CAMP)**

Washington State University — Pullman, WA

**Pathways to Academic Success and Opportunities (PASO)**

California State University, San Marcos — San Marcos, CA

**Project MALES (Mentoring to Achieve Latino Educational Success)**

University of Texas at Austin — Austin, TX

**Promesa Scholars**

Ferris State University — Big Rapids, MI

## 2019 EXAMPLES OF EXCELENCIA

### GRADUATE LEVEL

#### EXAMPLE:

##### **Cal-Bridge Program**

California State Polytechnic University, Pomona — Pomona, CA

#### FINALISTS:

##### **¡Éxito! Latino Cancer Research Leadership Training**

Institute for Health Promotion Research at University of Texas Health San Antonio — San Antonio, TX

##### **Latinx Leadership Initiative**

Boston College School of Social Work — Chestnut Hill, MA

### COMMUNITY-BASED ORGANIZATION LEVEL

#### EXAMPLE:

##### **Latino Achievers**

YMCA of Middle Tennessee — Nashville, TN

#### FINALISTS:

##### **Believe & Achieve Youth Development and Scholarship Program**

Trinity River Mission — Dallas, TX

##### **Crosby Scholars Program**

Crosby Scholars Community Partnership — Winston-Salem, NC

##### **Latino U Scholars**

Latino U College Access — White Plains, NY

# Center for Community College Partnerships (CCCCP)

University of California, Los Angeles  
Los Angeles, California

**Summary:** The UCLA Center for Community College Partnerships (CCCCP) works to increase the transfer rates and success of Latino students and other underserved community college populations by holistically equipping students with skills and knowledge of available transfer pathways. The admit rates for program scholars transferring to UCLA are twice as high compared to non-CCCCP participants and approximately **95%** of program scholars are admitted to a bachelor's granting institution.

## HOW IT WORKS

**History:** The University of California (UC) system experienced a drop in the admission of Latinos with the passage of Prop 209 in 1996, which prevented the use of race-based admissions policies. In response, UCLA developed a community college strategy to increase the number of underrepresented students who transfer to a 4-year institution. CCCC started in 2001 to create programs to inform, motivate and prepare students to transfer.

**Goals:** CCCC's goals to impact the transfer rate and degree completion of Latino students include: 1) Increase the number of Latinx student transfer rates to competitive research institutions and to all bachelor's granting universities; 2) Increase transfer readiness and academic competitiveness of students; 3) Increase overall bachelor's completion and promote advanced degrees; and, 4) Impact transfer policies, practices and research.

**Need:** Research shows many Latino college students begin at community colleges. The current transfer student acceptance rate to UCLA is **only 23%**. Given many Latinos start at community colleges in California, the selectivity of transfer students to UCLA and other baccalaureate granting institutions is an opportunity to act.

**Practice:** CCCC uses cultural competency to help students understand their challenges and successes. With Latinos being the majority in CA, CCCC uses the Latinx educational pipeline to discuss challenges in higher education. Students engage in critical thought and discussion about their role in education, understanding the challenges, and how to be successful. CCCC promotes leadership development,



awareness of Latinx policy, and encourages giving back to the community. The programs to help Latino and other students include: 1) Summer programs to address pipeline issues, motivate and prepare students to be competitive at top research universities; 2) peer mentors use their experiences (many completed the program previously) to illustrate how to successfully navigate the system and empower students; 3) scholars program through the academic year with meetings and workshops focused on keeping students on a transfer pathway. The Scholars program has grown **from 150** students in two 3-day programs **to over 700** students in 12 programs. CCCC uses Critical Race Theory and Community Cultural Wealth as a foundation and has developed a Transfer Receptive Culture framework to address the welcoming of transfer students at universities.

**Annual Budget:** \$1.5 million

## WHY IT WORKS

**Need:** Goals to increase the transfer readiness and transfer rates of Latino and other underrepresented students require expanded efforts to teach them leadership development, academic preparation, and knowledge and skills to navigate the transfer process.

**Practice:** CCCP's success is rooted in its programmatic efforts to both prepare Latino and other underrepresented groups to navigate complex transfer processes, and prepare them academically for the competitive transfer admission processes at 4-year institutions. CCCP leverages the success and leadership of its peer mentors and alumni by drawing from their experience to holistically equip students with skills and knowledge about transfer pathways, thus empowering them to become self-advocates and leaders in their communities.

**Sustainability:** The UC President's Office has provided a permanent budget for the program for more than **18 years**. An additional **\$1.1 million** in external funding is used specifically for partner schools' programming, including East LA, LA Pierce, LA Valley, and Pasadena City Colleges. This funding will continue through 2020. CCCP leadership is comprised of nine staff. Six are Latinx, including the founding Director and Assistant Director.

## EVIDENCE IT WORKS

- **Increased Latinx Student Transfer:** In Fall 2018, **48%** (92 out of 193) of Latino CCCP participants were admitted to UCLA compared to the general transfer admit rate of **23%**. The majority of students (75% to 85%) are admitted to one of the other 8 UC campuses. Approximately **95%** of scholars are admitted to a bachelor's granting institution.
- **Increased transfer readiness and academic competitiveness:** In 2017-18, **75%** (337 out of the 449) of Latinx participating students completed the transfer requirements.
- **Increased BA degree completion:** Approximately **90%** of transfers to UCLA and other UC institutions graduate within 3 years after transferring. The Fall 2015 Cohort included **25** Latinx Students, and **19** Graduated by 2018 with the remaining students continuing to persist.

- **Informs transfer policies, practices and research:**

CCCP's leadership has co-authored a number of articles focusing on creating and enhancing a transfer receptive culture at baccalaureate-granting institutions.

## STUDENT VOICE

*"CCCP changed my deficit thinking since my parents had less than a 3rd grade education. I transferred to UCLA, [then] Harvard for my Master's and earned a PhD, able to focus my research on and with CCCP participants. CCCP provided the Latinx knowledge to feel empowered." – Llanet*

*"My daughter and I were part of CCCP two years prior to getting admitted and graduated together in 2017. It provides workshops in Spanish for parents, exposes Latinx students to the hidden curriculum, creating a pathway for them/their families. I had been undocumented for over 20 years. I was able to gain a support system not only for me but for my 2 children." – Gaby*

*"CCCP changed and saved my life, provided me tools to navigate Community College. I refer my students to CCCP because it provides resources for the most vulnerable populations." – Pablo*

## ADVICE TO MAKE IT WORK FOR YOU

- “Focus on the cultural aspects of our community. Connect the culture with the academic. Use culturally relevant programming to help students see the connections. Use a social justice framework (Critical Race Theory) as a foundation for why it is important for us to continue to be educated. Use Community Cultural Wealth to help them understand how strong they are and how important those things we learn from family and community are...”

– ALFRED HERRERA, Assistant Vice Provost

## LEARN MORE

[www.cccp.ucla.edu](http://www.cccp.ucla.edu)

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# Guided Pathways Advising through Coaching

Austin Community College District  
Austin, TX

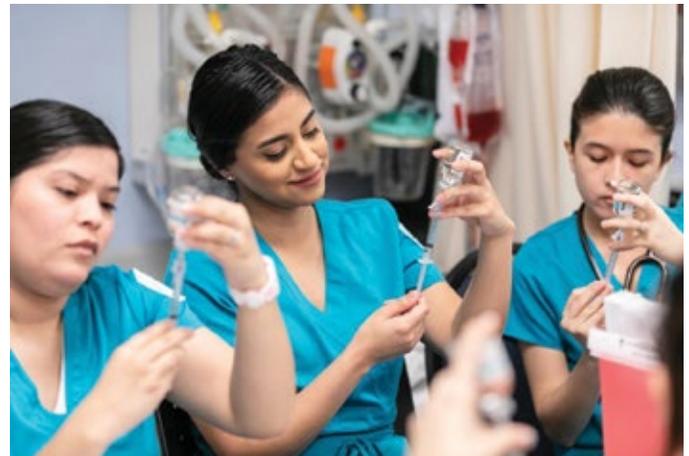
**Summary:** Guided Pathways Advising through Coaching is a new advising model that makes impressive gains in student advising resulting in significant improvements for all students, particularly Latinos. Results indicate that the retention rate for the Fall 2018 cohort of first-time students **increased by 4%** over the Fall 2015 cohort (**from 76% to 80%**). Hispanics saw an identical percent increase in retention.

## HOW IT WORKS

**History:** In early 2012, the district's academic advising model moved from a paper-advising process to a digital one. Austin Community College District (ACC) was selected to be an Integrated Planning and Advising for Student Success (IPASS) college, providing funds to co-develop Degree Map. Additionally, in 2017, ACC was selected to partner with Inside Track for a 3-year partnership. During this time, advisors received rigorous professional development in adopting a Coaching Model. This work is critical as Hispanic enrollment increased **from 25%** in Fall 2010 **to 37%** in Fall 2018.

**Goals:** ACC's mission to provide students with personalized, proactive advising is supported by the following Guided Pathways goals: 1) Create an advising model that enables advisors to coach students to develop agency in creating their academic path; 2) Foster student-advisor relationships through timely nudging at critical points; and, 3) Help students navigate resources to support their success.

**Need:** ACC recognizes that incoming students find it difficult to navigate the college curriculum and must have a clear understanding of an effective academic plan to succeed in their first semester and beyond. Hispanics are the largest racial-gender subgroup in raw numbers, accounting for 45% of First Time in College (FTIC). Therefore, it is critical to improve on advising services to these students, and to establish appropriate interventions to improve their persistence and completion.



**Practice:** ACC is transforming student academic advising through tools such as Degree Map and Guided Pathways, which offer a framework to create areas of study (AoS), advising specialties, and caseloads. As part of a newly adopted coaching model, advisors receive rigorous professional development. Services are now based on case management requiring that students with less than 12 credit hours earned receive at least 5 touch points (i.e. in-person, email, text, call) throughout the semester. Through intensive data analysis, the model is constantly adapting to students for continuous improvement. Interventions on these students are consistently evaluated and disaggregated by race/ethnicity. An Institutional Analytics team under Student Affairs tracks student progress, evaluates student success, and makes recommendations.

**Annual Budget:** \$4 million

## WHY IT WORKS

**Need:** One of ACC's goals to support improvements in persistence and graduation, especially among Hispanic students, is to develop and implement a way to evaluate the effectiveness of advising.

**Practice:** All ACC students (approximately 40,000) are assigned an advisor upon registering for courses. Approximately 10,000 first-time ACC students with less than 12 credit hours are case managed, where advisors interact with students in their caseload a minimum of 5 times per term, encouraging tutoring, student engagement, and continued registration.

**Sustainability:** In 2016, the Board approved a large investment to hire additional advisors, **growing from 50 to 60**. This team has significant influence on student success, implementing consistent training, monitoring, and evaluation of their impact. In addition, external funds are secured to support transformative efforts. Recognizing that advising is essential to student success, in 2018, the Board approved a career ladder for advisors that included a pay scale for general, senior, and master advisors.

## EVIDENCE IT WORKS

- **Timely nudging at critical points:** Under the new advising model, the percent of Hispanic students with more than 1 advising session increased by **12%**.
- **Increased retention:** 1) Data indicates a **4%** increase in retention of first-time students for the Fall 2018 cohort compared to the Fall 2015 cohort (from 76% to 80%); Hispanic students had an identical 4% improvement, with Hispanic male students showing a **6%** improvement **from 73% to 79%**.
- **Increased GPAs:** From 2015 to 2018, the percent of fulltime FTIC students earning above a 2.0 GPA increased from **67% to 75%**.

## ADVICE TO MAKE IT WORK FOR YOU

“The redesign of our advising model to Area of Study advising model and ultimately to a holistic coaching modality has moved our work with students from a transactional modality to a transformational modality. Our efforts have improved student engagement, allowed our advisors to have meaningful conversations with students and shifted our goals from registration assistance to focusing on student persistence and completion. By redesigning the student experience institutions can see an impact in improved persistence because of these interactions. Both quantitative and qualitative data are constantly observed for continuous improvement and quality control, meaning we are constantly looking at equity gaps and opportunities for improvement.

