



WHAT WORKS FOR LATINO  
STUDENTS IN HIGHER EDUCATION  
COMPENDIUM

2018



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 2018 EXAMPLES OF EXCELENCIA**





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## FOREWORD

**T**his evening we gather in the nation's capital to announce the 2018 Examples of *Excelencia* at the annual *Celebración de Excelencia*. The programs being recognized today are at the forefront of improving higher educational achievement for Latino students and we congratulate them for their efforts. They are part of a growing network of common cause intentionally increasing Latino student success and sharing their success with others so that others can learn, replicate, and scale similar efforts.

The annual *Celebración* and this compendium are two powerful ways *Excelencia* in Education provides strategic information about evidence-based strategies for improving Latino student success. In this time of intense division and debate throughout our country, it is essential to focus on the productive path forward. Serving and supporting the highest academic aspirations of today's Latino students will ensure America's future talent base for the workforce and civic leadership.

It is a critical to sustain and accelerate positive action and implement solutions that increase Latino student success. While we are making progress, there is still so much more to do. Examples of *Excelencia* is the country's only evidence-based national initiative to identify and publicize programs that improve Latino student success in postsecondary education. Launched in 2005, Examples of *Excelencia* increases awareness, informs program strategies, reinforces investment in what works, and is used by a network of action-oriented leaders to discover and implement innovations that are effective with Latino and other post-traditional students.

In the coming months you will have the opportunity to hear directly from the professionals and students in these programs through video profiles available on our website. The 2018 Examples of *Excelencia* and finalists will also be added to the inventory of strategies *Excelencia* in Education presents to higher educational and community leaders who seek to accelerate Latino student success at their institutions and in their communities.

### **EXCELENCIA IN EDUCATION**

Inspiring, informing and organizing momentum to strengthen America with more Latino graduates

By joining us this evening, and by using the information in this compendium to advance what works, you are part of our growing community of action—educators, community leaders, funders, and policymakers—who take an asset-based approach to serving Latino students. Going forward you can count on *Excelencia* to continue inspiring, informing, and supporting the recognition, replication and scale of evidence-based practices that serve Latino students and thus, serves our country.

## WHAT WORKS FOR LATINOS MATTERS FOR ALL

**E**xcelencia in Education's mission is to accelerate Latino student success in higher education. With increased tension in our country, some may wonder why we choose to focus on one specific ethnic group and the advancement of their place in higher education and the overall US labor force. We believe that what describes us, does not—and should not—divide us. By looking critically at the strengths and needs of Americans by race/ethnicity, we can gain an understanding of the specific needs of all people.

Through Examples of *Excelencia* we identify what works to help inform how Latino students are served in higher education and how policy can better impact their success. As programs and practices improve the success of Latinos, we can inform how these practices work for all students. We want to close achievement gaps, improve degree attainment, and better the U.S. economy for the benefit of the entire country. *Excelencia* recognizes that in order to do so, we must find ways to better support our country's fastest growing population. Latino student representation is increasing in the K-12 pipeline. By informing institutions of what works for Latinos, they will not only better serve their current students, but are better prepared to serve their future students.

### What this year's finalists tell us

Examples of *Excelencia* finalists provide an array of support and engagement services to students. We typically see patterns among these practices and in 2018 found the following common themes among the Examples of *Excelencia*:

**Transfer student support:** Programs had targeted services for recent and first-year transfer students. They provided a bridge between student experiences at community colleges and their new environment at 4-year institutions.

**Research opportunities:** Allowing students, particularly undergraduates, to participate in various research projects helps increase their interest in a specific field and promote a student's persistence towards degree completion. For graduate students, it allows them to apply learning to their career interests as well as prepare for doctoral work. Additional opportunities for PhD candidates helps increase their experiences and provides valuable networking and resume building to prepare them for postdoctoral research and the workforce.

**Faculty mentoring and modeling:** Mentoring is a common component of many programs. What stood out this year was the number of programs focused on providing faculty as mentors. This model helps create relationships for students. It also lets students see themselves in the field they are interested in pursuing, particularly if their mentors come from similar backgrounds.

**Curricula and pedagogical changes:** When considering the students they serve, programs have changed the way in which students are taught in the classroom. Some have added cultural competency as part of their curriculum by requiring courses to use culture and language as a teaching tool, tying in the classroom content with elements of their students' background. Other programs have made Latino studies part of the overall curriculum. Some programs have adapted their coursework to the current demands of their field by including new technologies and teaching methods.

**Access to completion:** Most of the programs in our community-based category are traditionally focused on access to higher education. Recently, more of these programs have integrated efforts to help support degree completion. While access services are valuable for students, getting them there is just the beginning. By adding additional services such as tutoring, continued mentorship, scholarships and other efforts, they ensure that their preparation for college also means their completion of a degree.

**Familia:** Establishing a welcoming community was an important component for the majority of the programs featured in this compendium. Providing students with near-peer mentors as well as faculty mentors, a dedicated space for students, and an on-campus group identity, allowed students to claim these programs as members of their own families. This practice of relationship-building helps students feel a greater sense of belonging on a college campus.

## SHARING WHAT WORKS

**E**xamples of *Excelencia* is our effort to bring attention to evidence-based practices in higher education. We recognize programs in four categories: associate, baccalaureate, graduate, and community-based organizations.

### HOW WE FOUND 17 FINALISTS AND 4 EXAMPLES OF EXCELENCIA TO RECOGNIZE THIS YEAR:

1. Each year we have a national call for nominations. This year we received 139 nominations from 27 states, plus DC and Puerto Rico.
2. Nominated programs are asked to submit their program profiles and *Excelencia* staff review and select a set of finalists. This year we selected 21 total finalists.
3. The profiles of these finalist are then forwarded to our external selection committee made-up of experts with diverse backgrounds in higher education. The committee selects one Example of *Excelencia* in each of our four categories.

#### THIS YEAR'S SELECTION COMMITTEE MEMBERS

MEMBER	TITLE	ORGANIZATION
Alex Chough	Vice President for Government Relations	National Council for Community & Education Partnerships (NCCEP)
Amber Garrison Duncan	Strategy Director	Lumina Foundation
Jose Cabrales	Program Director of Student Success	American Association of State Colleges and Universities (AASCU)
Demarée Michelau	Vice President for Policy & Research	Western Interstate Commission for Higher Education (WICHE)
Estela López	Senior Associate	<i>Excelencia</i> in Education
Maria Vasquez	Program Director Center for Equity in Learning	American College Testing (ACT)
Audrey Dow	Senior Vice President	Campaign for College Opportunity
Luis Duarte	Associate Director – The Latin American Recruitment and Educational Services (LARES) Program	University of Illinois at Chicago
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 as well as additional programs recognized as Honorable Mentions and Programs to Watch.

Each program includes a two-page overview of the following components:

- **Summary:** Quick snapshot
- **How it Works:** Get a sense of what they are doing
- **Why it Works:** Understand what sets this program apart from others
- **Evidence it Works:** Key metrics that show progress and achievements related to the program goals
- **Advice to Make it Work for You:** Tips from program leadership on how to make these efforts work for other institutions and communities

## 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>• Need or barrier facing students is clear</li> <li>• Program has grown overtime to better meet the need</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> <li>• Use of innovative practices not commonly considered</li> </ul>
SUSTAINABILITY	<ul style="list-style-type: none"> <li>• Funding model is sustainable and diversified</li> </ul>
FUNDING	<ul style="list-style-type: none"> <li>• Budget aligns to goals and is student-focused and service-focused</li> </ul>
LEADERSHIP	<ul style="list-style-type: none"> <li>• Dedicated and sustained leadership</li> </ul>
EVIDENCE	<ul style="list-style-type: none"> <li>• Metrics are related to goals</li> <li>• Outcomes show progress/achievement in reaching goals to support Latino students in given area</li> </ul>

Each program is identified by an issue area and a program focus. *Excelencia* uses these to help describe a program. These descriptors can be found at the top of each program profile. You can find more information about these programs, as well as others, on our Growing What Works database. Our database is a free online resource that shares

evidence-based practices that accelerate Latino student success in higher education. On our database you are able to search by state, academic category, one of our five issue areas, or by one of our 24 program foci. [www.EdExcelencia.org/Growing-What-Works](http://www.EdExcelencia.org/Growing-What-Works)

## 2018 EXAMPLES OF EXCELENCIA

### ASSOCIATE CATEGORY

**EXAMPLE:**

**Cerritos Complete**

Cerritos College – Norwalk, CA

**FINALISTS:**

**Academic English as a Second Language (ESL) Program**

Reading Community College – Reading, PA

**Dual Credit and Early College High Schools**

El Paso Community College – El Paso, TX

**Engage, Develop, Grow, Empower (EDGE)**

College of the Desert – Palm Desert, CA

**STEM Articulation**

Laredo Community College – Laredo, TX

### BACCALAUREATE CATEGORY

**EXAMPLE:**

**Gaining Access 'N Success (GANAS)**

California State University, East Bay – Hayward, CA

**FINALISTS:**

**Academic Achievers Program**

University of Houston – Houston, TX

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

California State University, Northridge – Northridge, CA

**Bachelor of Science in Nursing (BSN)**

Sistema Universitario Ana G Méndez (SUAGM), Capital Area Campus – Wheaton, MD

**Partnership for Research and Education in Materials (PREM)**

University of Puerto Rico, Humacao – Humacao, Puerto Rico

**Upward Bound**

Trinity University – San Antonio, TX



## 2018 EXAMPLES OF EXCELENCIA

### GRADUATE CATEGORY

**EXAMPLE:**

**Educational and Research Internship**

University of Puerto Rico Mayagüez – Mayagüez, PR

**FINALISTS:**

**Exito! Latino Cancer Research Leadership Training**

Institute for Health Promotion research at University of Texas Health San Antonio – San Antonio, TX

**Research Initiative for Scientific Enhancement: RISE to the Postdoctorate:**

New Mexico State University – Las Cruces, NM

### COMMUNITY-BASED ORGANIZATION CATEGORY

**EXAMPLE:**

**The College Crusade of Rhode Island**

Providence, RI

**FINALISTS:**

**Adelante Hispanic Achievers**

Louisville, KY

**iAdelante Latina!**

Baltimore, MD

**Believe and Achieve**

Trinity River Mission – Dallas, TX

**The Ascender Model**

Catch the Next! – Austin, TX

**College Forward**

Austin, TX

**Leadership Fellows Program**

National Community College Hispanic Council – San Diego, CA

## Cerritos Complete

Cerritos College  
Norwalk, California

**Summary:** The program provides a smooth transition to college for high school seniors, and continued assistance during their freshman year. **75%** of students persist to their sophomore year, compared to **47%** of a comparable cohort.

### HOW IT WORKS

**History:** California has the largest Latino population in the nation at 39%. Cerritos College is one of the top 5 institutions enrolling Latino undergraduates in the state. The program is a partnership between the college and its five local school districts, who collaborate to help high school seniors transition to college.

**Mission:** The mission of Cerritos Complete is to provide a comprehensive completion program that supports students in their effort to complete their educational goals in a timely manner.

**Goals:** Students complete transfer level math and English/ESL requirements, develop comprehensive education plans, and complete their first year successfully

**Need:** 70% of students are Latinos and comprise the vast majority of new, incoming students. Most students are first-generation college students and 85% receive need-based fee waivers. These underrepresented students need support navigating the journey from high school to college, as well as resources during their first year.