It is important for institutions to recognize the unique background of where Latino students are coming from, be inclusive of both their heritage and culture. In order to serve Latinos better, it is imperative to work collaboratively with institutional partners (instruction and student affairs) to promote and support programs – specifically to support Latino students. Additionally, it is essential for institutions to work in improving the number of Latino faculty and administrators who can serve as role models for the students.”

– **GUILLERMO MARTINEZ**, Associate Vice President, Student Engagement and Analytics

## LEARN MORE

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## Ichabod Success Institute

Washburn University of Topeka  
Topeka, Kansas

**Summary:** The Ichabod Success Institute addresses low degree attainment, particularly among Topeka's growing Latino population. In the 2016 cohort, **45%** of all participants and **58%** of Latinos **graduated** with an associate degree in just 2 years. Overall, **92%** of Latinos in the cohort are on track to **graduate in three years** with an associate degree.

### HOW IT WORKS

**History:** In 2016, Washburn launched the Ichabod Success Institute to address low degree attainment among minorities in Topeka. In addition, a **56%** growth between 2000 and 2010 in the Latino population, one of the groups experiencing low degree attainment, provided part of the impetus for the institute.

**Goals:** The institute's primary goal is to graduate at least **50%** of its participants with an associate degree within 3 years.

**Need:** Only **10%** of Topeka Latinos have a bachelor's degree or higher, compared to **12%** of African Americans and **29%** of Whites.

**Practice:** Support begins 5 weeks before a student's first semester and continues across their first 2 years. The Institute serves Latinos through Spanish-fluent, first-generation advisors and two free courses that facilitate college literacy and integration. Students and families are assisted with course enrollment and their transition to college beginning with the summer before their first year until degree completion. Other support provided includes intensive tutoring assistance through intrusive advising, retention scholarships, access to on-campus jobs, a social worker, a first-generation advisor, community mentors, and software designed to reduce or eliminate remedial math.

**Annual Budget:** \$120,000

### WHY IT WORKS

**Need:** Latino students have the lowest college attainment rate of all ethnic groups in Topeka, Kansas.

**Practice:** The Institute provides sustained wrap-around support for 20 first-generation, Pell-eligible students from Topeka Public Schools each year. Early intervention and coordinated care program practices include: 1) intensive tutoring and utilization of software designed to reduce or eliminate remedial math, 2) promotion of full-time enrollment through intrusive advising, retention scholarships, and on-campus jobs, and 3) building social capital by providing a social worker, an advisor from a first-generation background, and community mentors.

**Sustainability:** Over **50** campus and community partners, including Topeka Public Schools, support Institute operations. All founding leaders remain with the program in their original positions and are an important part of integrating the program into the community to secure additional support and resources. University general operating funds, the Washburn Foundation, and community donors sustain the program's annual budget.

## EVIDENCE IT WORKS

- **Improved readiness for college coursework:** Only **11%** of Institute students and **3%** of Latino participants withdrew in year one, compared to **47%** of Washburn University students with similar characteristics. In addition, cumulative GPA after two years is 2.99 for Institute students overall and 3.02 for Latino participants, compared to 2.40 for Washburn students.
- **Higher full-time enrollment:** **85%** of Institute students and **86%** of Latino participants complete 30 credits on their first year. Nationally, only **31%** of students achieve this goal.
- **Increased retention and graduation:** The Institute's 2016 cohort boasts a **92%** student retention rate overall and **96%** for Latinos. Washburn University's retention rate of students with similar characteristics is **53%**. In addition, **45%** of the cohort and **58%** of Latinos graduated with an associate degree in just 2 years. Overall, **92%** of Latinos in the cohort are on track to graduate with an associate degree in 3 years.

## STUDENT VOICE

*“Thanks to the Ichabod Success Institute (ISI), I’ve had the support that first-generation students need at educational institutions. Being a Latino student with parents who have a language barrier, it was very difficult for me to speak to them about the struggles and achievements of college, let alone ask them for help. The ISI staff gave me the voice I needed to discuss such things and allowed me to feel like I belonged in a university. My experiences in the ISI inspired me to become a leader for the next cohorts. For the past two years, I have been an Institute Student Leader which has taught me the value of mentorship.”*

*“I am so proud to say I graduated with an associate degree from Washburn. I couldn’t have done it without the support of my parents, and the Ichabod Success Institute who gave me the opportunity to be in college. Another one added to the list: High School, check. Washburn Institute of Technology, check. Washburn Associate’s, check. Next, Washburn Bachelor’s.”*



## ADVICE TO MAKE IT WORK FOR YOU

“When [Washburn University] began this initiative we underestimated the importance of family outreach and communication. To better serve Latino students, the upfront investment in these components is absolutely worthwhile and mission critical. We have now made appropriate investments to strengthen this portion of our project, and the impact it is having on student success is visible and measurable daily.”

– JENNIFER WIARD, Director of External Relations

## LEARN MORE

[www.washburn.edu/academics/center-student-success/success-institute](http://www.washburn.edu/academics/center-student-success/success-institute)

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# Promises and Pathways: Scaling Developmental Education Reform

Cuyamaca College  
El Cajon, California

**Summary:** Cuyamaca College's Promises and Pathways Program offers strategies that facilitate access to transfer-level courses in math and English for all first-time students. Access to transfer-level math for Latinx students has increased from **21% to 100%**, and from **7% to 100%** in transfer-level English. This has eliminated the achievement gap, particularly for Latinx students who make up **30%** of the College's population.

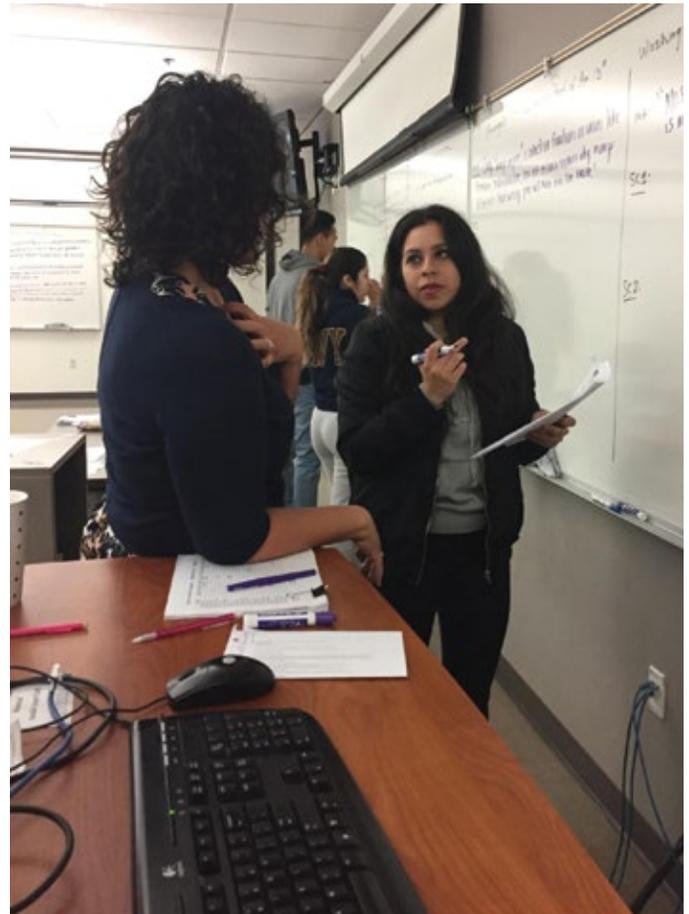
## HOW IT WORKS

**History:** Faculty leaders at Cuyamaca College took an honest look at the institution's developmental education data and realized that students who placed into remedial courses rarely completed their educational goals. Across many years, the data indicated that students who placed three and four levels below transfer-level math and English consistently had less than a ten percent chance of ever completing these college-level courses, let alone transfer, or earn a certificate or degree.

**Goals:** The primary goals of Promises and Pathways include: 1) Increase access to transfer-level math and English for all first-time students by employing multiple measures and eliminating the use of standardized placement tests, and 2) Increase successful completion of transfer-level math and English courses by all students in the first year of college.

**Practice:** Cuyamaca College employed a few high impact practices to achieve positive results: 1) scaled the use of multiple measures for placement in math and English (using high school performance- namely GPA and coursework), and 2) scaled the use of co-requisite math and English, using an activity-based approach that employs culturally relevant teaching.

**Annual Budget:** \$500,000



## WHY IT WORKS

**Need:** Too many students are placed in developmental courses they are unable to complete successfully. At Cuyamaca, Latinx have been disproportionately directed into developmental education with little chance of entering and completing transfer-level math and English.

**Practice:** By using a student's high school performance (GPA and coursework) as measures for academic readiness instead of standardized exams, students are placed in more appropriate courses. Additionally, the use of co-requisite math and English courses along with activity-based classes that employ culturally relevant teaching improves student learning and boosts course completion.

**Sustainability:** A statewide grant, The Basic Skills Transformation grant, has provided the initial budget for this program since 2016. Although the grant ends this year, Cuyamaca College has now institutionalized the program.

## EVIDENCE IT WORKS

The scaled developmental reform efforts at Cuyamaca College led to amazing results including the closing of equity gaps.

- **Increased Latinx student access to transfer-level math and English:** Elimination of standardized placement and use of multiple measures (like high school performance, including GPA and coursework) dramatically increased access to transfer-level courses for all first-time students, including Latinx students. In math, access to transfer-level increased from **24% to 100%** for all first-time students and from **21% to 100%** for Latinx students. In English, access to transfer-level increased from **12% to 100%** for all first-time students and from **7% to 100%** for Latinx students.
- **Increased Latinx student completion of transfer-level math and English:** Scaling the use of a co-requisite model, activity-based learning, and culturally relevant teaching resulted in substantial increases in completion of transfer-level courses for all first-time students, including Latinx students. Transfer-level math completion for all first-time

students increased from **23% to 67%** and from **15% to 65%** for Latinx students. In English, transfer-level completion for all first-time students increased from **38% to 79%** and from **38% to 66%** for Latinx students.

## STUDENT VOICE

*Caleb Rendon-Guerrero placed three levels below transfer-level math, but enrolled in an accelerated math pathway instead. He successfully completed transfer-level Statistics with corequisite support within one year. "I was just starting to turn my life around, after spending years on the streets and in the criminal justice system," said Caleb, now in his second year at Cuyamaca College. "I was ready to be the solution, not the problem, for my family, and I felt like I was spinning my wheels just trying to get started." The accelerated math course provided a path forward for Caleb.*

*Raquel Zapien took a standardized placement test and was identified as "underprepared" and placed into developmental English. Using multiple measures, she was able to enroll in transfer-level English with co-requisite support which she successfully completed in one semester. Raquel is the perfect example of testing underestimating student capacity and corequisite courses opening doors that would have been shut.*

## ADVICE TO MAKE IT WORK FOR YOU

“Believe in student capacity and fully embrace the fact that seemingly underprepared students really can do college-level work with a little extra support. Then go forth and annihilate the achievement gap!”

– JULIANNA BARNES, President

## LEARN MORE

[www.cuyamaca.edu](http://www.cuyamaca.edu)

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# Attract, Inspire, Mentor, and Support Students – The AIMS<sup>2</sup> Program

California State University, Northridge  
Northridge, CA

**Summary:** By partnering with local community colleges, the AIMS<sup>2</sup> program helps transfer students pursue degrees and careers in engineering and computer science. Latino/a students in cohorts from 2012 to 2017 had a three-year transfer graduation rate of **70%** — almost double the three-year transfer graduation rate of their peers in the college.

## HOW IT WORKS

**History:** AIMS<sup>2</sup> was founded in 2011 with a \$5.5 million HSI STEM grant from the US Department of Education to increase the number of low-income, Hispanic and underrepresented students graduating from CSUN with engineering and computer science majors. The program was created as a collaborative project led by CSUN in partnership with Glendale Community College (GCC) and College of the Canyons (COC). In 2016, an additional grant was secured allowing the program to expand its services to incoming freshman and two more partner institutions, Moorpark and LA Pierce Colleges.

**Goals:** AIMS<sup>2</sup> was founded to pursue the following goals: 1) Increase the enrollment and graduation of Hispanic and low-income students in the College of Engineering and Computer Science at CSU Northridge, 2) Close the achievement

gaps between traditionally underserved and better served students, and 3) Improve student success.

**Need:** According to research, Hispanic and other minority students are underrepresented in CSUN's engineering and computer science majors.

**Practice:** Partner institutions in the AIMS<sup>2</sup> program support students with stipends, special mentoring and advising by faculty, tutoring and peer mentoring, social activities, field trips and opportunities to take part in paid research projects. Outreach activities by cohort students to other colleges and high schools help raise awareness of the grant and encourages future students.

**Annual Budget:** \$1.2 million



## WHY IT WORKS

**Need:** Latinos are underrepresented in STEM careers and majors. Hispanics make up only 7% of the STEM workforce and only 17% of Latino college students major in a STEM field.

**Practice:** The positive effects of student-faculty interaction, peer-to-peer interaction, and research participation have been essential to the program's impact on the academic achievement, transfer success, degree completion, and career preparation of Hispanic and low-income students. A strong external advisory committee of experts and alumni serves as a resource for the program and Latino students in particular, helping advance their academic and career goals.

**Sustainability:** Several factors ensure the sustainability of AIMS<sup>2</sup>. In 2016, the program received a sequel five-year grant from the US Department of Education that allowed the expansion of services to freshmen and transfer students and the addition of two more partner institutions. Further, the best practices from the program have already been institutionalized to serve Latino students. Lastly, the improved retention, graduation rates, and the success of cohort students have attracted support from industry partners, thus ensuring the program's sustainability.

## EVIDENCE IT WORKS

- **Increased persistence and completion:** In the 2013 cohort, **54 of 63** students graduated within six-years (**86%**) and **5** continue to be enrolled in the program.
- **Increased completion of gateway courses:** In 2017-18, across all AIMS<sup>2</sup> partner institutions, **67% to 80%** of Hispanic students successfully completed gateway courses in engineering and computer science.
- **Increased Latino degree completion in STEM:** The program has tripled the number of Latino/a students graduating in computer engineering and computer science (CECS) majors from **57** in 2012-13, to **171** in 2016-17.
- **Fostered positive career outlook:** Latinos had a more positive outlook of their future career goals and achievements with **100%** reporting that they felt prepared to pursue their preferred first position after graduation, compared to the 63% of non-Hispanic students.

## STUDENT VOICE

*"I feel like being part of AIMS<sup>2</sup> and just having someone checking on you to see if you're passing your classes, willing to help you out with anything, has definitely pushed me to keep trying harder with my classes.... I feel like AIMS<sup>2</sup> has been part of my success so far here."*

*"If I wasn't in the AIMS<sup>2</sup> program, then I probably would have floundered a little bit more. But since I had that support group, they were able to tell me what I needed to do."*

*"I feel like I belonged here the first time that I spoke to the mentor and the department chair. They're really friendly."*

## ADVICE TO MAKE IT WORK FOR YOU

*"[AIMS<sup>2</sup>] is a testament to the power of collaboration and the cohort model. When students in the cohort are connected and engaged actively with their peers, and work on hands-on research projects with faculty and staff mentors, it builds enormous self-confidence and empowers every single member of the cohort with a sense of belonging and community. The cohort becomes their extended family and as all families do, they sustain and support them academically and socially. More importantly they are inspired to share, emulate, learn and support one another as they complete their education in engineering and computer science and prepare for their lives and careers ahead. They graduate from the program prepared and ready to serve their communities and inspire the next generation of students to follow in their footsteps. Every institution has the ability to create such cohorts to empower and advance their students – especially Latino students, and all underrepresented minorities."*

– S.K RAMESH, Director and Lead Principal Investigator  
AIMS<sup>2</sup> Program

## LEARN MORE

[www.ecs.csun.edu/aims2](http://www.ecs.csun.edu/aims2)

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## College Assistance Migrant Program (CAMP)

Washington State University  
Pullman, WA

**Summary:** The College Assistance Migrant Program (CAMP) provides support to improve the academic success and experience of students from migrant worker backgrounds so that they may complete their first year of college and continue on to graduation. Between 2013 and 2018 the program had a **98% retention rate**.

### HOW IT WORKS

**History:** Housed in Washington State University (WSU), the College Assistance Migrant Program (CAMP) was first funded in 2006 through a grant from the US Department of Education, Office of Migrant Education. Serving the 160,000 predominantly Latino, migrant and/or seasonal agricultural workers in the state of Washington, the program provides services to students with a personal or familial work history in migrant or seasonal farm work.

**Goals:** CAMP is evaluated by two performance measures: 1) Percent of students who complete 24 credits within their first academic year, and 2) Fall-to-Fall retention rate of its students.

**Need:** WSU is a predominantly white institution across all areas and strata measured for ethnic diversity. These geographic and socioeconomic factors create an environment which presents barriers and challenges for Latino students in Washington when accounting for affordable access to quality higher education.

**Practice:** CAMP efforts help support first-generation students navigate their first year on a college campus by offering individualized recruitment, advising, and priority registration. In addition, a Spanish language parent-centric orientation, a regional leadership conference, a weekend personal development retreat, a career development course, and increased financial assistance are also offered. All activities are designed to bridge service gaps for Latino students.

**Annual Budget:** \$425,000



## WHY IT WORKS

**Need:** Many students from farmworker backgrounds are the first in their families to attend college. WSU's CAMP program aims to improve the academic success and experience of these students so that they may complete their first year of college and go on to graduation.

**Practice:** CAMP supports persistence through the first year of college and contributes to student success in first year classes through individualized advising, tutoring, and by providing personalized academic coaching and priority registration.

**Sustainability:** This program has been funded by the US Department of Education, Office of Migrant Education for three grant cycles and will have completed 13 years of continuous service to migrant and seasonal farm workers by the end of the current cycle. The program's funding success is due in part to consistently meeting required grant measures.

## EVIDENCE IT WORKS

- **Increased completion of credit hours:** On average, **90%** of each of the last five CAMP cohorts completed 24 credits. In the 2017 cohort, **93%** of students completed 24 credits.
- **Increased fall-to-fall retention:** The average fall-to-fall retention rate for the last five CAMP cohorts was **98%** compared to WSU's general new, full-time freshman retention rate of **79%** and **75%** for all other full-time, first-generation students.

## STUDENT VOICE

*“The College Assistance Migrant Program (CAMP) has had an enormous influence on why I am still attending Washington State University. CAMP became another family for me. The Advisors were always very supportive of their students. They truly showed that they have passion to serve their students... They never failed to provide me with resources, or connect me to other staff and students on campus.”*

– Jaqueline Herrera-Bravo – CAMP 2017-2018.

## ADVICE TO MAKE IT WORK FOR YOU

“One way to better serve our Latinx student communities is to increase our staff training on emotional intelligence (EQ) skills such as empathy, social-awareness, building trust and instilling self-confidence. Time and time again, academic research on the benefits of EQ for leadership and motivating others has shown that the most successful leaders, mentors, coaches, and colleagues are those that demonstrate higher levels of emotional intelligence, in addition to their technical domain expertise. It is too convincing of a finding to overlook. And now, as a country, we are experiencing an accelerated growth in student populations representing communities that were traditionally underrepresented and of low economic family background, while the staff and leadership of those institutions more closely represents communities that are traditionally represented at the university and from more affluent backgrounds. This creates a dynamic in which different worlds and life experiences come face-to-face on our university campuses. The more we begin to understand what each other has to offer and how we can work toward a mutual goal(s), the more success we'll find in our classes, on our campuses, and within our alumni.”

– MICHAEL HEIM, CAMP DIRECTOR

## LEARN MORE

[www.camp.wsu.edu](http://www.camp.wsu.edu)

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## Pathways to Academic Success & Opportunities (PASO)

California State University, San Marcos  
San Marcos, California

**Summary:** Through the use of a culturally relevant curriculum and the enhancement of existing student support services, PASO aims to support freshman Latinos at CSU San Marcos (CSUSM) to improve retention and graduation. Retention of Latino students in the 2018 freshman cohort **increased 78%** compared to 70% in the Fall 2017 cohort.

### HOW IT WORKS

**History:** PASO was formed with a Title V Developing HSIs grant to address retention and graduation rates by improving student support services and creating a curriculum founded on cultural validation theory.

**Goals:** The following goals support PASO's objectives to increase retention and graduation rates: 1) Enrich academic programs and curriculum to reflect Latino students' lived experiences, strengths, and voice; 2) Strengthen probation intervention and retention services; 3) Improve efficiency and create positive impact of undergraduate advising to close the services gap for first-generation, low-income Latino students; 4) Close services gap for low-income, first-generation Latino students not enrolled in special programs through mentoring and personalized academic support services; 5) Strengthen the Financial Aid Office's capacity to work with first-generation, low-income Latino students and parents.

**Need:** CSUSM identified the need for a strategy to improve the retention and graduation rates of Latino students.

**Practice:** New efforts to reach students within Student Affairs using cultural validation theory has yielded long term



changes to the financial aid process, outreach, admissions, and CSUSM advising. PASO has hired a bilingual/bicultural Financial Aid Technician that works directly with PASO parents and students. CSUSM has also translated financial aid forms to Spanish, created outreach materials in Spanish, and conducts phone banking events to follow up on incomplete financial aid applications.

**Annual Budget:** \$525,000

## WHY IT WORKS

**Need:** CSUSM identified that increasing retention and graduation rates among Latino students requires better coordination and collaboration efforts between departments and the promotion of Latino student sense of belonging.

**Practice:** Each faculty for the PASO classes are trained in “Cultural Validation Theory.” The PASO Scholars have demonstrated higher pass rates than the overall CSUSM population and greater cultural connection with PASO classes. Pre-registering PASO Scholars in PASO courses ensuring students are on track towards graduation has increased retention. Infusing cultural relevancy into the curriculum, enhancing existing student support services, and introducing innovative technological approaches have also supported gains in Latino student retention.

**Sustainability:** PASO is funded from a 2015 Title V grant and is expected to be funded again in the next funding cycle. In addition, CSUSM will institutionalize the Financial Aid Technician position at the end of the grant.

## EVIDENCE IT WORKS

- **Increased enrollment and retention:** PASO has helped increase overall Latino enrollment from **29%** in Fall 2017 to **45%** in Fall 2018 and Latino retention from **70% to 78%** in the same timeframe.
- **Higher pass rates compared to equivalent institutional courses:** All students in PASO courses are Latino freshman students and have a greater pass rate than non-PASO courses. The pass rates for PASO courses range from **85% to 100%** and average a **10% higher** pass rate than other equivalent CSUSM courses.
- **Increased financial aid application completion by Latinos and Latinos awarded financial aid:** **421 of 509** PASO Scholars (**83%**) were selected for financial aid verification. **Over 90%** of the 421 completed the verification process. Overall, **88%** of all PASO Scholars were awarded financial aid, a **30% improvement** in Latino students awarded financial aid.

## STUDENT VOICE

*“PASO Courses have helped me feel proud of my roots and make me feel like I belong at this University now.”*

*“PASO became my second home when I was given the opportunity to explain my knowledge about our community, graduation requirements and the various resources on campus.”*

*“I love the professors, they are like family; so caring and so understanding. My GEO instructor helped me make the transition from high school to college and motivated me so much.”*

*“The environment was different in the PASO Courses, I started to make friends, it makes it all worth it in the end.”*

## ADVICE TO MAKE IT WORK FOR YOU

“The PASO course can be replicated with the support and collaboration of the Academic and Student Affairs divisions. Faculty are trained and recruited to teach required courses for freshman in Communications, Writing, and General Education Learning. The PASO courses are designed to motivate, support and empower Latinx students. These courses include cultural validation and sensitivity in the curriculum, classroom interactions, and by creating a sense of belonging for entering Latinx freshman.”