**Practice:** Students go through a seven step process starting in high school, the program improved the matriculation process by allowing students to connect with the college before graduation and receive high-touch services to better prepare them for college.

**Annual Budget:** \$510,000

**Issue area:** Support Services

**Program:** Community Partnerships/Collective Impact, Summer Bridge

**HSI Status:** Yes

**Number of students served:** 1,539

**Number of Latinos served:** 1,059

“Students know that they matter and the Cerritos Complete program demonstrates this to them again and again.”

SYLVIA BELLO-GARDNER & CLARA ROSS-JONES  
Lead Counselors, Cerritos Complete



### WHY IT WORKS

**Need:** More than a Promise program, Cerritos Complete marries academic and student services, removing barriers to college access with strong personal, academic and financial support.

**Practice:** The success of the program is rooted in its partnerships with local high schools. By connecting with underrepresented students who oftentimes are not considering furthering their education, the college is inclusive and intentional in providing the wrap-around services they need to be more successful. This cooperation is the result of prior work done by a teacher development program that lead to time-tested partnerships with every feeder school district and K-12 schools within each district.

**Sustainability:** Cerritos College made a significant investment and created a new department with staff. In Year 1, three districts were formal partners. Other districts joined in Year 2. They connected the local K-16 bridge program to feed into the college's Promise Program and rebranded it as Cerritos Complete, supported by additional local funding.

### EVIDENCE IT WORKS

#### Evidence aligned to Goals for 2014-2017:

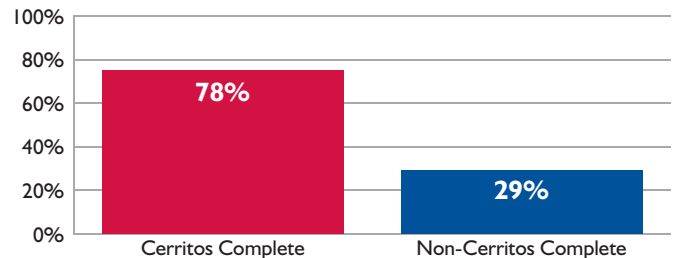
##### 1. Early completion of math and English/ESL

**requirements:** In the first cohort, **54%** completed 40 or more units during their first two years compared to **26%** in the regular first-time student cohort.

**2. Comprehensive education planning:** Data shows that significantly more Latino participants have developed educational plans than non-participants (**+8%**), and far more enroll in and complete their entry-level math (**+40%**) and English (**+11%**) coursework. Participants are also declaring majors at a higher rate than other students, and have completed all of their Math and English/ESL Basic Skills work.

**3. Timely degree completion:** **91%** are enrolled in 9 units or more, compared to **45%** of all Cerritos College students.

#### Student Rate of Full-time Enrollment



### ADVICE TO MAKE IT WORK FOR YOU

“Cerritos Complete increases graduation rates and the velocity of completion through wrap-around student services and a merit-based scholarship component. By providing **step-by-step guidance**, we take our promise program a step further so that students finish their degrees and certificates on time. We do not simply offer access to education; students become invested in the program because they become **partners in their own education**. Institutions who serve first-generation, low-income student populations, especially Latinos, should consider adding more one-on-one support services that increase access to campus resources like **scholarships, educational planning, counseling, and financial aid support.**”

– JOSE FIERRO, D.V.M., PH.D.,

President/Superintendent, Cerritos College

### LEARN MORE

[www.cerritos.edu/CerritosComplete](http://www.cerritos.edu/CerritosComplete)

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## Academic ESL Program

Reading Area Community College  
 Reading, Pennsylvania

**Summary:** Offers credit courses in reading, writing, and listening/speaking for bilingual Spanish/English and non-native English speakers pursuing a college credential. **41%** of Latinos in the program attained college-readiness in one year.

### HOW IT WORKS

**History:** Reading Area Community College's (RACC) Academic English as a Second Language (ESL) Program was established in 2005. RACC recognized that there was a high representation of English language learner students for whom Spanish was the main language spoken at home, and acknowledged that the Latino community was underprepared for college and underserved.

**Mission:** Prepares multilingual students for success with college-level reading, writing, listening, and speaking skills.

**Goals:** Increase enrollment, retention, and success in ESL courses; college readiness within one year; and successful completion of freshman composition one year after initial ESL enrollment.

**Need:** Latinos represent 82% of the Academic ESL Program. Program leaders recognized that Latino students were underserved and not academically ready for college-level courses.

**Practice:** The program offers credit courses in reading, writing, and listening/speaking.

Faculty and staff build relationships with students, provide individualized instruction in and out of the classroom, provide opportunities to use English, communicate their belief in students' abilities, and integrate students' cultural values and practices into their learning.

**Annual Budget:** \$70,000

**Issue area:** Academic Program

**Program:** Bilingual/ESL, Developmental Coursework

**HSI Status:** Yes

**Total served:** 260

**Latinos Served:** 214



### WHY IT WORKS

**Need:** The program nurtures student success through the cultivation of a familial community of faculty, staff, and students; fostering academic skills and independence; serving varying levels of English proficiency; and engaging in equitable and purposeful collaboration among faculty and staff.

**Practice:** Students go through a mapped program with course competencies and tutoring support from the Multilingual Learning Center for successful completion of first-year college courses. The curriculum includes relevant and contextualized activities and leverages students' use of their native languages to aid English acquisition.

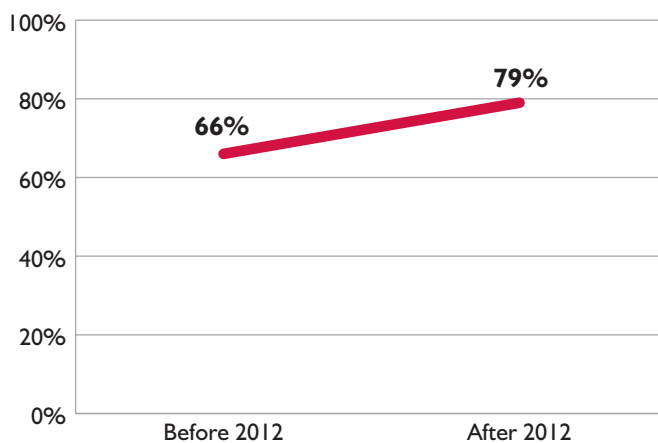


### EVIDENCE IT WORKS

Evidence aligned to Goals for 2012-2017:

1. Increase enrollment in ESL courses: Increased by **7%**.
2. Increase retention in ESL courses: Course retention increased an average of **6%**. Fall to fall retention increased to an average of **54%**.
3. Increase success in ESL courses: Success rates in reading and writing increased from an average of **66%** prior to 2012 to an average of **79%**.
4. Increase college-readiness in one year: Among ESL students who began three or fewer levels below college-level, an average of **43%** become college-ready in one year.

**Overall Enrollee Success Rate in Reading & Writing**



### ADVICE TO MAKE IT WORK FOR YOU

“Uniform course content (e.g. course sequences, major assignments, and grading rubrics) has eased our adjunct instructors’ workloads, enabled a deeper level of collaboration, and created targeted tutoring opportunities in our Learning Center. I would highly recommend **curriculum standardization** to any program that is seeking better alignment in communication and resources to better serve Latino students.”

– CRYSTAL SCHILTHUIS, Assistant Professor of ESL

“Professionals in higher education first must **understand** the diversity of their Latino students, who come to campus with varying levels of both English and academic language proficiency, different citizenship status, diverse educational and socioeconomic backgrounds, and more. This understanding, coupled with a **genuine effort to meet the individual needs** of these diverse students, communicates to Latinos that there is indeed a place for them in higher education.”

– ELEISHA MORENO, ESL Program Coordinator

### LEARN MORE

<https://www.racc.edu/academics/esl-program>

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## Dual Credit and Early College High Schools

El Paso Community College  
 El Paso, Texas

**Summary:** El Paso Community College (EPCC)'s Dual Credit and Early College High Schools (ECHS) offers no cost college courses for dual credit at high schools supported by bridge camps, tutoring, advising, and social supports. Close to **12,000** dual credit and early college high school students have participated since 2003.

### HOW IT WORKS

**History:** In 2003, the program was created to address the majority Latino region's high poverty rate and low educational attainment compared to Texas and the nation. The program began by offering dual credit courses in a few high schools mostly taught online by EPCC faculty and has expanded significantly.

**Mission:** To provide access to higher education and support for the community's underserved, majority Latino student population, and improve the region's educational attainment.

**Goals:** Increase enrollment, post-secondary matriculation and completion, and the number of high school faculty credentialed to teach college courses.

**Need:** 23% of the region's population, which is majority Latino, lives below the poverty level. Only 28% have completed an associate degree or higher, and 25% do not have a high school diploma.

**Practice:** EPCC waives tuition and fees and ensures all faculty are fully credentialed to teach college courses; K-12 partners provide the textbooks, transportation, and school operations. The program provides integrated, mandatory services designed to meet students' needs and support program goals including bridge camps, tutoring, advising, and social supports.

**Annual Budget:** \$850,000

**Issue area:** Access

**Program:** Dual Degree/Dual Credit/Early College High Schools, Pathway/Pipeline HSI

**HSI Status:** Yes

**Number of students served:** 8,146

**Number of Latinos served:** 6,787

“You're learning life skills [and] how to interact with people at a different standard than at the high school level.”

JERICHO TIPO, Early College High School Student



### WHY IT WORKS

**Need:** The program focuses on feeder high schools with predominantly Latino students. It engages families and highlights successful Latino students in the program.

**Practice:** Dual credit training for newly credentialed faculty and a counseling institute for college and high school counselors ensure proper alignment and preparation, while a dual credit conference and a leadership council bring together all dual credit and early college partners in the region to address common issues. The educational and business community fund scholarships for students to complete their bachelor's degree and for high school teachers to attend graduate school.

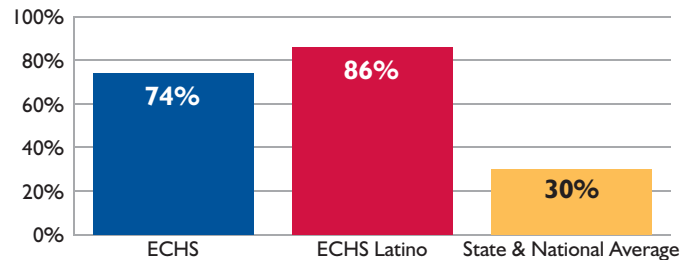
**Sustainability:** Capacity has been built regionally and institutionally. EPCC and its partners leveraged resources to launch the program collaboratively and committed to address the cost barrier by providing the program free to students.

### EVIDENCE IT WORKS

#### Evidence aligned to Goals:

- 1. Increase enrollment:** On average, **58%** enroll at EPCC within one year of high school graduation versus **33%** who did not participate in the program
- 2. Increase postsecondary matriculation and completion:** ECHS associate completion rate is **74%** overall and **86%** for Latino students, compared to state and national averages of **30%**. Dual credit students have a one-year persistence rate of **83%** and, on average, **63%** complete an associate or baccalaureate degree within five years.
- 3. Increase number of high school faculty credentialed to teach college courses:** Number of credentialed high school faculty has increased by 75% from **129** active high school credentialed faculty in 2013-2014 to **224** in 2017-2018.