– MINERVA GONZALEZ, DIRECTOR

## LEARN MORE

[www.csusm.edu/paso/](http://www.csusm.edu/paso/)

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# Project MALES (Mentoring to Achieve Latino Educational Success)

University of Texas at Austin  
Austin, Texas

**Summary:** Project MALES is a mentoring model focused on improving graduation rates of young Latino men by promoting the academic success of undergraduate mentors of color through leadership development and community engagement. Of all participants since the inception of the program, **90% have graduated or are currently on track to graduate.**

## HOW IT WORKS

**History:** Project MALES (PM) is a research, evidence-based mentoring initiative, focused on addressing challenges for Latinx males in K-12 and higher education through a cultural assets-based approach. The program was piloted at Travis High School by Dr. Victor Saenz and one graduate student in 2011. Currently, PM serves 18 middle and high schools in two local school districts to provide mentorship to over 250 boys of color. All programming is tied to Latinx experiences, using Critical Race Theory (CRT) and Latina/o Critical Theory (LatCrit) approaches.

**Goals:** The project's outcomes are tied to graduation rates, leadership development, and community engagement to enhance the academic success of undergraduate mentors of color at UT Austin, a predominantly white institution.

**Need:** As of 2018, Latino males had lower levels of degree attainment than other males. **Only 21% of Latino males** had earned an associate degree or higher, compared to **60%** of Asian, **46%** of White, and **29%** of African American males.

**Practice:** The mentorship program serves as a safe space to excel and connect to the powerful network and resources of UT Austin. Mentors are trained in the program's IMPACT service-learning class that prepares them to mentor K-12 students in Central Texas (over 250 served in 2018-2019) to develop academic and social skills. The program utilizes a mix of critical mentoring, Social Emotional Learning (SEL) frameworks, and Restorative Practice dialogue committed to serving the Latinx student population at the University and local schools.

**Annual Budget:** \$130,000

## WHY IT WORKS

**Need:** The low rate at which U.S. Latino males attain associate degrees or higher is impacted by limited exposure to few male individuals who have experienced the college environment. Mentorship provided through PM not only fosters community engagement among undergraduate mentors to retain current students, but engages K-12 Latino males served by the program to truly create an inter-generational Latino male higher education pipeline addressing this low rate.

**Practice:** The IMPACT class supports student engagement and academic achievement through experiential learning opportunities and introduces students to graduate level coursework on Latinx educational research literature. Training retreats are set at the beginning of the semester to educate mentors on high impact practices, critical mentoring curriculum, restorative practices, and foster a Latinx-informed learning community. Platicas highlight faculty, community leaders, and other advocates to dialogue with undergraduate mentors, and serve to inspire and motivate students in their academic and personal development. Project MALES aims to leverage UT resources to create empowering spaces for Latinx students in both higher education and K-12.

**Sustainability:** The PM Mentoring Program is funded through service agreements with local school districts, and charter schools. Grant funding and institutional support from the Division of Diversity and Community Engagement at UT helps fund their efforts. Project MALES is working on replicating its program at other partner institutions by pairing post-secondary institutions and school districts in order to deliver mentoring services to other school sites in Texas. These partner institutions are part of its 40 member Texas Education Consortium for Male Students of Color in Texas.

## EVIDENCE IT WORKS

- **Increased graduation rate:** The 6-year graduation rate for Latinx students who enrolled at the University of Texas at Austin in Fall 2011 is 75%. For the 2012 cohort of Latino males, it was 71%. Since the founding of the Project MALES Mentoring Program, 203 undergraduate mentors have participated in the program, with 178 identified as Latinx. Of all student participants, **90% of students have graduated** or are on track to graduate.
- **High retention of mentors:** For the 2018-2019 cohort of 64 students, seven mentors graduated and 57 undergraduate mentors successfully completed the year. All students have committed to returning for the 2019-2020 academic year resulting in a **100%** completion and retention rate.
- **Increased graduate degree completion, including PhDs:** In the 2018-19 cohort, the program had five graduate assistants, three graduated with their master's degree in Education. Since inception, 14 mentors have enrolled in and completed a PhD.

## STUDENT VOICE

*"I am incredibly grateful to participate in Project MALES. Being a first-generation, Latinx student, I came to The University of Texas at Austin lacking a role model who navigated through higher education. In Project MALES, I found a community of college students and mentors who gave me the support I needed to succeed in college. Having the opportunity to be a mentor to other students in my Austin community also gave me a chance to be a role model to others. Project MALES taught me the value of seeing someone who comes from similar backgrounds be successful and support others so they can be as well."*

– Fidel Aguilar

*"Project MALES is a program that has helped me as a student in many ways. The two most important things it has helped me with is that it gives me a safe space on campus to come together with other students to share our passion for helping the Latino and African American youth. Project MALES mentors are some of the most humble and*

*hardworking students on campus who care about giving back to a community that the education system has failed and therefore, we create a bond among each other like no other! The other component of Project MALES that has helped me personally is that within the program there are many other knowledgeable and professional people that can help mentor and guide you through your next steps in your college career."* – Hilda Torres

*"Project MALES has given me a supportive community on campus. I know someone in Project MALES can help me no matter what problem. The program and the work we do has helped keep me motivated, it's the thing I look forward to each week."* – Maritza Ramirez

## ADVICE TO MAKE IT WORK FOR YOU

“Here at UT Austin, we are able to effectively support Latinx students because of partnerships we have established over the years, both within the UT Austin system as well as with external partners that are part of our statewide Consortium. Internally, we work closely in tandem with academic and student affairs staff that are housed within the Division of Diversity and Community Engagement whose leadership supports our work.

Another important aspect of Project MALES as a whole is that we take an assets and strength-based approach to our research and programmatic work which enables us to celebrate the cultural and community wealth of our Latinx community and of our students, and incorporate that approach into all three initiatives that define our project, including the Project MALES mentoring program. To that end, we incorporate student voice and input in all aspects of our work and leadership teams.”

– EMMET CAMPOS, DIRECTOR

## LEARN MORE

[www.diversity.utexas.edu/projectmales/](http://www.diversity.utexas.edu/projectmales/)

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## Promesa Scholars

Ferris State University  
Big Rapids, Michigan

**Summary:** The Promesa Scholars Program (PSP) is a Latino-focused leadership and retention program designed to assist Latino undergraduates achieve educational success by providing them with culturally relevant services to ensure they are retained and progress towards their degree at Ferris State University (FSU). The retention rate for Promesa Scholars from Fall 2018 to Spring 2019 was **96%**.

### HOW IT WORKS

**History:** Housed in the Center for Latin@ Studies (CLS) of FSU, PSP was founded based on the center's four pillars of success: community, leadership, cultural identity, and academic success. The PSP was developed in 2013 as a Latino-focused leadership and retention program. Initially designed to assist incoming freshman and transfer students in their success with their education at FSU, it was revised to include all undergraduate students in 2017 after the FSU Latino community **increased from 300 students to over 800**.

**Goals:** PSP established two goals to address its mission: 1) Increase Latino student success and graduation; 2) Increase Latino leadership and recognition on campus.

**Need:** In order to impact the retention and persistence of Latino students, the CLS at Ferris established that the PSP would have to build connections with students, especially those wanting to retreat from the institution to assist them achieve academic success.

**Practice:** There are several practices utilized by PSP to impact Latino retention and persistence: A 5th and 10th



week academic check-in to track student progress, research mentoring with faculty, cultural intelligence (IQ) assessments to help students understand and navigate similarities and differences between their cultural identity and the university's dominant cultural context, and professional networking and leadership opportunities.

**Annual Budget:** \$8,000

## WHY IT WORKS

**Need:** FSU has identified that paying for college is a major barrier for Latinx student persistence in their first and second years.

**Practice:** Utilizing predictive analytics, FSU identified that Latinx students eligible for the state's Tuition Incentive Program (TIP) are in the **95th percentile** to leave Ferris after their 1st year and in the **70th percentile** to leave after their 2nd year. Since this impacts **50%** of Promesa Scholars, workshops were designed to educate Latinx students and parents about TIP funding and how to renew the grant, as well as financial planning on how to pay for their education.

**Sustainability:** The Promesa Scholars Program is funded through university support with additional funds from an anonymous donor. This donation ensures the future of the program by supplementing for state and scholarship aid as needed.

## EVIDENCE IT WORKS

- **Increased retention rates:** The retention rate for Promesa Scholars from Fall 2017 to Spring 2018 was **97%** compared to the campus average of **64%**. From Spring 2018 to Fall 2018 the retention rate dropped to **76%** but rose again to **96%** from Fall 2018 to Spring 2019. Currently, the program has an **85% year-to-year retention rate** for Promesa Scholars.
- **Increased GPAs:** Promesa Scholars averaged a **2.8 GPA** for Fall 2018, higher than their campus peers. The average FSU Hispanic/Latino GPA for Fall 2018 was **2.3**.

## STUDENT VOICE

*“Promesa has helped me in this program by making sure I am in good standing throughout the year. I really appreciate the 5th and 10th week grade sheet that we have to fill out. It really helps because it shows my standing in the class and helps me determine if I need*

*to take any sort of action to bring my grade up or keep up the good work... In the program we are always being exposed to many opportunities. From professional connections to getting any questions answered on campus that I might have. I feel as if I have a place to go to whenever I may need anything.” – Lezley Rodriguez*

*“This program opens up doors and gives us opportunities to network and expand our connections. It gives us a glimpse of what to expect down the road as we strive to continue for success.” – Juan Ramirez Diaz Jr.*

## ADVICE TO MAKE IT WORK FOR YOU

“Our program thrives on partnerships we have created across campus to support students in various aspects. A partnership with the department of institutional research has provided us insight on data for each incoming class and individual student top attrition data points that allow us to target our advising and program design year to year to best fit the needs of each incoming class.

Listen and connect to the Latinx communities and Latinx serving institutions around you. Our program design evolved based on the changing community and climate needs assessed through student, parent and community listening sessions, and utilizing institutional data. We have taken this information and shaped programming around the cultural values of the Latinx community to create transformational change at our institution and lasting impact within the student population.”

- KAYLEE MORENO, EXECUTIVE DIRECTOR

## LEARN MORE

[www.ferris.edu/HTMLS/administration/academicaffairs/latinostudies/english/what-we-offer/promesa/promesa\\_scholars\\_index.htm](http://www.ferris.edu/HTMLS/administration/academicaffairs/latinostudies/english/what-we-offer/promesa/promesa_scholars_index.htm)

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## Cal-Bridge Program

California State Polytechnic University, Pomona  
Pomona, California

**Summary:** The Cal-Bridge Program creates opportunities to increase the number of PhDs received annually by Latinos and other underrepresented minority students in the fields of physics and astronomy. Latinos comprise **60%** of Cal-Bridge Scholars. In the first three years, **95%** (19 of 20) Cal-Bridge Scholars enrolled in or will be **enrolling in top Physics or Astronomy PhD programs** after graduation. Of these, **11 are Latino scholars, including 4 Latinas.**

### HOW IT WORKS

**History:** Founded in 2014, the Cal-Bridge Program is a partnership between 9 University of California (UC) institutions and 16 California State University (CSU) campuses to address the national shortage of underrepresented minority (URM) PhDs in the fields of physics and astronomy. Approximately 160 physics and astronomy faculty from the two systems participate in the program. Scholars are recruited from the 16 CSUs with the help of local faculty and/or staff liaisons at each campus. Community college students can also transfer to a participating CSU to join the program.

**Goals:** The Cal-Bridge Program seeks to increase the number of PhDs received annually by Latinos and other underrepresented minority students. The primary goal of Cal-Bridge is to increase the annual number of 80 PhDs received by URM students nationally, **by 50%**.

**Need:** Although underrepresented minority students constitute more than **30%** of the US population, they account for **less than 4% of PhDs** awarded in physics and astronomy in the US and only **3% of faculty members.**

**Practice:** The program uses research-validated selection methods to identify and recruit scholars from any of the 16 CSU institutions and provides them with the support



necessary to successfully matriculate into a PhD at a UC campus in the Cal-Bridge network. Once selected, Cal-Bridge Scholars benefit from four main pillars of support: 1) Financial support of up to \$10,000 per year based on demonstrated need and in exchange for cutting back work hours, 2) intensive, joint mentoring by CSU and UC faculty, 3) professional development workshops designed to help scholars prepare to apply to graduate school, and, 4) access to a wide variety of summer research opportunities.

**Annual Budget:** \$800,000

## WHY IT WORKS

**Need:** Students from underrepresented groups interested in pursuing a degree in physics and astronomy do not see themselves represented in the faculty who teach them, resulting in a shortage of URM students pursuing careers in these fields. The Cal-Bridge Program is ideally suited to address this shortage by creating opportunities for traditionally underrepresented groups to increase their numbers in physics and astronomy PhD programs.

**Practice:** The support granted to Cal-Bridge Scholars through financial support, faculty mentoring, professional development workshops, and research opportunities is necessary to help Scholars successfully matriculate to a PhD program. Dozens of faculty volunteers from all UC and CSU campuses are committed to mentoring Scholars, serving on the two regional steering committees for the program. The regional committees guide the Cal-Bridge Program and help select yearly participants.

**Sustainability:** The program is in the first year of its second 5-year, \$5 million National Science Foundation S-STEM grant.

## EVIDENCE IT WORKS

- **Increase in Latinos pursuing careers in physics and astronomy:** The current 5th cohort serves 25 scholars from 10 different California State University campuses. Since inception, the program has served **59 students** of which **58% are Latino**.
- **Increase in Latinos attending top physics and astronomy PhD programs:** In the first three years of the program, **95% (19 of 20)** students began or will be attending top PhD programs in physics or astronomy. Of these, **58% (11 of 19)** are Latino students, including **4 Latinas**.
- **In the most recent cohort (cohort 4), 10 out of 12 scholars have been admitted into PhD programs.**

## STUDENT VOICE

*“Honestly, I think I have gotten a lot of benefit for being in the Cal-Bridge program...with the support group, the mentors, and definitely connections, because Dr. Rudolph has so many connections with people.”*

*“I think the biggest part that helped me was being able to do research as an undergrad.”*

*“I think the Cal-Bridge Program is a great program. It’s taught me a lot, and I think it’s made me a much more professional physicist and is largely responsible for a lot of the skills that I have today, compared to my peers.”*

## ADVICE TO MAKE IT WORK FOR YOU

“The partnership we have created between research universities and HSIs could be replicated in a number of other regions of the US, including: the New York City metropolitan region (including northern New Jersey), Texas and the southwestern US, and Florida.

For those of us from the privileged white community who wish to support Latino students, it is critical to 1) show humility and try to learn from our students and leaders in Latino education what works, and 2) for those who are at non-HSI research institutions, make true partnerships with leaders at HSIs and learn from them what works to help their students persist on to post-baccalaureate success in the wider academic community.”

– ALEXANDER L. RUDOLPH, DIRECTOR

## LEARN MORE

[www.cpp.edu/calbridge](http://www.cpp.edu/calbridge)

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# ¡Éxito! Latino Cancer Research Leadership Training

Institute for Health Promotion Research at UT Health San Antonio  
San Antonio, Texas

**Summary:** ¡Éxito! increases Latino representation in doctoral health programs and cancer health careers through academic and career preparation support. **27%**, or 48 of program alumni are either currently enrolled in a doctoral program (37) or earned a doctoral degree (11). **Of these 48, 43 are Latinos.**

## HOW IT WORKS

**History:** Cancer has overtaken heart disease as the top leading cause of death among U.S. Latinos. To address this problem and develop the next generation of researchers who can solve Latino cancer issues, ¡Éxito! launched in 2010 at the Institute for Health Promotion Research at the University of Texas Health San Antonio with a grant from the National Cancer Institute (NCI). ¡Éxito! is modeled after the successful Minority Training Program in Cancer Control Research (MTPCCR) at the University of California, San Francisco (UCSF) and UCLA, which seeks to increase diversity in public health and social/behavioral doctoral programs and cancer disparity research.

**Goals:** Increase participants' confidence in applying to a doctoral program and ensure that at least 20% of Éxito's participants enroll and stay in a doctoral program, with at least half of them focused on cancer control research.

**Need:** Latinos graduating with credentials in health professions are more likely to be in lower-paying support occupations (home health aides or nursing aides), than higher-paying practitioner and technical occupations (physicians, surgeons, or researchers). In addition, Latinos are expected to suffer a **142% increase** in cancer diagnoses. This requires a boost in the Latino cancer health disparities research workforce.

**Practice:** The program annually recruits 25 master's level students and professionals for a five-day summer institute and internship opportunities to encourage, motivate, and offer tools and networking for participants to continue their education towards doctoral programs.

**Annual Budget:** \$283,917

## WHY IT WORKS

**Need:** A pivotal impetus for iÉxito! was the lower rate at which MTPCCR's Latino participants went on to doctoral programs (12%) compared with African American (36%) and Asian participants (33%).

**Practice:** Through research opportunities, paid internships, and promotion of an academic-support and career-building pipeline via interactive dialogue with program alumni on a constant basis, iÉxito! encourages Latino master's level students and graduates to pursue a doctoral degree and a career in cancer control research, with a focus on reduction of Latino cancer health disparities.

**Sustainability:** The iÉxito! program first earned funding in 2010 from the National Cancer Institute (NCI) as an R25 training program until 2015. It was awarded a second grant of **\$1.3 million** by NCI for 2015 – 2020.

## EVIDENCE IT WORKS

- **Increased Latino enrollment in doctoral programs:** About 27% or 48, of alumni are currently enrolled in a doctoral program (37) or have gone on to earn their doctoral degree (11). **Of these 48, 43 are Latinos.**
- **Increase of Latinos in higher-paying technical occupations related to cancer:** All alumni have jobs, or their academic focus is related to Latinos and public health. 69% of doctoral students indicated their **career path will relate to cancer research**, and among those not yet enrolled in doctoral programs, **51% have employment directly or indirectly related to cancer.**

## STUDENT VOICE

*“If your interest is to complete a doctoral degree or you have doubts about doing it or not, iÉxito! will clarify all your concerns and give you the motivation and confidence to do it.”*

*“Attending was a great decision, and it was helpful to push me to reevaluate what I want to do, what I want to research, and how I’m going to get there.”*

## ADVICE TO MAKE IT WORK FOR YOU

*“We believe that the iÉxito! program is replicable across the country, especially at institutions that serve a large Latino population. That is why we created the “iÉxito! Program Replication Manual” to provide the steps, tools, and templates to enable other organizations to develop their own versions of the program across the country, and really build the pipeline of Latino doctors and cancer researchers.”*

– AMELIE G. RAMIREZ, DIRECTOR

## LEARN MORE

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## Latinx Leadership Initiative (LLI)

Boston College School of Social Work  
Chestnut Hill, Massachusetts

**Summary:** The Latinx Leadership Initiative (LLI) prepares bilingual Social Work Master and PhD students to work with Latinx communities towards sustainable solutions for complex problems. Since its inception in 2013, four LLI cohorts, a total of **117** students, boast **100% retention and on-time graduation.**

### HOW IT WORKS

**History:** Social workers in the U.S. recognize that they are not prepared to work effectively with Latinx populations. The Latinx Leadership Initiative (LLI) was founded in 2013 to train students on effective social work interventions with diverse communities. LLI is a model of graduate education for the next generation of social service leaders that shifts from a traditional deficit approach to minority education to focus instead on the knowledge, skills, and cultural values that Latinxs bring to the educational setting.

**Goals:** LLI strives to foster student understanding of the complexities Latinx populations face when accessing social services and dealing with providers of care. The Initiative also seeks to teach students how to draw on the “cultural knowledge” of diverse Latinx communities.

**Need:** One in four Americans will be of Latinx descent by 2060. Latinxs are more likely than other groups in

the U.S. to experience low educational attainment and discrimination. These experiences place Latinxs at higher risk of marginalization and at higher need for social work services. However, most social workers in the U.S. recognize that they are not prepared to work effectively with Latinx populations, and less than 5% of licensed social workers nationally identify as Latinx.

**Practice:** The LLI program focuses on the knowledge, skills, and cultural values that Latinxs bring to the educational setting. Students take courses in Spanish and follow a curriculum designed around effective social work interventions with diverse Latinx communities. Additionally, students complete field internships that foster their understanding of the complexities faced by Latinx clients in interacting with social services agencies and dealing with providers of care.

**Annual Budget:** \$5,000



## WHY IT WORKS

**Need:** LLI recognizes the need for a training program that prepares bilingual Social Work Master and PhD students to work effectively with Latinx communities towards sustainable solutions for complex problems.

**Practice:** The Initiative offers mentorship with regards to community engagement and research, while drawing on the “cultural knowledge” of diverse Latinx communities. Each LLI student is paired with a faculty mentor and a field advisor that guide them on how to successfully navigate traditional institutions of higher education and professional social work settings. This approach serves to equip students with the tools they need to succeed professionally while forming an on-campus community that supports their academic success.

**Sustainability:** The Latinx Leadership Initiative is embedded in the School of Social Work of Boston College and is now fully funded by the institution.

## EVIDENCE IT WORKS

- **100% retention and graduation:** Four LLI cohorts, a total of 117 students, have graduated since the program’s inception in 2013. Thanks to the assets-based cohort model of support, LLI has **no student attrition** and **all LLI students graduate in a timely manner.**
- **100% career placement:** Of students served, 100% of graduates have secured full-time positions in competitive social service agencies. Graduates are trained and have a full understanding of the complexities of diverse Latinx communities, with many reaching leadership positions in their career within 3 years of graduation.

## STUDENT VOICE

*When I looked for Master of Social Work programs, I found the Latinx Leadership Initiative on Boston College’s website and thought “I can’t believe this exists, it’s such a good fit!” I wanted to work with the Latinx population as my focus in my social work career. I was initially drawn to the LLI because of this focus, as I knew that there is a*

*great diversity within the Latinx identified community--my own experiences as a Latina immigrant taught me that any program that recognizes this diversity and the value in it will best help me specialize in serving this community. The LLI did that and more.” – Laura Zocchi*

*“Our agency serves many communities which have large Latino populations with many immigrant families, undocumented families and unaccompanied minors. A lot of the population we work with have been through a lot of trauma, have a hard time accessing services, have trust issues with the system. One of our challenges is finding staff to serve our Latino community. The LLI helps us to better serve the Latino community.”*

– **Community partner**

*“There is a lack of Latinx professors in social work so knowing that, we created the Latinx Research seminar under the LLI to ensure that there’s a pipeline of Latinx social work professors, researchers, and scholars for the future.” – PhD student*

## ADVICE TO MAKE IT WORK FOR YOU

“Create a sense of belonging, a *familia*, a learning community where students use their shared life experience and cultural values to support each other as they navigate the complexities of graduate education. I believe we need a switch of paradigm. Rather than thinking of Latinos and education from a deficit perspective, we should focus on what Latinos bring to the educational setting to design programs that capitalize on those strengths.”

– **ROCIO CALVO, FOUNDING DIRECTOR**

## LEARN MORE

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## Latino Achievers

YMCA of Middle Tennessee  
Nashville, Tennessee

**Summary:** The YMCA Latino Achievers program (YLA) uses research-based strategies to increase high school graduation, college applications and enrollment rates for Latino youth. **98%** of the program's 2017-2018 cohort enrolled in college compared to **38%** for the 2010-2011 cohort.

### HOW IT WORKS

**History:** Latino Achievers was adopted by the YMCA of Middle Tennessee in 2002 to address low high school graduation and college matriculation rates of Latinx students. Since then, the program has grown to serve nine public schools in Nashville's metro area. These schools serve 2 to 7 times more Latinx youth than the state average of 9%.

**Goals:** YLA utilizes evidence-based strategies to pursue the following goals: 1) Increase high school graduation, 2) increase college applications, and 3) impact overall Latinx college enrollment.

**Need:** YLA serves schools that have lower than average high school graduation rates, **80%** compared to the state average of **89%**, and lower than average ACT scores, **19** compared to the state average of **20**.

**Practice:** YLA closes the achievement gap for Latinx students by using evidence-based practices that include: increased exposure to college through tours and fairs, ACT preparation and financial aid planning, mentorship and individualized counseling, introduction to professions through world of work tours, and a college readiness curriculum with a culturally responsive emphasis.