**Completion Rate**



### ADVICE TO MAKE IT WORK FOR YOU

“The key to providing exceptional educational opportunities to the youth in our region is **communication**. We host a number of events that are designed to bring all of our high school, community college and university **stakeholders together**. In addition to day-to-day communication, these events give us the **opportunity to collaborate** with the ultimate goal of helping our amazing students succeed.”

– **TONIE BADILLO,**

Dean of Dual Credit and Early College High Schools

### LEARN MORE

<http://www.epcc.edu/dualcredit>

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## Engage, Develop, Grow, Empower

College of the Desert  
Palm Desert, California

**Summary:** EDGE combines national best practices that begins with a 3-week program offering a fast-paced review of basic skills in Math and/or English to “Engage, Develop, Grow, and Empower (EDGE)” students. The program doubled in size nearly each year, serving **1,250** students in 2017.

**Issue area:** Support Services

**Program:** College Prep, First Year Support, Summer Bridge

**HSI Status:** Yes

**Current Number of students served:** 1,250

**Current Number of Latinos served:** 822

### HOW IT WORKS

**History:** EDGE started as a Title V HSI pilot project in 2012 with 22 students.

**Mission:** To increase student success and mitigate achievement gaps in access, basic skills, retention, persistence, and completion.

**Goals:** Increase success and persistence rates. Reduce required basic skills courses needed and promote equity for underserved populations, primarily minority, low-income, and first-generation students.

**Need:** Latinos represent 87% of participating students and many are first-generation college students.

**Practice:** The program consists of a three-week summer bridge designed to reduce pre-collegiate coursework, first- and second-year comprehensive wrap-around support services and financial support.

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

“If it wasn’t for this program & the amazing staff, I wouldn’t have improved my math scores! It’s an amazing opportunity.”

– EDGE Participant





### WHY IT WORKS

**Mission:** The EDGE program provides a structured on-boarding process to help eliminate confusion during the matriculation process.

**Need:** The program provides valuable experience and resources to Latino students by preparing them for higher education and by reducing barriers.

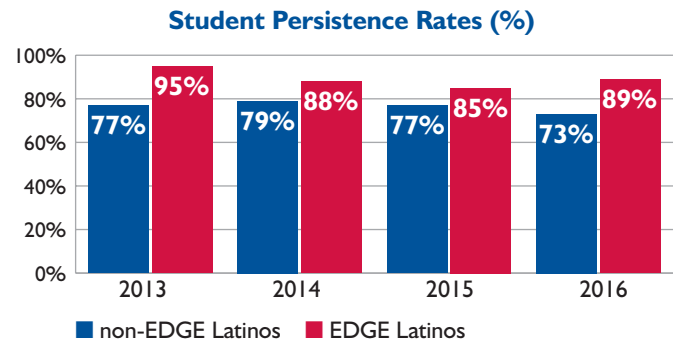
**Practice:** Students are offered student success coaching, financial aid assistance, peer mentoring, follow-up calls, early alert monitoring, counseling and 3 workshops focusing on transfer, career, time management, and study tips. Additionally, the college created piEDGE, which offers free tuition and fees for two years to incoming students who successfully complete EDGE, enroll full-time, maintain good academic standing, and complete 10 hours of community service.

**Sustainability:** The program has been fully institutionalized, capturing nearly 80% of all incoming students. It has successfully been replicated and scaled to five additional locations.

### EVIDENCE IT WORKS

#### Evidence aligned to Goals for 2013-2014:

- Increase success and persistence rates:** Latino EDGE students persist at higher rates than non-EDGE Latinos. In 2013, **95%** of Latino EDGE students persisted compared to **77%** of Latino non-EDGE students and **89%** compared to **73%** in 2016.
- Reduce required basic skills courses needed and promote equity for underserved populations, primarily minority, low- income, and first-generation students:** **950** basic skills courses were removed in math and English in 2017 as a result of EDGE.



### ADVICE TO MAKE IT WORK FOR YOU

“The summer program, 1st year, and 2nd year support are the components of the program that can be replicated at another institution/community. My advice to those interested in better serving Latinos is listen to the community and **let their needs drive educational planning**. Then **assess the outcomes**, and consistently **strive for improvements**. Because at the end, if we increase the educational attainment of our Latino students, then we are raising the educational attainment and investing in our Latino communities.”

– **KATIE CHARTIER**, Assistant Director, First Year Experience/EDGE

### LEARN MORE

[www.collegeofthedesert.edu/students/edge/Pages/default.aspx](http://www.collegeofthedesert.edu/students/edge/Pages/default.aspx)

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## STEM Articulation

Laredo Community College  
Laredo, Texas

**Summary:** Provides a summer bridge program to ease the transition to college and transfer to a four-year university.

**Issue area:** Support Services

**Program:** STEM, Summer Bridge

**HSI Status:** Yes

**Number of students served:** 120

**Number of Latinos served:** 117

### HOW IT WORKS

**History:** The project was created as part of a Title III HSI STEM Articulation Grant and introduced students to STEM disciplines and careers.

**Mission:** To provide students interested in STEM fields with on-going student support in the form of academic assistance in bridging the transition to college and progressing to a seamless transfer to a four-year university.

**Goals:** Improve academic success through Summer Bridge programs in STEM. Improve student support for STEM majors and underserved individuals. Develop and implement model transfer programs to accelerate transfer and connection, and completion of STEM degrees.

**Need:** Texas has the 2nd largest Latino population in the nation. Latinos represent 39% of the state and represent 12% of STEM degrees earned. Many Latinos are first-generation college students.

**Practice:** The program prepares students for higher education and provides support services for them. It incorporates a summer bridge experience for incoming college freshmen, which focuses on academic preparedness, hands on STEM activities, and developing student interpersonal skills needed in college.

**Annual Budget:** \$870,000



### WHY IT WORKS

**Need:** The program serves first generation Latinos and supports their interest in STEM fields through academic advising, tutoring, and mentoring.

**Practice:** The STEM Articulation Program served five cohorts for a total of 546 full-time (97% Latino), degree-seeking STEM undergraduates from 2012 to 2016. Students received academic advising, tutoring, and mentoring.

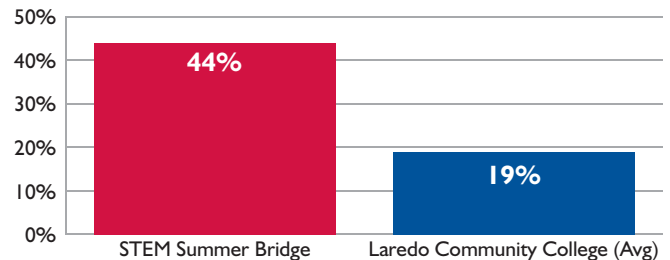
**Sustainability:** In 2016, Laredo Community College (LCC) was awarded a second Title III HSI Grant: Leadership Excellence Academic Preparation in STEM (LEAPS) for \$6 million dollars. The LEAPS Grant also includes an undergraduate research component.

### EVIDENCE IT WORKS

**Evidence aligned to Goals for 2014- 2017:**

- 1. Academic enhancement and academic success through Summer Bridge programs in STEM:** In 2014, **56%** participated in the summer bridge program. In 2017, **100%** attended the summer bridge activity.
- 2. Student support for STEM majors and underserved individuals in the form of academic advising:** The STEM Advising Center totaled 2,292 visits. This is a **21%** increase in the number of advising sessions.
- 3. Developing and implementing a model transfer program to accelerate transfer and connection, and completion of STEM degrees:** Of program students, 239 (**44%**) have graduated with a mean graduating GPA of 3.37. On average, participants graduated within 3.31 semesters (1-2 years). A total of 210 (**39%**) program students have transferred to complete their bachelor's degree.

### Three Year Graduation Rate



### ADVICE TO MAKE IT WORK FOR YOU

“We have found that the Summer Bridge is exactly that. It gives students coming from as many as 8 high schools a **chance to meet** one another, meet teachers, **be exposed to the challenges** of mini courses, work on science topics, review math concepts and **generally create a sense of belonging.**”

– DR. NORA R. GARZA, Vice President for Resource Development

### LEARN MORE

[www.laredo.edu/stem](http://www.laredo.edu/stem)

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## Gaining Access ‘N Academic Success

California State University, East Bay  
Hayward, CA

**Summary:** Applies cultural competency to support transition and bachelor’s degree attainment for Latino community college transfer students. **78%** grad rate in 3 years.

**Issue area:** Retention

**Program:** First year support, Learning community

**HSI Status:** Yes

**Number of students served:** Approx. 175 each year

**Number of Latinos served:** Approx. 152 each year

### HOW IT WORKS

**History:** Gaining Access ‘N Academic Success, referred to as GANAS, a word that translates to “desire.” This initiative was started by staff and faculty with a desire to find better ways to impact Latino students.

**Mission:** Increase the number of Latino transfer students who persist and graduate from California State University East Bay (CSUEB) with baccalaureate degrees.

**Goals:** Increase Latino transfer student access, admission, and matriculation to CSUEB. Help participants make a smooth transition while developing a network of support. Increase 1-year persistence rates as well as increase graduation rates with a target of 74% within 4 years. Close achievement gap for Latino transfer students (a 10% gap at GANAS launch in 2013).

**Need:** Latinos are more likely than other groups to begin their academic careers at community colleges, but only 10% of Latino students who started at a 2-year institution completed a 4-year degree within six years.

**Practice:** A 1-year cohort-based learning community, paired with a success seminar, intrusive academic counseling, and peer mentoring. Student recruitment focuses on HSI community college transfer fairs, Latino-based events such as Feria de Educacion, undocumented student resource events, and activities with partner programs such as the Statewide Puente Office.

**Annual Budget:** \$300,000.





## WHY IT WORKS

**History:** Latino faculty and staff met over a two-year period to study disparities in Latino students' retention and graduation rates and conducted literature reviews on promising practices. Based on this, it was decided GANAS would focus on community college transfers and be structured to address barriers to Latino student degree attainment.

**Need:** The majority of GANAS students come from underserved communities including Latino, first-generation, Pell eligible, and/or undocumented populations. GANAS courses fulfill the students' upper division general education graduation requirements.

**Practice:** GANAS Applies their understanding of Latino culture across all efforts. A Latino theme is included throughout the pedagogy in required courses, which creates a welcoming community, or *familia*. Three of the four courses are taught by Latino professors. The use of cohorts creates a clearly outlined path for students, allows them to take required coursework together, and builds their academic and social support networks. In addition, GANAS has a close relationship with multiple offices such as academic advising and the career education office.

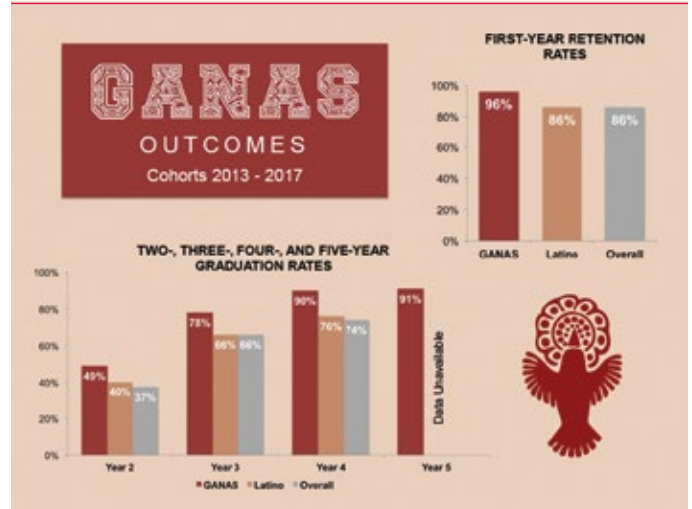
**Sustainability:** The program served 1 cohort of 35 new students each of the first two years and expanded to serve a second cohort in Fall 2015, bringing in 70 new students that year, and each year since. Base program funds are permanent and come from the CSU Chancellor's office, while institutional funds help to support the academic learning community.