**Annual Budget:** \$185,000



## WHY IT WORKS

**Need:** Exposure to Latinx role models and on-going support with the college enrollment process are important strategies to motivate Latinx students to discover their strengths and empower them to pursue their higher education aspirations.

**Practice:** YLA invites local Latinx professionals to inspire and empower students by sharing their experiences as Latinxs in college and in professional settings. Besides continued participation within the program, students are encouraged to meet regularly with staff to receive additional support throughout their college application process. YLA also offers scholarships for students, especially those who are ineligible for financial aid due to residency status.

**Sustainability:** YLA receives support from the YMCA of Middle Tennessee and annual grants from corporations including State Farm, Nissan, AIG, Google and Cummins. They also depend on support from other corporations, local businesses and individual donors to fund scholarships for these students.

## EVIDENCE IT WORKS

- **Increased high school graduation rate:** For the 2017-2018 academic year the graduation rate for the **51 active Latinx students was 100%** compared to the district average of **74%** and the national average of **79%**. In addition, for the 2010-2011 academic year, **93%** of participants graduated high school.
- **Increased college enrollment:** Of the 2017-2018 academic year graduates, **98%** enrolled in college compared to **38%** for the 2010-2011 academic year graduates.

## STUDENT VOICE

*“In YLA, I developed public speaking skills and the ability to think critically and outside the box. In general, YLA taught me how to simply be a better citizen. From advocating at the state capitol for education equality to promoting diversity within the meetings, I became someone who understood the importance*

*of civic engagement and learning from others’ unique backgrounds. When moving to D.C. for college, it was this optimistic yet humble mindset which helped me stay motivated, during what seemed to be the most tumultuous time for our nation’s capital. It is a unique opportunity to be involved in a program like YLA, which is creating a generation of Achievers who have the skill set and confidence to accomplish more than previously imaginable.” – Amy Guerrero, YLA alum and a current freshman at George Washington University*

## ADVICE TO MAKE IT WORK FOR YOU

“YMCA Latino Achievers Program has several components that can be replicated and scaled to other institutions. These include using asset-based thinking to build on the strengths of the students we serve, building intentional time into programming to celebrate the diversity of culture and backgrounds our students bring and partnering with public schools to leverage the space and resources of the local school district.

For those interested in better serving Latinos, we recommend creating leadership roles for students (e.g., club officers) within the program to serve as ‘gate keepers’ and ensuring all staff lead with empathy and active listening when working with youth. Additionally, we strongly encourage programs with non-Latino staff, volunteers or advocates to create spaces for learning and to ensure that others know not all Latino families have the same experiences simply because of shared culture or background.”

– YMCA LATINO ACHIEVERS STAFF

## LEARN MORE

[www.ymcamidtn.org/programs/latino-achievers](http://www.ymcamidtn.org/programs/latino-achievers)

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# Believe & Achieve Youth Development and Scholarship Program

Trinity River Mission  
Dallas, Texas

**Summary:** Believe and Achieve (B&A) improves the educational attainment of Latino students in the West Dallas area by providing them extensive support with career exploration, counseling and campus tours, navigating college enrollment processes, and financial support. An average **93%** of **Latino** student participants enroll in college and attend their first semester each year, with **100%** enrolling in 2018.

## HOW IT WORKS

**History:** From the program's inception in 1983, Believe & Achieve has promoted college/career readiness primarily for Latinx students in grades 6-12. Given the region's low high school graduation and post-secondary enrollment rates among Latinos, Believe & Achieve seeks to improve these rates through college and career preparation and by providing students with significant support navigating high school and college enrollment.

**Goals:** In its mission to improve the educational attainment of Latinos, B&A's goals are: 1) Increase high school graduation rates, 2) increase college acceptance rates, and 3) increase enrollment in out-of-the-area colleges to stem the likelihood of college undermatching and dropout. Long-term, B&A seeks to empower students to realize their full potential, become the



next generation of leaders, and have them create a ripple effect that ends the cycle of generational poverty among Trinity River Mission (TRM) families.

**Need:** College-age Latinos are our region's fastest growing population yet have the lowest post-secondary enrollment. College enrollment in West Dallas for adults ages 18-24 lingers at **25%** and, in Dallas County, only **61%** of all high school graduates enroll in college.

**Practice:** The program provides ten college campus tours, college/career prep workshops, leadership/character development, exploration of STEAM career fields, social/emotional counseling, financial education, paid internship/community service opportunities, mentors, and a \$4,000 scholarship.

**Annual Budget:** \$380,935

## WHY IT WORKS

**Need:** The majority of Latinx students served by the program don't have adult role models with college experience.

**Practice:** TRM provides this resource through mentors and TRM alumni staff and volunteers. Lastly, we know family is an essential part of the Latinx culture and family buy-in is key to a child's success. As such, all TRM family members are provided exposure to college/career options.

**Sustainability:** Trinity River Mission's B&A program is supported by funding from foundations, corporations, and individual donations. A multi-year fund development plan is underway that includes seeking multi-year support from donors, foundations, and new event sponsorship opportunities. In addition, TRM has increased fundraising staff to achieve these goals.

## EVIDENCE IT WORKS

- **Increased high school graduation rate:** Since 2004, Trinity River Mission students have maintained an average high school graduation rate of **95%**, with **100%** graduating in 2018, compared to just **62%** of West Dallas Latino adults and **86%** of Latinos attending West Dallas' local high school.
- **Increased college enrollment rate:** On average, **93%** of Latino TRM students in the program enroll in college and attend their first semester each year, with **100%** enrolling in 2018. By comparison, only **25%** of West Dallas adults ages 18-24 and **61%** of all high school graduates in Dallas County enroll in college.

## STUDENT VOICE

*"When the time came to start preparing for college, my parents' limited 2nd grade education and language barrier made it difficult for them to help. The Believe and Achieve program taught me the skills and instilled the mindset I needed to make better decisions when it came to my educational goals..."* – **María, Class of 2005**

*"Once I've gotten my degree, I'd really like to come back and host workshops for the students, teaching them building and engineering skills. I want to be able to show them that there is a whole world out there for them to explore."* – **José, Class of 2015 and Gates Millennium Scholarship Recipient**

## ADVICE TO MAKE IT WORK FOR YOU

“Every aspect of our program can be replicated within a trusted community. Trinity River Mission thrives on establishing a village to support the whole child and it starts with the family. The Believe & Achieve program is successful because the students are supported via family, parental involvement and support, mentorship, role models, community support, volunteers, investors, and dedicated staff. Our youth's dreams are the guiding light for all that invest in their future.

In serving the Latino community, one must understand the pool of cultures that are compiled in that word. The influences, the values, the cultural differences, and language are distinctive and should not be generalized but celebrated. Providing a welcoming environment goes a long way as does providing peer networks to help through the transitioning, particularly for first generation students. Another way to help is by providing stronger guidance and admissions counselors that properly guide students through the college process. Many of our students are told they have to take certain classes they do not need and end up paying higher tuition or delaying their completion.”

– **GLORIA LOPEZ, Executive Officer**

## LEARN MORE

[www.trinityrivermission.org/believe-and-achieve/](http://www.trinityrivermission.org/believe-and-achieve/)

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# Crosby Scholars Program

Crosby Scholars Community Partnership  
Winston-Salem, North Carolina

**Summary:** The goal of the Crosby Scholars Community Partnership is to provide a path to college for all public Forsyth County students. Crosby Scholars provides leadership and academic programs as well Last Dollar Grants to help with the cost of college. In 2018, **96% of Hispanic Crosby Scholars enrolled in college** immediately after graduation.

## HOW IT WORKS

**History:** Crosby Scholars began in 1992 with the mission to provide a path to college for all public middle and high school students from Forsyth County. Students sign a partnership agreement and commit to be drug-free, attend classes in academic skills and leadership development, and complete community service. Since 1993, Crosby Scholars has graduated 9,004 high school seniors, enrolled 98% of them in a two-year or four-year college immediately after graduation, and awarded more than **\$7.4 million** in scholarships.

**Goals:** The program goals to achieve its mission include: 1) Increase ACT/SAT and FAFSA completion, 2) increase high school graduation, and 3) increase college enrollment.

**Need:** Latino students need to be guided and supported through programming efforts in order to impact their high school graduation and college enrollment rates.

**Practice:** Crosby Scholars sign a partnership agreement and commit to be drug-free; attend classes in academic skills and leadership development; and complete community service. Students who complete the program are eligible to apply for need-based **Last Dollar Grants of up to \$1,200** for up to four years. For 2017-2018, the program awarded **709** Last Dollar Grants to students enrolled in college including freshmen, sophomores, juniors and seniors. DACA students who are not eligible for federal aid may still receive this grant if they have unmet need to pay for college. Crosby Scholars has more than 25 named scholarships that recognize students for many different abilities, such as overcoming a challenge, having a special friendship and connecting to someone through community service.

**Annual Budget:** \$2,683,837

## WHY IT WORKS

**Need:** The program has served Forsyth County for 25 years. In that time, need for its services has grown along with large increases in the Latino population, which brings with it group-specific challenges and needs.

**Practice:** In response to increases in the Latino population and its needs, the program hired a part-time Hispanic Outreach Coordinator who has been instrumental in building trust within the Latino community. She translates materials into Spanish and posts them throughout the community. The coordinator's programs also specifically address the needs of Latino students through the following efforts: The *Excellencia* program helps Latina girls understand that their bilingual and bicultural abilities increase their opportunities; The SHE Project introduces 8th-grade Latina and African American girls to STEM opportunities; The Unidos Program provides parent classes and after-school tutoring to Latino middle school students; and the Exitosos Program introduces high school students to successful professional Latino community members.

**Sustainability:** Crosby Scholars consistently meets its fundraising goals. Funding sources include community foundation grants, individual and corporate contributions, and a successful annual golf fundraiser. The program is also gearing up for their Capital Campaign set for 2021.

## EVIDENCE IT WORKS

- **Increased ACT and GPA achievement:** In 2018, **96%** of Hispanic Crosby Scholars took the ACT and earned an average score of 19. **75%** of Hispanic Scholars also had a weighted GPA of 2.5 or higher. These results compare favorably against the minimum admission requirements for The University of North Carolina System (UNC) of an ACT score of 17 and a 2.5 GPA.
- **Increased college enrollment rates:** In 2018, **96%** of Hispanic Crosby Scholars enrolled in college immediately after graduation: **48%** in 2-year colleges; **47%** in 4-year colleges. For the past 10 years, **100%** of Crosby Scholars have graduated from high school, and 98% have reported they enrolled immediately in a 4- or 2-year college or university.
- **Increased 6-year college graduation rates:** The 2011 Crosby Scholars cohort had a **70%** 6-year graduation rate compared to the national rate of **58%** for 2012, the highest national 6-year graduation rate recorded (National Student Clearinghouse).
- **Increase in Hispanic students receiving Last Dollar Grants:** From 2016 to 2017 there was a **117%** increase in Hispanic students who received the Crosby Scholars' Last Dollar Grant, and a **175%** increase from 2017 to 2018.

## STUDENT VOICE

*“Crosby Scholars encouraged me to look beyond the stereotype, to be more, to have more goals in mind. Advisors and Saturday Academies helped me to focus, while giving me hope and strength... told me I was worth more than I thought I was worth... In the face of adversity, I overcame that adversity. The obstacle I couldn't overcome was how to find that right path for college. Crosby Scholars empowered me. It's no wonder their slogan says, 'for college for life.'” – Israel Suarez* (Suarez received a full scholarship to Catawba College, then to Wake Forest University to pursue his PhD. He serves on Crosby Scholars' Board of Directors.)



## ADVICE TO MAKE IT WORK FOR YOU

“We encourage staff and volunteers to meet students and parents where they are. In our Hispanic/Latino community we have very educated parents and others who are not. Students sometimes do not know the educational backgrounds of their parents and so they may not know how much assistance their parents can offer. We also work to have an inviting and welcoming environment. Having bilingual staff is important. Even if the students have mastered English, if the parents haven't, we want to be sure that the parents understand the information that we are distributing. We also have other staff members involved in programming so that families can feel comfortable with all staff members. Families want to know that you care and that you are willing to help them achieve their goals.”

– MONA LOVETT, President & CEO

## LEARN MORE

[www.crosbyscholars.org](http://www.crosbyscholars.org)

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## Latino U Scholars

Latino U College Access  
White Plains, New York

**Summary:** Latino U Scholars supports program participants for 6 years, as students attain, enter, and transition out of college, providing mentoring and career readiness preparation. To date, **93% of scholars are enrolled in 4-year universities, with 50% of scholars in highly selective or very selective institutions.**

### HOW IT WORKS

**History:** The founder and CEO launched Latino U College Access (LUCA) in 2012 to address inequity in access to resources and opportunity in higher education for Latino students. In over 7 years, they have grown from a 2-person pilot program at one high school to serving over **3,000 parents and students** in 4 school districts in Westchester County, NY that are **50% or more Hispanic**, in collaboration with many corporate and community partners.

**Goals:** LUCA's mission and goal is to increase college enrollment and completion for low-income, high achieving Latino youth who are the first in their family to go to college. In particular, the organization aims to increase the number of students that apply to and graduate from selective or very selective four-year colleges.

**Need:** The Hispanic population in Westchester County, NY is growing. LUCA is the only local college access organization solely dedicated to helping Latino youth advance towards a college education, identifying and working with Latino scholars who are hard-working children of immigrants and first generation college students.

**Practice:** LUCA supports Hispanic students and their parents over a time period of 6 years, with relevant programming on family engagement, college access, and college success. Family engagement includes bilingual, culturally relevant information sessions on how to prepare for, search, and pay for college. College access services and support includes intensive individualized support from



the college search process through college completion. College success support provided to students through graduation is in the form of workshops on time management, stress management, campus diversity, campus resources, and career readiness training that includes mock interviews, paid internships, networking and skill development.

**Annual Budget:** \$255,648

### WHY IT WORKS

**Need:** Family engagement in the college application process and effective support for parents during a child's transition to college is necessary for college student success. LUCA recognizes these components and works alongside students and their families to increase college enrollment of Latino youth.

**Practice:** LUCA offers culturally relevant and bilingual programs to ensure families are informed about the college search, application and financial aid process and have the opportunity to engage with each other, even once their child goes off to college. Families continue to participate in workshops and activities offered by LUCA throughout their child's college years.

**Sustainability:** Each year Latino U increases the number of donors, sponsors and funders. In 2018, grants and revenues increased **51%** with a **67%** increase in private donations. Strategies to ensure long-term sustainability of Latino U include 3 fundraising events per year, a board of directors that is **50% Hispanic** and includes corporate leaders, as well as plans to hire a development manager.

## EVIDENCE IT WORKS

- **100% high school graduation and college enrollment:** In 2018, New York State Hispanic high school graduation rate was 69% and **78%** in Westchester. **100%** of LUCA Scholars graduated high school and entered college, compared to **59%-85% of Hispanics** from LUCA target schools that attend college.
- **Increased enrollment of low-income, higher-achieving Latinos at very selective institutions:** To date, 100% of scholars have applied to a combination of 4-year public and private universities. **99% are currently in college**, on track to graduate within 4 years. **50%** are enrolled in **highly selective and very selective institutions** like Barnard Binghamton University, Columbia, Cornell, Harvard, NYU and Princeton.

## STUDENT VOICE

*“I am very grateful for having been accepted to be part of the Latino U family last school year. With the workshops, informational meetings, and always checking up on us, my worries about college were put to ease... My volunteer college coach made me feel very comfortable with the application process. He had a whole plan as to what I needed to do. Although we were strangers at first, after meeting with him many times at the library, I could tell that he was learning more about the person I am as we were filling out a college application... He could immediately identify what I was trying to get across in my essay and offered me the adequate suggestions. Through his suggestions and explanations, I feel that I’ve become a better writer and that I have a much better understanding of how to express what I need to say in an essay. On top of all this, the people in the LUCA family are just wonderful and caring people. I could tell how much they loved us scholars and wanted the best for us. And for that, I am very grateful.” – Joey Morquecho, Latino U Scholar; Cornell University Class of 2023*

*“Latino U College Access allowed me to feel safe and reassured throughout the entire college process. They answered any and all of the questions my parents and*

*I had. Applying to colleges is absolutely intimidating and extremely competitive. However, LUCA helped me present myself in the best light and have a stellar application. I met people like Debbie and Emily who have become family. LUCA changed my life in ways I cannot even explain with words, and I hope to one day contribute to this amazing organization to help more kids just like myself.” – Michelle Mahecha, Latino U Scholar; University of Pennsylvania Class of 2023*

## ADVICE TO MAKE IT WORK FOR YOU

“The Latino U Scholars program model may be replicated at other communities through collaborative partnerships with school districts and community volunteers. Our comprehensive Scholar curriculum and volunteer college coach training prepares students and volunteers to successfully participate in all aspects of the college search and application process including, essay writing, completing the Common Application, building college lists and understanding financial aid options. In addition, the FAFSA boot camp model ensures that students and parents receive assistance with the completion of FAFSA and state financial aid applications necessary to maximize student financial aid and make college affordable.

[When serving Latinos] Ensure all programs are culturally relevant, bilingual and address the unique challenges, personal experiences and limited access to information that low income, Latino families face. Create a safe and secure environment where families can share their concerns while also expanding their vision of what is possible. Dismantle the “expectation of low expectations” placed upon Latino youth and their families and value language, culture and heritage as a source of strength and empowerment.”

– SHIRLEY ACEVEDO Buontempo, Founder & CEO

## LEARN MORE

[www.latinoucollege.org/](http://www.latinoucollege.org/)

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## PROGRAMS TO WATCH

Each year *Excelencia* receives numerous profile submissions from programs that serve Latino students in their communities and institutions around the country. Examples of *Excelencia* is focused on programs that have strong evidence of effectiveness. In addition, we highlight innovative and compelling efforts taking place across the country as Programs to Watch (P2W). Programs to Watch are generally young, up-and-coming programs using research-based practices and growing their evidence of effectiveness. They show great potential and have already made some impact on their students. To learn about other programs accelerating Latino student success across the country, visit our website and search through the Growing What Works database: [www.EdExcelencia.org/Growing-What-Works](http://www.EdExcelencia.org/Growing-What-Works)

Below we share brief summaries of this year's honorable mentions and P2W and invite you to learn more about their efforts by connecting with their staff and exploring their website.

### ASSOCIATE

#### **Chemeketa Completion Program**

**Year Started:** 2014

Chemeketa Community College, Salem, Oregon

[www.chemeketa.edu/students/student-services/academic-support/college-completion-program/](http://www.chemeketa.edu/students/student-services/academic-support/college-completion-program/)

The Chemeketa Completion Program (CCP), modeled after the TRIO Student Support Services program, specializes in working with students from mixed-status families to ensure their access to higher education. CCP provides textbooks, calculators, bus passes, meal cards, referrals to community resources to help pay for emergency needs, and referrals to organizations that provide additional support for immigrant families. Through these services, CCP has maintained an annual Latino student retention average of 67%.

#### **Hancock Promise — Changing the Odds**

**Year Started:** 2018

Allan Hancock College, Santa Maria, California

[www.hancockcollege.edu/promise/index.php](http://www.hancockcollege.edu/promise/index.php)

The Hancock Promise provides students in their district their first year of college free, when they choose to attend the fall after receiving their high school diploma or equivalent, regardless of citizenship status, age, or income. They employ bilingual outreach,

counseling services, and bilingual tutoring services for math and English, and free educational outsource materials. Fall 2018 enrollments showed a 48% enrollment growth of low-income students, 37% enrollment growth of Latino students, and 31% enrollment growth of first generation college students. Persistence rates from fall 2018 to spring 2019 increased as well, with an 82% rise in the persistence rate of low income students, 81% rise for Latino students, and 84% rise for first generation college students.

#### **Jaguar Connection**

**Year Started:** 2015

South Texas College, McAllen, Texas

[www.southtexascollege.edu](http://www.southtexascollege.edu)

The Jaguar Connection applies a Latino student-centered approach to recruitment and campus tours. The use of Spanish-speaking staff and a focus on creating a meaningful experience at recruitment events on campus ensures that most student and families understand the enrollment process and establish a connection with the college. The Jaguar Connection, alongside communication touchpoints throughout the admission cycle, has played a part in the 14% increase in True Freshman enrollment at the institution. Targeted messaging from the Call Center Campaign reduced the number of incomplete and unpaid financial aid recipients by 75%.

### **Mi Casa Es Su Casa**

**Year Started:** 2016

Lone Star College-North Harris, Houston, Texas  
[www.lonestar.edu/NH-TitleV.htm](http://www.lonestar.edu/NH-TitleV.htm)

Mi Casa Es Su Casa is Connecting students to the campus community, Acclimating them to the rigors of academic life, helping them Succeed and self-improve for the duration of college, and preparing them to Achieve and compete in college and beyond. The program guides students through the four CASA phases by connecting students to college resources and opportunities, as well as ensuring that students are receiving best-fit instruction. These initiatives encompass eleven intervening activities to engage students in practical, research-based programs that promote a sense of belonging, influence, competence and ultimately efficacy. These efforts resulted in increases in retention, graduation, and transfer rates by 14%, 10%, and 11%, respectively.

### **Pathways to Technology Early College High Schools**

**Year Started:** 2016

Dallas County Community College District, Dallas, Texas  
[www.dcccd.edu/apply-reg/hsprog/echs/pages/default.aspx](http://www.dcccd.edu/apply-reg/hsprog/echs/pages/default.aspx)

A Pathways in Technology (P-TECH) Early College High School model was adapted to incorporate career and technical education certificates and degrees, as well as over 70 industry partners to support student career development and pathway to employment. The Dallas County Community College District (DCCCD) Colleges support a total of 31 Early College High Schools (22 P-TECHs) over 20,000 total dual-credit college students each semester through tuition scholarships, instructional support and other services. The first two of Dallas Independent School District (ISD) cohorts of 18 P-TECHs enjoyed an 85% or higher course success rate and a 95% or better fall-to-fall persistence rate. DCCCD also worked with the North Texas Community College Consortium to partner with 15 regional universities to facilitate the transfer of college credits and the completion of Bachelor of Applied Arts and Sciences degrees.

### **Problem-based Initiatives for Powerful Engagement and Learning In Naval Engineering and Science (PIPELINES)**

**Year Started:** 2016

University of California, Santa Barbara, Santa Barbara, California  
[pipelines-csep.cnsi.ucsb.edu/](http://pipelines-csep.cnsi.ucsb.edu/)

Born from intersecting goals of increasing diversity in STEM majors (UCSB), fostering retention and transfer success (Community Colleges), and tapping into the local student population as more likely candidates for future employment (Navy Base), PIPELINES students work in teams to solve real-world Navy engineering design problems. These open-ended projects train students to think and act like innovators, a practice also supported by a course in engineering innovation that students attend at UCSB. Of the Community Colleges students, 88% have transferred to a 4-year institution.

### **STEM Institute for Scholastic Leadership Experience (ISLE)**

**Year Started:** 2017

Miami Dade College-North Campus, Miami, Florida  
[www.mdc.edu](http://www.mdc.edu)

STEM ISLE created the “Distinction in STEM Scholastic Leadership” that students can earn by completing requirements in academic excellence, career exploration, service, soft-skill training, and self-reflection. ISLE aims to give students a strong grounding in STEM skills through internships, increase their knowledge of STEM with speaker events, improve their academic and professional skills with workshops, and hone their knowledge and skills while helping others learn via the lab assistant program. When compared to the rest of the student body, STEM ISLE participants show better GPAs (3.46 vs. 2.91) and retention rates (96% vs. 59%).

## BACCALAUREATE

### **Channel Your Success – University Culture Pathways**

**Year Started:** 2015

California State University, Channel Islands, Camarillo, California  
[www.csuci.edu/islas/outreach/university-culture.htm](http://www.csuci.edu/islas/outreach/university-culture.htm)

California State University, Channel Islands' (CSUCI) Channel Your Success Campaign (CYS) provides culturally relevant programming and deploys Peer Mentors to reduce the number of students on academic probation (AP) and role model how to navigate the hidden university curriculum. CYS-sponsored events include a Spanish-only event designed to support first-gen Latinx students and their families and create a culture of persistence and degree completion.