**Leadership:** Latino staff and faculty developed and lead this program.

## EVIDENCE IT WORKS

**Evidence aligned to Goals for 2013-2017:**

- 1. Increasing Latino transfer student to CSUEB:** Each year they enroll 70 new students, **87%** are Latino
- 2. Increasing 1-year persistence rate:** **96%** of participants persist compared to white transfer students at 86%.
- 3. Increasing graduation rates with a target of 74% in 4 years:** 3-year grad rate of **78%** compared to 66% for overall transfer students. 4-year grad rate: **90%**. 5-year grad rate: **91%**.



- 4. Closing achievement gap for Latino transfer students:** GANAS students **graduated faster** (in 1 or 2 years) and **had a .097 higher GPA** than their counterparts.

## ADVICE TO MAKE IT WORK FOR YOU

“I would advise that the **cohort and community** be modeled through an academic learning community or other scheduled student gatherings. It is imperative to **keep students on track** with coursework and university requirements to reach their goal of timely graduation. I think if you can create *familia* and community, students will thrive. Creating safe spaces for our students is key in their ability to feel a part of the campus community. Whether in components, or as a whole, replicating GANAS elsewhere would have to be intentional and well-thought-out to make sure the community being served is receiving the resources they need.”

– MELISSA CERVANTES, Ed.D.  
GANAS Program Coordinator

## LEARN MORE

[www.csueastbay.edu/ganas](http://www.csueastbay.edu/ganas)

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## Academic Achievers Program

University of Houston - Main Campus  
 Houston, Texas

**Summary:** This program works with Latino students at a local high school and the University of Houston to improve access and success at four-year institutions. **67%** obtain a bachelor's degree within 6 years; **30%** obtain post baccalaureate degrees.

**Issue area:** Retention

**Program:** Mentoring, Scholarship

**HSI Status:** Yes

**Number of students served:** 75

**Number of Latinos served:** 73

### HOW IT WORKS

**History:** The Academic Achievers Program (AAP) was created by the Center for Mexican American Studies (CMAS) to increase the educational attainment level of the Latino community by reducing the high school dropout rate and increasing the number of Latino students who attend and graduate from the University of Houston (UH).

**Mission:** Increase Latino student retention and graduation through scholarship awards, tutoring, time management skills, mentoring and leadership training.

**Goals:** Recruit Latino and other underrepresented students. Retain Latino students through graduation. Prepare students to assume leadership positions and become role models at the university and in the community.

**Need:** Of Latinos in Houston, only about 12% have a bachelor's degree or higher compared to 57% of their white peers. At Stephen F. Austin High School, located near the University of Houston, 92% of students are Latino in a city where Latinos make up 14% of the population and 66% of the student population.

**Practice:** At the high school level, AAP provides tutoring, mentoring by university students, skills and personal development workshops, community service opportunities, and leadership retreats. A six-week UH summer session provides college prep classes, workshops, and cultural activities. All students accepted into AAP at UH receive an

“[AAP] provides you with everything you need to excel and to be the best that you can be. They guide you throughout your first year, they help you, and they give you advice. They become your friends and they become your family.”

– STEVE CORONA, University of Houston '19



annual scholarship of \$3,000 and continued wrap around services. Students are embedded in the CMAS *familia*. They take at least one course in Mexican American & Latino studies and gain access to guest speakers, workshops, role models, mentors, nationally known scholars, and events.

**Funding:** Annual approximate budget of \$485,000.

### WHY IT WORKS

**Mission:** Retention research has shown academic tutoring, time management skills, mentoring and other educational support services strengthen students' academic and social development and integration into the university.

**Need:** By creating a community, AAP fosters a sense of familia to help students succeed both at UH and other higher education institutions.

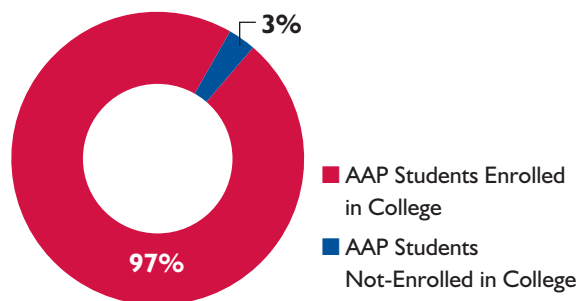
**Practice:** By addressing needs at the high school and university level, AAP facilitates academic performance of Latino students along the educational pipeline. Latino graduates become part of the overall mission by becoming mentors and models to younger students and becoming stakeholders in the future success of the program.

### EVIDENCE IT WORKS

#### Evidence aligned to Goals:

- 1. Recruit Latino and other underrepresented students:** **97%** of high school participants enrolled at an institution of higher education. **57%** were admitted to UH.
- 2. Retain Latino students to graduation:** Average six-year graduation rate is **28 percentage points** higher (67%) than non-AAP UH Latino students (39%).
- 3. Prepare students to assume leadership positions and become role models at the university and in the community:** Graduates include **teachers, principals, engineers, doctors, architects, accountants,** and a **state representative.**

#### University of Houston AAP College Enrollment



### ADVICE TO MAKE IT WORK FOR YOU

“Most of the features of our program can be replicated, provided there is **sufficient investment** by universities and colleges. These include tutoring, time management sessions, workshops geared toward leadership, academic and social skills, and job site visits. **Other student programs at UH have followed our lead** and implemented at least some of these activities.

What is required for those interested in better serving Latinos is to cultivate what Angela Valenzuela defined as a politics of caring, where practices such as those manifested in the AAP will be emulated and rewarded by our educational institutions. What is needed is an **authentically caring** approach to successfully engage in practices and implement policies designed to promote the well-being of Latinos.”

– PAMELA ANNE QUIROZ, Executive Director, Inter University Program on Latino Research [2018-2022]  
Director, Center for Mexican American Studies & Professor of Sociology

### LEARN MORE

[www.class.uh.edu/cmas](http://www.class.uh.edu/cmas)

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## Attract, Inspire, Mentor, and Support Students

California State University, Northridge  
Northridge, California

**Summary:** Attract, Inspire, Mentor, and Support Students (AIMS<sup>2</sup>) improves transfer student readiness for engineering and computer science degrees. Latino students graduating in these majors grew from 57 to **171**.

**Issue area:** Support Services

**Program:** Career/Workforce, Undergraduate Research

**HSI Status:** Yes

**Number of students served:** 180-200

**Number of Latinos served:** Over 120

### HOW IT WORKS

**History:** In 2011, the College of Engineering and Computer Science (CECS) received a five-year, \$5.5 million HSI STEM grant to implement a program to increase the number of low-income, Hispanic and underrepresented students graduating from CSU, Northridge with engineering and computer science majors. The collaborative project was originally led by CSU, Northridge, along with Glendale Community College and the College of the Canyons.

**Mission:** Increase the enrollment and graduation of Hispanic and low-income students in the CECS by focusing on first-time transfer and freshmen students, close the achievement gaps between traditionally underserved and better served students, and improve student success.

**Goals:** Improve the academic achievement, transfer success, degree completion, career preparation, and research skills of Hispanic and low-income students in the college.

**Need:** Latinos represent 7% of computer and mathematical occupations, the lowest representation of any racial/ethnic group. Latinos are more likely than their peers to work in lower paying service jobs than in higher paying professional jobs in this field.

**Practice:** AIMS<sup>2</sup> Students are supported with stipends, special mentoring and advisement by faculty, tutoring and peer mentoring, social activities, field trips and opportunities to take part in paid research projects. Outreach activities by students to other colleges and high schools helps raise awareness of the grant and encourages future student participation.

**Annual budget:** \$1.2 million

“The research opportunities I had with faculty helped me gain the experience I needed for my job as a thermal fluids engineer.”

– MELISSA FLORES, Aerojet-Rocketdyne, CSUN 2014





### WHY IT WORKS

**Mission:** By targeting outreach to transfers and freshmen, the program ensures students pass key gatekeeper courses that are at times barriers for students persisting past their first year.

**Need:** The program boasts the positive effects of student-faculty interaction, peer-to-peer interaction, and student research participation on Latino/a student experiences and learning.

**Practice:** A strong external advisory committee of experts and alumni serves as a resource to help advance Latino students' academic and career goals.

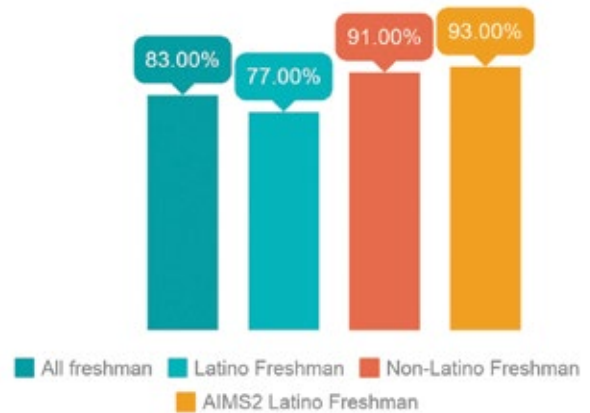
**Sustainability:** A 2nd five-year grant from the US Department of Education was awarded to expand services and add two more partner institutions.

### EVIDENCE IT WORKS

**Evidence aligned to Goals for 2012-2017:**

- 1. Improve academic achievement:** Achievement gap for Latino students dropped from 12% to **5%**.
- 2. Improve transfer success:** Three-year transfer graduation rate is **70%**.
- 3. Improve degree completion:** Four-year graduation rate is **85%**, six-year graduation rate is **88%**.
- 4. Improve career preparation:** **100%** of Latino survey respondents felt prepared to pursue their preferred first career position after graduation, compared to 63% of non-Latino students.
- 5. Improve research skills:** Many students have been **recognized at national conferences**, including AHSIE, HACU and HEENAC.

### CECS Freshmen 1-year Retention Rate



### 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. Every institution has the ability to create such cohorts to empower and advance their students.”

– 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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## Bachelor of Science in Nursing

Sistema Ana G. Mendez University System  
Capital Area Campus  
Wheaton, MD

**Summary:** Provides English language learner nursing students with a bilingual curriculum to support their success. **100%** pass rate on national exams to become an entry level nurse.

**Issue area:** Academic Program

**Program:** Bilingual/ESL, Health

**HSI Status:** Yes

**Number of students served:** 127

**Number of Latinos served:** 127

### HOW IT WORKS

**History:** The Sistema Universitario Ana G Méndez is a bilingual institution from Puerto Rico with several campuses on the continental U.S. In 2012, the capital area campus enrolled the first cohort of 42 students for the BSN. They redesigned the program in 2016.

**Mission:** Provide access to quality university education for Latino adults. Prepare nurse generalists who are key members of an interdisciplinary team that can have a positive impact on health care outcomes in our communities.

**Goals:** Expand the pipeline of entry level Latino nurses with critical professional and technology skills. Increase the first-time pass rate of the NCLEX-RN, a critical exam required as an important step towards becoming an entry level nurse.

**Need:** Latinos make up only 7% of registered nurses in the US. There is a need to both increase representation in the field and increase the number of bilingual nurses to serve the growing Latino Spanish-speaking community.

**Practice:** The recently redesigned program includes the integration of new technologies across the curriculum in the development of nursing core competencies, problem solving, critical thinking, and decision-making skills aligned with what concepts licensure exams expect entry-level nursing students to understand. Students receive additional support through an expanded offering of tutors, a scholarship program, and a new BSN Students' Success Coordinator that focuses on improving outcomes.

**Funding:** Annual approximate budget of \$1,400,000.

### WHY IT WORKS

**Mission:** Views bilingual nursing students as an asset to the field. Recognizes the growing Latino population and their needs as both healthcare professionals and patients.

**Need:** Many Latino communities with a high rate of Spanish-only speakers need access to Spanish speaking healthcare workers. This adult education program prepares individuals to better serve their own communities.

**Practice:** Their dual-language model is completely immersive and students are taught to be bi-cultural. Understanding their own cultures and those of the patients they will ultimately serve helps students become better prepared for their careers. Program faculty receive orientation, training, and certification in technology platforms and data reporting to measure student success.

### EVIDENCE IT WORKS

#### Evidence aligned to Goals for 2016-2017:

- 1. Expand the pipeline of entry level Latino nurses with critical professional and technology skills:** Enrollment grew 25%, **retention increased 11%**, and on-time graduation increased by **75%**.
- 2. Increase the first-time pass rate of the NCLEX-RN:** Before the program's redesign, the licensure exam pass rate was 67%. After redesign, the program reported **100%** first-time NCLEX pass rate in the first and second quarters of 2017-18.

### ADVICE TO MAKE IT WORK FOR YOU

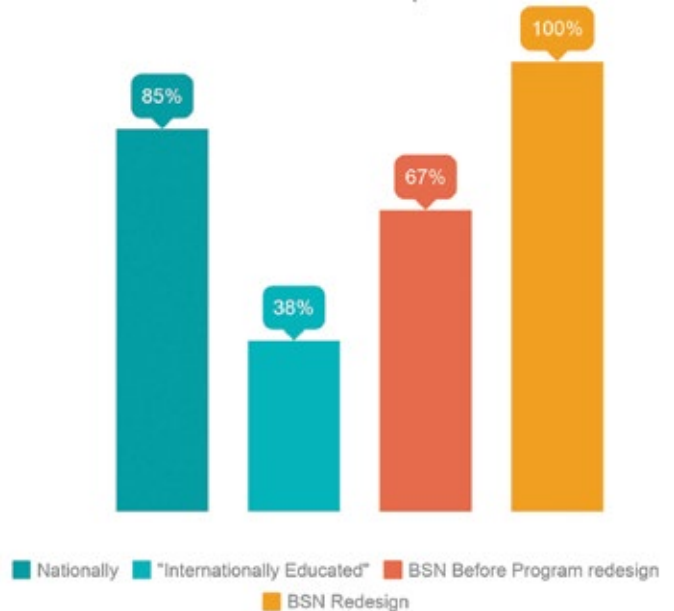
- For programs focused on strengthening the workforce, consider what challenges students face in entering specific fields or obtaining certification. Tailor practices to help students become better prepared for real life work experiences.
- Consider how you prepare your students and how they will impact the community they will ultimately serve; what skills do your students need to better serve the community?

### LEARN MORE

<http://agmus.suagm.edu/en/content/bsn-nursing>

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First Time NCLEX® Pass Rates



## Partnership for Research and Education in Materials

University of Puerto Rico at Humacao  
Humacao, Puerto Rico

**Summary:** Providing students with undergraduate research opportunities to increase Puerto Rican material science students. Over **38,000** students and teachers have participated in educational and outreach activities since 2004.

**Issue area:** Academic Program

**Program:** Pathway/Pipeline, Undergraduate Research

**HSI Status:** Yes

**Overall Number of students served:** 3,000

**Overall Number of Latinos served:** 100%

### HOW IT WORKS

**History:** The Partnership for Research and Education in Materials (PREM) is a collaboration between the University of Puerto Rico at Humacao (UPRH) and the University of Pennsylvania (PENN). A diverse group of faculty researchers in physics, chemistry, mathematics, computer science and engineering from three undergraduate campuses of UPR: Humacao, Cayey and Bayamon, and PENN work in multidisciplinary teams with significant participation of high school and undergraduate students.

**Mission:** Advance knowledge and diversity in materials science for Latino students.

**Goals:** Attract more Latinos to STEM fields early in their studies and take them to the next educational level. Provide collaborative research and education efforts.

**Need:** Less than 6% of all U.S. material scientists are Latino - the smallest proportion of any other racial/ethnic group.

**Practice:** PREM offers outreach events for the general public, and open houses, workshops, and curricula enhancement for K-12 students and teachers. High school students participate in summer research experiences. PENN provides access to research instrumentation and library resources. PENN hosts a summer research program for UPR faculty and students. PENN faculty in the program collaborate in research activities and student mentoring.

**Annual Budget:** \$700,000

A **material scientist** researches the structures and chemical properties of various natural and synthetic or composite materials, including metals, alloys, rubber, ceramics, semiconductors, polymers, and glass to strengthen or combine materials or develop new materials with new or specific properties for use in a variety of products and applications.



### WHY IT WORKS

**Mission:** Nearly 50 students engage in undergraduate research every year.

**Need:** PREM seeks high school students from low-income families, and college students who are first-generation, rural and/or female.

**Practice:** Broad collaboration and engagement from multiple institutions, across multiple levels. PENN faculty, staff, and students visit UPR several times every year for research symposia, workshops, talks, and outreach activities.

**Sustainability:** Three key partners provide resources. Since 1998, it has been funded through National Science Foundation grants. UPR funds salary and release times for faculty. PENN provides faculty, research instrumentation and sponsored internships.

### EVIDENCE IT WORKS

**Evidence aligned to Goals for 2016-18:**

**1. Attract more Latinos to STEM fields early in their studies and take them to the next educational level:**

**a. High school to college:** Of high school students that participate in summer research, a total of **169** graduated from high school. Of those, approximately **50%** continued to UPR Humacao, with many others pursuing STEM degrees at other institutions. Of undergraduate students, **112** out of the 114 have graduated with bachelor's degrees.

**b. Undergraduate to graduate:** **62** PREM undergraduates continued graduate studies. Of these, **21** graduated with an MS and 13 with a PhD. 33 PREM students are currently enrolled in graduate school.

**2. Provide collaborative research and education efforts:** **67%** of research publications and **56%** of research presentations that involved PREM students had undergraduates and high school students as co-authors.

### PREM Total Number of Degrees Earned



### ADVICE TO MAKE IT WORK FOR YOU

“Academic institutions can attract Latinos into STEM by opening their laboratories and exposing them to **hands-on experiences as early as possible** in their careers. Nothing can substitute the excitement of visiting a real laboratory and doing experiments. We recommend that **STEM faculty collaborate with local high school teachers** to identify motivated Latino students, and guide them, through **research experiences and mentoring**, to college and eventually to graduate school. Visiting local middle and High Schools with scientific demonstrations will also motivate students to think about a STEM career.”

– IDALIA RAMOS, PREM Program Director

### LEARN MORE

<https://prem-dmr.org/university-puerto-rico-humacao-university-pennsylvania-mrsec-prem>

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## Upward Bound

Trinity University  
 San Antonio, Texas

**Summary:** Upward Bound promotes student readiness for high school graduation and college enrollment. Trinity Upward Bound graduates are **ten times** more likely to have a bachelor's degree than adults over 25-yrs-old living in their community.

### HOW IT WORKS

**History:** Since 1980, Trinity University's Upward Bound has served a majority Latino population to increase the number of students at local partner high schools that enroll in institutions of higher education. The program has served the community for over 38 years and is an important part of college access in their region.

**Mission:** Close the achievement gap and college graduation rates between underserved and their more affluent peers.

**Goals:** Increase GPAs, proficiency levels on state assessments in language art and mathematics, college preparatory, high school graduation rates, and six-year post-secondary graduation rates.

**Need:** At Trinity University, Latinos comprise 21% of the total undergraduate population. In San Antonio, Latinos are 64% of the total population.

**Practice:** During the academic year, participants attend 15 Saturday sessions where they take courses that reinforce their high school curriculum and strengthen their academic skills to ensure college readiness. Students have academic advisors, who meet weekly at the high schools to provide guidance in individual sessions. Through intrusive advising, students develop academic goals, identify personal competencies and families are empowered in the college process. A 6-week summer program engages participants in courses on research writing, literature, mathematics, science, and SAT preparation.

**Annual Budget:** Approximately \$400,000

**Issue area:** Access

**Program:** College Prep, Pathway/Pipeline

**HSI Status:** No

**Number of students served:** 85

**Number of Latinos served:** 83

“Joining Upward Bound has guided me to possibilities that I never thought imaginable. I have experienced opportunities that appeared impossible to a low-income student, all at no cost to me.”

– MIGUEL MARTINEZ, Upward Bound, 2014,  
 Cornell University, 2018



### WHY IT WORKS

**Mission:** A long-running program, Upward Bound has served the same target community in a thoughtful effort to create deep and established networks of college access and has been able to adapt their services to the unique and evolving needs of their students.

**Need:** Upward Bound intentionally becomes partners and advocates within the communities and families it serves.

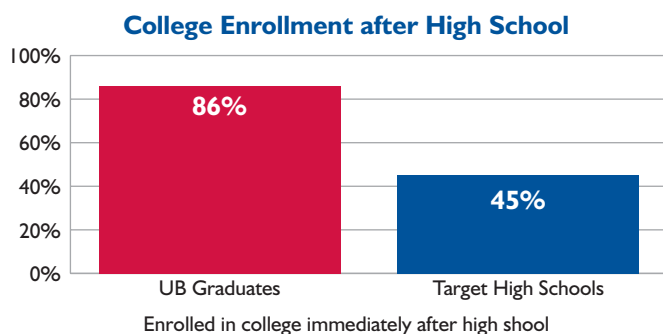
**Practice:** The program increases the comfort and readiness of students and families in a postsecondary environment. All families meet with advisors in English and Spanish meetings where the participant's unique educational goals are addressed.

**Sustainability:** TRiO programs are federally funded programming for students from low-income households and have the potential to become first generation college goers. By seeking additional grant funds from local agencies, the program is able to provide more services.

### EVIDENCE IT WORKS

#### Evidence aligned to Goals for 2016-2017:

- Increase GPA:** **100%** of participants had a cumulative GPA of 2.5 or better at the end of the school year.
- Increase college preparatory & high school graduation rates:** **100%** of senior level participants graduated from high school having completed a rigorous program of study of honors or AP coursework.
- Increase six-year post-secondary graduation rates:** **58%** of program graduates and **57%** of Hispanic program graduates earned an associate's or bachelor's degree within six years, compared to 11% at target high schools.



### ADVICE TO MAKE IT WORK FOR YOU

“The success of our advising efforts come from the **strong helping relationships** formed with students, school partners and families. Through consistent, proactive and compassionate advocacy, Upward Bound advisors become shared and trusted partners in the students' postsecondary success.”