In 2017-2018, Peer Mentors served 530 students during drop-in hours and delivered 38 student success workshops, which served 1,370 students. CYS Mentors directly reached out to Latino students on academic probation. As a result, by the beginning of fall 2018 the number of undergraduate Latino students on academic probation decreased from 334 to 119.

### **First-Generation and Transfer Student Center**

**Year Started:** 2015

The University of Texas at San Antonio, San Antonio, Texas  
[pivot.utsa.edu/fgtsc/](http://pivot.utsa.edu/fgtsc/)

The First Generation and Transfer Student Center (FGTSC), funded through a Title V, U.S. Department of Education grant in the division of Developing HSIs, and a collaborative with the Alamo Colleges, primarily provides mentorship services to undergraduate students through their First to Go and Graduate (F2G&G) and the Roadrunner Transition Experience (RTE) programs. F2G&G mentees are paired with a faculty coach and as a group, mentees form a familia, where all members come from a first-generation background. For the fall 2017 cohort, the F2G&G one-year retention rate was 85% and for RTE, 86%. The one-year retention rate for sophomores and juniors was 87% and 90% respectively.

### **I-CARE (Integrating a Culture of Academic and Research Engagement)**

**Year Started:** 2015

Texas A&M University, Kingsville, Kingsville, Texas  
<https://www.tamuk.edu/title-v/>

I-CARE provides Latino students an opportunity to engage in undergraduate research projects. Since 2016, I-CARE has supported faculty who redesign a course to incorporate an undergraduate

research and/or experiential learning component, to the benefit of 952 Latino students who have gained knowledge and skills they would not have gained through regular classes. Hispanic program participants in classroom-based undergraduate research have a course passing rate of 94%. Promising data shows that Latinos are retained at a higher rate (38%) than their peers (23%). The data being collected and analyzed has determined that the intentional classroom-based research initiative has helped Latino students in making real-world connections. Post survey data shows 88% of participating students strongly agreed that the undergraduate research project provided fundamental interactions with their professor.

### **LMU Transfer Pathway Program**

**Year Started:** 2016

Loyola Marymount University, Los Angeles, California  
[www.lmu.edu](http://www.lmu.edu)

The LMU Transfer Pathway Program offers participants the opportunity to attend a community college for one year, as part of a special cohort-style program with access to resources at the community college and LMU, including an LMU ID card, access to LMU's library and dedicated academic counseling. After completing two semesters of pre-approved courses and earning a minimum 3.0 GPA, they are guaranteed automatic admission to LMU. For the Pathway 2017 and 2018 cohorts, over 60% of program participants transferred to LMU and are on track to graduate with their class in 2020 and 2021, respectively. The remaining 40% were on track to transfer to another institution, or made the decision to stay at the community college.

### **PIONERAS**

**Year Started:** 2017

Texas Woman's University, Department of Teacher Education, Denton, Texas  
[twu.edu/pioneras/](http://twu.edu/pioneras/)

The mission of the PIONERAS program is to improve the bilingual education practices and second language acquisition of aspiring dual language teachers and of teachers already in the field. The program intentionally seeks to enroll Latinos through recruitment and by holding all courses and extracurricular activities in Spanish. PIONERAS participants are fully funded receiving a high-quality and culturally relevant education through university coursework, a study abroad program, a graduate degree, and collaborative mentorship between undergraduate and graduate students. Currently, 96% of graduate student participants are Latinos with an average 4.0 GPA and undergraduate participants have earned a 3.88 GPA.

### **Project ALAS (Aligning Learning & Academic Success)**

**Year Started:** 2014

California State University, Channel Islands, Camarillo,  
California

[www.csuci.edu](http://www.csuci.edu)

Project ALAS is a partnership between CSU Channel Islands (CI) and Ventura County's three regional community colleges (VCCC), based on shared responsibility and designed to improve transfer student success. ALAS' outreach component, the Transfer Success Student Academy, offers sessions on financial aid and major pathways, as well as faculty and peer support to help students navigate the transfer process successfully. In addition, through the Regional Transfer Fellows program, staff and faculty from the partnering institutions collaborate to improve transfer structures and processes via culturally relevant practices, curricular alignment with educational pathways, and well managed transitions. From Fall 2014 to Fall 2018, the transfer rate for Latino VCCC students increased to 54%. The ALAS partnership has also resulted in a decrease in Latino student academic probation rate to 9%. At the same time, 2-year graduation rates have increased for VCCC Latino students by 8% points since Fall 2014.

### **STEM Undergraduate Research Experience (SURE)**

**Year Started:** 2017

Texas State University, San Marcos, Texas

[www.ucollege.txstate.edu/strategic-initiatives/hsi-stem-impact/undergraduate-research.html](http://www.ucollege.txstate.edu/strategic-initiatives/hsi-stem-impact/undergraduate-research.html)

The STEM Undergraduate Research Experience (SURE) prepares Latinx and first-generation college students for success in graduate school or a STEM-focused career. SURE engages students in an authentic undergraduate research experience under the supervision of trained, culturally-competent faculty mentors. The program provides students with weekly seminars on building STEM success skills, science communication, the responsible conduct of research, the value of diversity in science, and creating an individual development plan. Faculty Mentors receive 16 hours of training on mentoring techniques and cultural fluency, while mentees receive 36 hours of training on community building, science communication skills, and planning for career/professional development. By the second year, the Latinx student composition of the SURE program increased to 75%. 100% of participants have presented at a local conference and 15 students received funding to present at a national conference.

### **UNCG CHANCE: Campamento Hispano Abriendo Nuestro Camino a la Educación**

**Year Started:** 2017

The University of North Carolina at Greensboro,  
Greensboro, North Carolina

[admissions.uncg.edu/visit/events/chance/](http://admissions.uncg.edu/visit/events/chance/)

CHANCE is a program designed to provide first-generation, under-served Latinx students with a pathway to college. Through CHANCE, Latinx high school students engage in an intensive six-day college preparation and leadership skills development experience. The program offers faculty-lead mini classes exposing students to a wide range of majors and how those majors track into professions following graduation. Additional experiences and instruction include course registration, leadership development, team building activities, college preparation, and civic responsibility. From the 2017 cohort, 57.3% of participants have enrolled in college; with a retention rate of 92% for those who enrolled at UNCG. These students have also achieved an average GPA of 3.3. The CHANCE program's growth rate of 162% from its initial year of 61 students to the 2019 camps hosting 160 (over 300 applied to attend) students is a testament to the value of the services provided by the UNCG CHANCE program to the Latinx community.

### **Undocumented Student Success Center**

**Year Started:** 2015

California State University, San Bernardino,  
San Bernardino, California

[www.csusb.edu/undocumented-student-success-center](http://www.csusb.edu/undocumented-student-success-center)

The Undocumented Student Success Center (USSC) was created to provide support to the increasing number of undocumented students enrolling at the university. The mission of USSC is to empower undocumented students and their families to navigate the college enrollment process and achieve their academic aspirations. USSC serves approximately 700 self-identified undocumented students, 92% of which are Latinx, by providing them with career and financial aid assistance, academic advising through peer mentors and an academic liaison, and technology to access a wide range of scholarships. As a result, the California State University, San Bernardino's second-year retention rate of undocumented students reached 82% for first-year and transfer students.

## COMMUNITY-BASED ORGANIZATIONS

### **Encuentros Teacher Academy**

**Year Started:** 2017

Encuentros Leadership, Vista, California  
[www.encuentrosacademy.com](http://www.encuentrosacademy.com)

Encuentros Teacher Academy is a partnership between Encuentros Leadership and California State University, San Marcos with a mission to increase the number of Latino male classroom teachers. The program aims to have an impact on lowering the high dropout rate among K-12 Latino students and to contribute towards the development of a college-going culture in schools. Each student is assigned a Latino male education mentor who provides ongoing support and assists with tracking information. The School of Education at CSU, San Marcos provides critical student support services in collaboration with their student life centers. The Teacher Academy is entering its third year and has served 43 students. 11 of these students are in their second year of college and are pursuing their education degrees, which will be followed by teaching accreditation.

### **Esperanza Postsecondary Support Program: Supporting Hispanic Student College Entry, Persistence, and Graduation**

**Year Started:** 2016

Esperanza Inc., Cleveland, Ohio  
[www.esperanzainc.org](http://www.esperanzainc.org)

Esperanza Inc. has been a longstanding organization serving families and K-12 students in Cleveland since 1983. Recently efforts expanded to include The Esperanza Postsecondary Support Program to help increase college attainment by Hispanic Ohioans through directed, culturally competent support. The program includes a workshop on internships, interview and communication skills, dress code, resume writing, and how to articulate transferable skills. Additionally, college participants are matched with college educated mentors in their field of interests. Being only in its second year, the program already boasts a 98% persistence rate for its students.

### **Generation Hope**

**Year Started:** 2010

Generation Hope, Washington, District of Columbia  
[supportgenerationhope.org](http://supportgenerationhope.org)

Generation Hope was founded to provide support to teen parents and their children. The program provides mentors, emotional support, and the financial resources young parents need to succeed in college and for their children to thrive in kindergarten. The program supports teen parents with college readiness courses, mentoring, career guidance, mental health support, high quality healthcare, tuition assistance, support with immigration needs, bilingual services, and emergency funding to help them realize their full potential. Generation Hope students boast a six-year graduation rate that is 43% higher than that of low-income, first-generation college students across the country. 92% of participants are also employed six months after graduation.

### **Pritzker Access Scholarship Program**

**Year Started:** 2015

Noble Network of Charter Schools, Chicago, Illinois  
[www.nobleschools.org](http://www.nobleschools.org)

The Pritzker Access Scholarship (PAS) aims to remove the financial barriers to college access and success for Noble Network of Charter School's (Noble) undocumented students, of which 99% identify as Latinx. This scholarship was created with the generous support of the Pritzker Foundation and Pritzker Traubert Foundation to provide eligible undocumented students with up to \$12,000 in scholarship support per year for four years of college. Noble also provides college and career supports to each student through four years of high school, up to six years in college, and in the years following college graduation, assisting with any challenges that may hinder their success. During Fall 2018, 77% of DREAMers of the Noble Class of 2018 matriculated into college. Recently, the first PAS cohort graduated with their bachelor's degree. This past May, 60% of the original cohort completed their degrees in just four years. In total, over 70% will earn a bachelor's degree by May 2020.

## 2020 Examples of *Excelencia* Call for Nominations

Do you know of other program that help accelerate Latino student success that should be featured in next year's compendium? Nominate them for consideration as a 2020 Example of *Excelencia*! Nominations will open in early 2020. Check our website in January for details.

Examples of *Excelencia* is the only national data-driven effort identifying and recognizing programs with evidenced-based practices that increase Latino student success in higher education.

We recognize community-based organizations, and programs at institutions of higher education that use effective practices to accelerate Latino student success in four categories: Associate, Baccalaureate, Graduate and Community-Based Organization.

### WAYS PROGRAMS ARE RECOGNIZED

As an Example of *Excelencia*, programs will receive:

- National recognition for their efforts via social media, web postings, and opportunities to be featured in various publications
- A \$5,000 financial contribution to be used to support their program
- Recognition at our annual *Celebración de Excelencia* held in Washington, DC
- Invitation to be part of a panel to discuss your work at the Accelerating Latino Student Success (ALASS) Institute
- Inclusion in the 2020 edition of *What Works for Latino Students in Higher Education Compendium* widely distributed online to *Excelencia* in Education's constituents including key funders, educational organizations, and leaders
- Inclusion in the Growing What Works Database, our online searchable database shared to promote effective institutional practices; and
- Complimentary one-year enrollment to *Excelencia* in Action, a national network to sustain dialogue in accelerating Latino student success in higher education; and
- Inform congressional offices of their selection

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**LEARN MORE:** visit our website [www.EdExcelencia.org](http://www.EdExcelencia.org) • **CONTACT:** [Examples@EdExcelencia.org](mailto:Examples@EdExcelencia.org)

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