– SIMONE CARNEGIE-DIAZ, Upward Bound Director

“We build strong I-I relationships with students founded on their personal narratives, and in- depth knowledge of our social, political, and emotional environments. Each one of our students is impacted by the decisions of adults that may not fully understand their story, but we step in to bridge understanding or give students the **tools to bring their own voice to the table.**”

– NORMA GONZALEZ, Upward Bound Alumni and Instructor

“The Latino community is rich in diversity, culture, and experiences and there is **no such thing as a “one size fits all” approach.** Organizations should examine the intersectionality of the students' lived experiences to provide **culturally responsive programming and services.**”

– DR. CARMEN SERRATA, Former Upward Bound Assistant Director and Consultant

### LEARN MORE

[www.inside.trinity.edu/education/upward-bound](http://www.inside.trinity.edu/education/upward-bound)

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## Educational and Research Internship Program

University of Puerto Rico at Mayagüez  
 Mayagüez, Puerto Rico

**Summary:** Provides Latinos the opportunity of participating in a Summer Internship alternative learning experience that motivates them to pursue graduate studies and become part of the engineering and science labor force. **100%** of undergraduate interns graduate from University of Puerto Rico at Mayagüez (UPRM).

**Issue:** Academic Program

**Program:** Pathway/Pipeline, Undergraduate Research

**HSI Status:** Yes

**Number of students served:** up to 40 per year

**Number of Latinos served:** 100%

### HOW IT WORKS

**History:** The Educational and Research Internship Program (ERIP) began in 1991 through a partnership between the US Army Corps of Engineers' (USACE) Engineer Research and Development Center (ERDC) and UPRM.

**Mission:** Maintain an educational and research relationship between ERDC and UPRM to increase the number of Latinos pursuing graduate degrees in STEM and help increase the Latinos presence in the nation's labor force.

**Goals:** To provide underrepresented Latin-American students a pipeline to pursue graduate programs and terminal degrees and promote the development of engineers and scientists in Puerto Rico. Become a source of qualified scientists and engineers for the U.S labor force.

**Need:** The program was founded under an agreement initiated by federal policy to strive for a workforce of highly trained engineers and scientists with demographics reflective of the national population. Recruitment strategies were needed to improve representation of Latinos in engineering fields. At the ERDC, before the program was implemented, Latinos made up only 0.5% of engineers.

**Practice:** During the internship phase, students work directly with research mentors from the ERDC and are expected to submit progress reports, write a technical paper, and give an oral presentation in front of other interns, and research and academic mentors. They also prepare an abstract which is submitted to technical conferences sponsored by other

Following Hurricanes Irma and María in Puerto Rico, **25** of the ERDC emergency operations deployments were UPRM alumni from this program, bringing leadership, expertise and manpower to the recovery and reconstruction of the island.



research institutions such as the National Science Foundation. Some of the students who enroll at UPRM for graduate work continue their ERDC relationships and are paired with UPRM faculty mentors that continue to monitor their progress and provide counseling. Interns are supported with an assistantship that includes transportation.

**Annual Budget:** \$798,000

### WHY IT WORKS

**Mission:** By targeting an institution in Puerto Rico, they are intentionally serving Latinos and increasing their representation in the field.

**Need:** The internship provides valuable cultural and professional experience to students and prepares them for graduate programs and the workforce.

**Practice:** By exposing undergraduates to research and providing multiple services including faculty mentoring, it allows them to see graduate research as a possibility. Mentors help students see themselves in research positions that further promote a student's desire to seek graduate programs. It develops professional and personal self-esteem that helps them expand their future educational and professional horizons.

**Sustainability:** A long standing partnership between the institution and a federal agency provides funding, expert mentors, and a workforce connection.

**Leadership:** Teams of dedicated staff from both ERDC and UPRM work closely together to coordinate program activities.

### EVIDENCE IT WORKS

**Evidence aligned to Goals since 1991:**

- 1. Provide underrepresented Latin-American students a pipeline to pursue graduate programs and terminal degrees:** 100% of undergraduate interns graduate, about 77% pursue graduate school.
- 2. Promote the development of engineers and scientists in Puerto Rico:** the number of Latino engineers at the ERDC has increased from 0.5% to over 5%.
- 3. Become a source of qualified scientists and engineers for the U.S labor force:** the program has produced 72 permanent hires for the ERDC, the nation's largest federal civil engineering laboratory. Over 85% of recruits pursue graduate school.



### ADVICE TO MAKE IT WORK FOR YOU

“The internship program creates motivation and opportunities for research and job experiences... Discovering the research dimension within their curriculum helps students to open their minds, feel more productive and aspire to graduate and pursue advanced degrees. This can motivate other programs and institutions to create similar pathways to attract and recruit Latino students into their graduate programs... The best way of helping Latinos is by discovering firsthand the values and capabilities Latinos have, which will help acknowledge the tremendous potential they can bring to our institutions, the nation and our global society if the opportunities arise. By helping our young generation grow, we are helping Puerto Rico to rise up to become stronger.”

– ISMAEL PAGÁN TRINIDAD, Chairman and Principal Investigator

### LEARN MORE

[www.engineering.uprm.edu/inci/erip/](http://www.engineering.uprm.edu/inci/erip/)

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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 graduate health programs and cancer health careers through academic and career preparation support. **24%** of alumni are enrolled in a doctoral program or earned a doctoral degree.

**Issue area:** Support Services

**Program:** Pathway/Pipeline

**HSI Status:** Yes

**Number of students served:** 25/year

**Number of Latinos served:** 90%

### HOW IT WORKS

**History:** Cancer has overtaken heart disease as the top leading cause of death among U.S Latinos. To address this 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 University of Texas Health San Antonio with a grant from the National Cancer Institute.

**Mission:** Increase the number of Latinos pursuing a doctoral degree and career focused on Latino cancer health disparities.

**Goals:** Increase participants' confidence in applying to a doctoral program. Drive at least 20% of Éxito!'s participants to enroll in 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). 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. Beyond this, Éxito! constantly engages in interactive dialogue with program alumni through quarterly webinars, annual newsletters, and social media.

**Annual Budget:** \$275,000

“Éxito! really provided me with the tools and confidence to pursue a PhD. “I have thought about possibly obtaining a PhD in the past but attending this program really confirmed my aspiration to pursue higher education and focus my research to one day being in cancer health disparities.”

– ARACELI GUZMAN, Éxito Student





### WHY IT WORKS

**Need:** By focusing on Latino health issues, the program targets Latinos interested in helping their community, while also increasing Latinos in the doctoral pipeline.

**Practice:** Research opportunities, paid internships, and connections through networking prepare students for doctoral programs.

**Sustainability:** The program received a grant through 2020. This includes replicating their model at two other Hispanic Serving Institutions

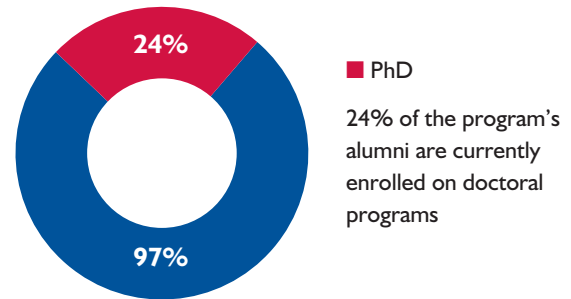
**Leadership:** The program is led by principal investigator Dr. Amelie G. Ramirez, an internationally recognized cancer health disparities researcher with 30 years of experience conducting studies to reduce cancer health disparities in Latinos.

### EVIDENCE IT WORKS

#### Evidence Aligned to Goals:

- 1. Increase participants' confidence for applying to a doctoral program:** 91% of surveyed participants strongly agreed or agreed the program motivated them to overcome barriers to obtaining a doctoral degree; 95% strongly agreed or agreed the summer institute enhanced their overall self-confidence.
- 2. Drive at least 20% of Éxito!'s participants to enroll in and stay in a doctoral program (with at least half of them focused on cancer control research):** 69% of doctoral students planned to pursue a career directly related to cancer after obtaining a degree.

#### Students Served



### ADVICE TO MAKE IT WORK FOR YOU

“We believe that the Exito! program is **replicable across the country**, especially at institutions that serve a large Latino population. That is why we created the “Exito! 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.”

Link: [www.exitotraining.org/program-replication-manual](http://www.exitotraining.org/program-replication-manual)  
– ANELIE G. RAMIREZ, Director of Exito! at UT Health San Antonio

### LEARN MORE

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

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## Research Initiative for Scientific Enhancement to the Post-doctorate

New Mexico State University  
Las Cruces, New Mexico

**Summary:** The program aids in increasing Latinos who pursue doctorate degrees and careers in biomedical and biobehavioral sciences.

**Issue area:** Retention

**Program:** Pathway/Pipeline, STEM

**HSI Status:** Yes

**Number of students served:** 115 over time

**Number of Latinos served:** 80 over time

### HOW IT WORKS

**History:** The Research Initiative for Scientific Enhancement to the Post-doctorate (RISE) started in 2000 in response to a National Institute of Health grant call for programs to diversify the PhD pipeline in STEM biomedical fields.

**Mission:** Diversify the health scientist research community by furthering PhD degree completion of students from traditionally underrepresented groups in biomedical and biobehavioral fields.

**Goals:** Students will complete their master's degrees and enroll in PhD programs. PhD students will complete their doctoral programs and enter the workforce.

**Need:** Latinos represented less than 7% of total degrees earned at the doctorate level in 2016 even though they are the 2nd largest racial/ethnic group in postsecondary education.

**Practice:** Students are prepared for the next career step through mentored research experiences, professional development activities, formal courses, scientific workshops that develop quantitative and technical skills, an off-site research training internship, individualized development plans, help on professional portfolios and submission of applications for fellowships and other independent support. Salary, tuition, supplies and travel expenses are covered.

**Annual Budget:** \$600,000

### WHY IT WORKS

**Mission:** RISE helps students prepare for life after PhD completion.

**Need:** Increasing representation of Latino PhD recipients ensures diverse talent and perspectives that can contribute to research in health fields.

**Practice:** By effectively preparing students as practicing scientists they are better prepared to use these skills at the next level of their careers. Their individualized plans also help students understand what they need to do in order to get to the next step.

**Sustainability:** RISE activities evolved over 18 years in response to leadership vision, student input, evaluations, institutional research opportunities, and mentor expertise.

**Leadership:** RISE incorporated leadership transition as program practice and went from a single leadership position to a tripartite leadership team for the current RISE cycle.

## EVIDENCE IT WORKS

### Evidence aligned to Goals for 2001-2018:

- 1. PhD completion by 90% of PhD Scholars, and their subsequent entry to post-doctorates:** 36 Latino students have been served, **94%** completed their PhD and 4 are currently enrolled.
- 2. MS completion and their subsequent entry to PhD programs:** 44 Latino MS students served, **82%** completed a degree and 2 are currently enrolled.

### Completion Rates



## ADVICE TO MAKE IT WORK FOR YOU

“Do not underestimate the potential of our talented students to excel! **Set expectations high** and provide the tools and resources that allow students to bridge gaps in preparation and achievement.

Institutions can provide financial support for degree completion and financial planning tools, increase resources that allow students to **expand their professional networks**, and ensure that Hispanic/Latino faculty are visible and respected as mentors, educators, and leaders.

Programs should **involve students as partners** in planning and recruitment. Program activities can promote collaborative relationships between students and mentors that are culturally responsive to student needs, and include regular review of individual professional development plans.”

– ELBA SERRANO, Principal Investigator

## LEARN MORE

[www.rise.nmsu.edu](http://www.rise.nmsu.edu)

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## The College Crusade of Rhode Island

Providence, Rhode Island

**Summary:** Students enroll in The College Crusade in 6th grade and receive ongoing services through their undergraduate college years. Latino students in this program are **27%** more likely to immediately enroll in college following high school.

### HOW IT WORKS

**History:** Founded in 1989, The College Crusade has sought to promote educational equity and inclusion for students who have been historically underrepresented in terms of high school completion, college access, and college success.

**Mission:** Increase high school graduation, college readiness, and college completion for students from the state's low-income communities.

**Goals:** Of its high school students, 89% will graduate in four years. 74% of its high school graduates will immediately enroll in college upon high school graduation. 82% of its students who enrolled in college will be on track to graduate.

**Need:** Only 21% of Latinos aged 25 or older had earned an associate's degree or higher, compared to 41% of all adults 25 or older in Rhode Island. While Latinos are about 15% of the overall state population, they are young and growing. In the K-12 pipeline Latinos make up 22% of students in Rhode Island.

**Practice:** Personalized support through advisors who operate in 37 middle and high schools and three public colleges, plus comprehensive college readiness programming for seven years. The program provides \$3.8 million in cash and donated scholarships per year. It serves over 1,400 families a year through one-on-one meetings, parent councils, family forums, and 100 workshops that build parents' financial literacy skills and capacity to advocate for their children's success. All family engagement programming is presented by native speakers in both Spanish and English.

**Annual Budget:** Annual budget of \$4,263,300

**Issue area:** Access

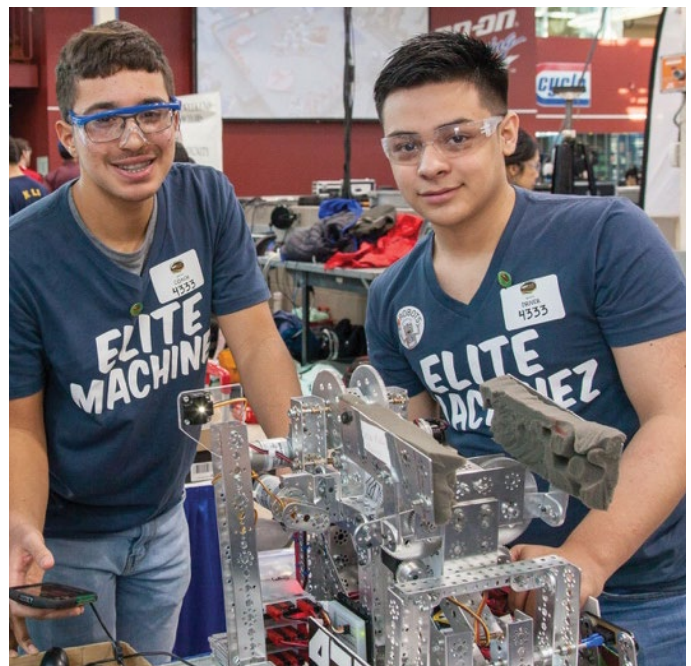
**Program:** College Prep, Mentoring

**Number of students served:** 4,269

**Number of Latinos served:** 2,883

“My journey to college has been filled with lots of ups and downs and sacrifices for me and my mother. All along the way, The College Crusade has supported me more than I can say. When I was younger, college wasn't something I thought of doing. I grew up with people who had dreams but were never able to fulfill them. Now I am chasing the dream of becoming an architect.”

– CARLOS FERMAN



## WHY IT WORKS

**Mission:** Each year middle and high school students receive an array of both college readiness programs and personalized advisory services. By targeting underserved communities, this program can provide students with services they would not otherwise have been able to access. By reaching out to families and students as early as middle school, the program helps to build a college-going culture.

**Need:** The K-12 population is a strong indicator of what future college students will look like in Rhode Island. Increasing college access for the Latino community will be important to increase the educational attainment of Rhode Island's future workforce.

**Practice:** Reducing remediation rates among college-going students, promoting early college coursework, and improving families' knowledge of postsecondary options. Over the past 17 years, the program has awarded nearly \$19 million in cash and donated scholarships to 2,175 Latino students.

**Sustainability:** The program has served its community since 1989 and has grown to serve thousands of students a year. The program receives federal GEAR UP funding, currently secured through 2024. Continued federal funding is contingent on evidence of program success, which the program demonstrates through the use of data. State and local philanthropic support further supplements programming. Local colleges annually donate \$2 million in scholarships to Latino students.

**Leadership:** The program ensures that staff and those who interact with families and students reflect the community it serves. The current CEO is on the advisory board of the Latino Policy Institute at Roger Williams University and is a trustee of a school board for a district that is 65% Latino.

## EVIDENCE IT WORKS

### Evidence aligned to Goals:

The College Crusade measures its success through annual indicators and independent longitudinal evaluation.

- 1. High school graduation rate:** increased from **69% to 86%** and now exceeds the state rate. Latinos **7.4%** more likely to graduate high school on time than students in a comparison group.
- 2. Students' immediate college enrollment rates:** increased from **50% to 84%**. Latinos **27%** more likely to immediately enroll in college than students in a comparison group.
- 3. Students' first-year college persistence rate: 84%.** Latinos **43%** more likely to persist to a second year of college than students in a comparison group.

## ADVICE TO MAKE IT WORK FOR YOU

“A component that can be replicated is our close integration of **personalized advisory services** and college-readiness programming. We believe this integration is the key to our high student success rates. We offer dozens of afterschool, Saturday, vacation, and summer programs that support the academic, social and personal development, career exploration, and college-readiness needs of our students. Our advisors can recommend specific programs to help their students develop skills, and students can get involved quickly and easily. In addition, we recommend creating a **strong family engagement** program that fosters **Latino parent leadership** and provides a variety of parent workshops delivered in both Spanish and English.”

– ANDREW BRAMSON, President and CEO

## LEARN MORE

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

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## Adelante Hispanic Achievers

Adelante Hispanic Achievers, Inc.  
Louisville, Kentucky

**Summary:** This is the only organization in Louisville chartered to support middle and high school Latino student success.

**100%** of students enroll in college.

**Issue area:** Access

**Program:** College Prep, Mentoring, Parental/Family Engagement

**Total Number of students served:** 630

**Number of Latinos served:** 100%

### HOW IT WORKS

**History:** Adelante Hispanic Achievers was founded in 2004 by the Jefferson County Public School (JCPS) Board Chair and community leaders in response to their growing Latino student population. The program began with 25 middle school students and expanded to high school students.

**Mission:** Inspire and empower Hispanic youth to achieve their dreams and contribute as creative, educated world citizens.

**Goals:** Students will become high academic achievers, maintain excellent GPAs, and high school attendance. Students graduate and are college and career ready. Build a culture of education and success within Louisville's Latino population.

**Need:** There is an emerging Latino community in Louisville; only 23% who are 25 or older have an associate's degree or higher.

**Practice:** Adelante provides wrap-around services to students from 6th grade through high school and into college. They offer five weekly programs: Mentoring & Enrichment, Tutoring, College Readiness & College Corps, Ambassadors Leadership, and College & University Allies – a partnership that currently includes five institutions that reserve full or full-tuition scholarships for Adelante students.

**Annual Budget:** \$115,000

“Sentimos apoyo en la educación y guía de nuestros hijos, al ver los ejemplos de superación de otros jóvenes pensamos en que nuestros hijos pueden tener un buen futuro.”

“*(We feel support in the education and guidance of our children. Examples of other youth overcoming obstacles makes us think that our children can have a great future.)*”

– An Adelante Hispanic Achievers Parent

### WHY IT WORKS

**Mission:** By understanding their growing Latino population and evolving their services, they are able to adapt to the needs of their students.

**Need:** They focus on the individual development of each student related to academics, career exploration, cultural awareness, and personal/social development. They engage parents as partners and improve the vitality of the Hispanic community.

**Practice:** They integrate students, families, and the community as part of their holistic approach to college access. Each student is provided with supportive, informed adults--including parents, mentors, tutors, and community leaders through a pipeline from middle school to college access.

**Sustainability:** The city of Louisville and Jefferson county awarded the program funds that come from grants intended for non-profit organizations offering programs or services that advance the long-range vision and goals established by the Louisville/Jefferson County Metro Government.

### EVIDENCE IT WORKS

#### Evidence aligned to Goals for 2018:

- 1. Students become high academic achievers, maintaining excellent grades, and GPAs:** Average GPA is 3.19 for all Adelante students, **3.39** for those in Adelante for more than 3 years.
- 2. Students maintain excellent high school attendance:** Average attendance is **96%**.
- 3. Students graduate high school:** **100%** of Adelante students graduate.
- 4. Students are college and career ready:** **100%** attend their college of choice with scholarships.



### ADVICE TO MAKE IT WORK FOR YOU

“One thing I would encourage other programs do is ensuring students have **multiple and varied opportunities** each day (and throughout the year) **to build community** with one another. We provide an opportunity for students to work toward a common goal with other students who often share similar backgrounds and experiences, and that can be powerful.

Our students and families benefit from the **holistic approach** we take to guiding our Achievers through the educational process from middle school through high school graduation. I believe that this type of program, focused on enrichment experiences, works best in a city with many opportunities for **partnership with other organizations and businesses** to help students (and their parents) envision various possible successful futures for themselves.”

– DUSTIN BISHOP, Executive Director

### LEARN MORE

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## iAdelante Latina!

Baltimore, Maryland

**Summary:** Latina high school girls in Baltimore City benefit from this college preparatory program's services and counseling. In the past three years, **80%** of students have increased their high school GPA.

**Issue area:** Academic Program

**Program:** College Prep, Females/Latinas

**Number of students served:** 29

**Number of Latinos served:** 29

### HOW IT WORKS

**History:** Founded in 2013 to prepare local high school Latinas for college and reduce the college dropout rate. The program began with 12 sophomores and added a new sophomore cohort each fall.

**Mission:** iAdelante Latina! strives to improve high school performance through interaction with expert teachers and caring tutors, with an emphasis on reading comprehension, vocabulary, writing skills and SAT preparation.

**Goals:** All participants will improve their academic performance in high school and ultimately enroll into a college or university with adequate financial support.

**Need:** A professor at Notre Dame of Maryland University who had taught Latin American Studies for 30 years realized Latina students had just a 36% six-year graduation rate and wanted to do more to prepare Latina students for college and reduce the college dropout rate.

**Practice:** Each student receives her own private tutor, who stays with her through high school graduation and remains a mentor during college. Most of the tutors are retired professional women with at least a Master's degree. The program provides subject-matter tutors who meet with each cohort once a week. Every graduating senior who goes to college receives a one-year \$3,000 scholarship.

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

## WHY IT WORKS

**Need:** This small program is female-led and created. Latina high school students work intensively with retired professional women who serve as tutors and mentors. Students develop close relationships with these tutors and mentors, who model what is possible for them to achieve and how to achieve it.

**Practice:** Students are encouraged to take responsibility of their own futures and are provided support to help overcome the obstacles they may face. Students pay a \$50 deposit which is returned to them at the end of each year if she attends 80% of classes. This encourages both program persistence and high school attendance, which leads to better college preparation. Overall, the focus on Latinas along with parent outreach establishes sisterhood and community.

**Sustainability:** The founder's family contributes 17% of funding, while partnerships with local foundations, companies, and individual stakeholders help fund the rest of the program.

**Leadership:** The dedicated founder, through partnerships and years of networking, has brought together committed stakeholders to support the goals and mission of her program.

## EVIDENCE IT WORKS

### Evidence aligned to Goals for 2018:

- All participants will improve their academic performance in high school:** 80% increased their high school GPA. The minimum required high school attendance rate of **80%** was achieved by all but one student in 2016-17.
- Ultimately enroll into a college or university with adequate financial support:** Class of 2017 participants – 9 students graduated high school and all were offered scholarships at the following institutions: **Loyola University MD, University of Maryland Baltimore County, Towson University, Goucher College, University of Baltimore**



## ADVICE TO MAKE IT WORK FOR YOU

“What makes our program successful is the **one-on-one relationship** we build with each student. The **tutor becomes a mentor**, and will help the student outside the program, and once she is enrolled in college. Tutors build personal relationships with students. This model works best on a small scale, since it requires intense coordination and supervision. We also **engage parents as much as possible – from home visits to calls and inclusion in our events** – in order to better engage the students.”

– LEONOR BLUM, Founder

## LEARN MORE

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

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## Believe & Achieve Youth Development and Scholarship Program

Trinity River Mission, Inc.  
Dallas, Texas

**Summary:** Students in grades 6-12 receive academic and support services to ensure college readiness. **95%** of seniors in 2018 graduated high school and **100%** of graduates accepted admission to two or four-year colleges.

### HOW IT WORKS

**History:** Trinity River Mission (TRM), a non-profit based out of West Dallas, has provided services to families in their community since the early 1960s. TRM's Believe & Achieve program was developed to specifically provide services to local high school aged students.

**Mission:** To create graduates who have the confidence, abilities, and support network to become the next generation of leaders and realize their full potential.

**Goals:** Increase the number of high school graduates in their community and empower them to pursue and succeed in postsecondary enrollment. Create a ripple effect of success that is passed down to future generations among TRM families.

**Need:** 62% of Latinos in West Dallas age 25 and older do not have a high school diploma. Of those who go to college, 89% are less likely to graduate in 4 years than any other ethnic group. Only 18% of Latino graduates from the local high school were considered college level English ready, and only 5% were considered college level math ready, compared to the state average of 51% and 45% respectively.

**Practice:** Believe & Achieve provides academic support, life skills, mentoring, college tours, college/career prep

**Issue area:** Access

**Program:** College Prep, Mentoring

**Number of students served:** 245

**Number of Latinos served:** 238



workshops, leadership/character development exercises, social/emotional counseling, financial education, paid internship and community service opportunities to primarily Latino students in grades 6-12. Parents are encouraged to participate in family-friendly educational activities with students, tour college campuses to understand their child's options, learn about financial aid opportunities, and explore their own academic and/or personal development goals. High school graduates receive a \$4,000 college scholarship.

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



## WHY IT WORKS

**Need:** Students are provided with structure and accountability, positive role models, social- emotional support and life skills to prepare them to succeed in college, career, and life. To help increase college readiness the program focuses on math and reading levels.

**Practice:** Mentors are critical to preparing and supporting students. Strong parental involvement is emphasized to ensure success. They are making strides to bring students to reading and math proficiency. Scholarships have made college more affordable.

**Sustainability:** Funded through long-term support from foundations and individual donors, event revenue, and a major gifts program. The expansion of their development team ensures future funding.

## EVIDENCE IT WORKS

**Evidence aligned to Goals for 2012-2017:**

- 1. Increase the number of high school graduates in their community:** TRM's average high school graduation rate is **95%**. For students still in high school, **64%** of Latinos who were identified as struggling in reading ended the school year reading at or above grade level and **58%** of Latino students struggling in math were proficient by the end of the school year.
- 2. Empower students to pursue and succeed in post-secondary enrollment:** On average, **90%** enroll in college after high school. More students (**10 in the past 2 years**) are graduating concurrently with their associate's degrees by taking advantage of early college high schools.
- 3. Create a ripple effect of success that is passed down to future generations among TRM families.** In 2017, **62%** were the first in their family to graduate high school.

## ADVICE TO MAKE IT WORK FOR YOU

“The Family Connection program is a **parent-based program** that supports our core programs. It nurtures the parent-child relationship, teaches skills to be an effective advocate for their children, and provides opportunities to pursue their own educational and personal development goals. The **support from families is quintessential** to the success of any community based program/institution. The advice we provide to volunteers is to **familiarize themselves with our community**. Making an effort to understand the community gives volunteers a way to break down barriers and misconceptions.”

– GLORIA LOPEZ, Chief Executive Officer

## LEARN MORE

<http://trinityrivermission.org/believe-and-achieve/>

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## Ascender Program

Catch the Next, Inc.  
Austin, Texas

**Summary:** Helps create a pathway from developmental education to college completion by supporting colleges to engage, retain, and graduate students. Ascender students complete English Composition I at an average rate **20 points higher** than their peers.

### HOW IT WORKS

**History:** Catch The Next (CTN) was founded in 2009 and in 2011 partnered with the Texas Higher Education Coordinating Board and the Puente Project to provide contextualized coursework with wraparound student support services for students beginning community college in developmental classes until their successful graduation and/or transfer to a four-year college or university. Today, they continue to expand by partnering with colleges throughout Texas, and in particular, those regions with concentrated Latino population growth.

**Mission:** To improve the educational attainment of Latinos and other underserved students and to close achievement gaps in Texas.

**Goals:** Increase the number of students who successfully complete developmental coursework, complete their first-year college-level coursework in gatekeeper courses such as English and Math, and graduate from the community college and transfer to a four-year college or university.

**Need:** In 2012, only 30% of underprepared students in Texas completed a college-level composition course. Only 27% of Latino community college students graduate or transfer within four years of enrollment.

**Practice:** In their first semester, students complete all prerequisite coursework for admittance into college-level classes, specifically in English and Mathematics. Students are placed in learning communities, receive counseling

**Issue area:** Academic Program

**Program:** Developmental Coursework, First Year Support

**Number of students served:** 2,055

**Number of Latinos served:** 94%



and holistic career advising, and a course on study skills and time management. In the second semester, students continue their work gateway subjects taught by Ascender-trained faculty. Every student is tracked and advised until graduation and/or transfer and they are encouraged to remain actively involved through leadership opportunities in the Ascender student club. Faculty, staff, and administration implementing the program participate in monthly webinars, ongoing peer mentoring and coaching, and a year-long professional development sequence for which participants can receive five hours of graduate credit from the University of Texas at Austin.

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

## WHY IT WORKS

**Need:** This model attempts to close this achievement gap for Latino students enrolled in developmental education. It changes the way developmental education courses are administered, ensures students are able to succeed, and increases pass rates in “gatekeeper” college-level courses, which have historically been barriers to student achievement and engagement in higher education.

**Practice:** Ascender’s effectiveness and ability to scale relies on practitioner engagement. Over five years, they have trained 142 faculty and staff from 19 campuses throughout Texas in their model of wrap-around services and asset-based pedagogy through a coordinated approach to professional development, coaching, and program implementation. Counseling, mentoring, familia and student leadership help provide Latino students with support, a sense of belonging, and motivation to succeed.

**Sustainability:** Annual membership fees from participating colleges and grants from Greater Texas Foundation, the Meadows Foundation, and the Texas Higher Education Coordinating Board support this work. The program plans continued growth with expansion to new colleges and public support through fundraising.

## EVIDENCE IT WORKS

### Evidence aligned to Goals for 2012-2016:

Increase the number of students who:

- 1. Successfully complete developmental coursework:**  
Average rate of **80%** compared to state average of 60-65%.
- 2. Successfully complete first-year college-level coursework in gatekeeper courses such as English and Math.** **85%** of students in CTN programs completed college-level English.
- 3. Graduate from the community college and transfer to a four-year college or university:** The average four-year graduation/transfer rate across the three founding CTN colleges is **39%** compared to 27% of Texas Community college students.

## ADVICE TO MAKE IT WORK FOR YOU

“An investment in the education of Latinos is an investment toward the well-being of our society. Look beyond access and support services to the **classroom experience and teaching strategies**. Use a literacy approach across disciplines and incorporate culturally relevant pedagogy.”

– MARIA MARTHA CHAVEZ, CEO

“Recognize this work is personal. The success of any Latino student serving program rests on **instructors who buy in, who care**, as well as on the role of familia in the program.”

– DEBRA MCBEATH, CTN Director of Communications and Engagement,

“**Listen first to Latino communities.** This allows you to set goals consistent with the community, develop community connections, and impart leadership and mentoring skills among Latino students who then return to aid, build, and sustain those very communities.”

– DR. LYDIA CdeBACA, CTN Director of Peer Mentoring and Operations Manager

“Outstanding pedagogy and literacy across disciplines are the linchpins of outstanding programs for Latinos in higher education—support CTN because the future depends on it.”

– DR. RAFAEL CASTILLO, CTN Director of Publications and Special Projects

## LEARN MORE

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

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## College Forward

Austin, Texas

**Summary:** College Forward uses a near-peer coaching model coupled with access and academic support services to increase student persistence in higher education towards degree completion. **85%** of Latinos persist from their first to second semester in college.

**Issue area:** Support Services

**Program:** College Prep, Mentoring

**Number of students served:** 6,726

**Number of Latinos served:** 2,834

### HOW IT WORKS

**History:** Founded in 2003 as a college access program, College Forward has grown along with its first class of 30 Latino students to serve over 6,500 students. Completion services were added in 2005 and additional program elements were implemented in 2014. As they continue to grow, their services continue to evolve.

**Mission:** To provide intensive, culturally-appropriate mentoring programs to help propel students from underserved backgrounds to collegiate success and remunerative careers.

**Goals:** To increase college graduation rates by supporting students' access to institutions of higher education and persistence through degree attainment.

**Need:** About 45% Hispanic students in Texas enroll in college. An average of 65% of College Forward students have been low income and the majority are first generation college goers with limited access to resources or a knowledgeable source of information.

**Practice:** College Forward uses a near-peer coaching model to pair students with Coaches that have had success in their own college experiences. Using their College Curriculum, a program delivery plan known as a "Service Blueprint," and a schedule of progress goals known as "Milestone Charts," students must meet a series of predetermined milestones, each a prerequisite for the next, to earn a postsecondary credential.

**Annual Budget:** \$4,386,259



## WHY IT WORKS

**Mission:** The program goes beyond college access services and supports students to and through college completion to ensure they are better prepared to enter the workforce.

**Need:** While college access for Latinos is still important to address, college completion has been the program's focus. By ensuring students have support and structure to graduate, they can clearly articulate the steps each student must undertake to be successful.

**Practice:** Latino students benefit from College Forward's efforts to provide an understanding of the cultural transition to a college campus, balancing school, family, work, and personal life. Students are matched with coaches/mentors who may share similar life experiences or an understanding of the challenges students face. The structured progress goals provide students with a clear plan on next steps as they work towards their degrees. College Forward also collaborates with colleges to provide campus-based student mentoring services.

**Sustainability:** The program receives strong support from the philanthropic community. They also have a development team committed to engaging longtime supporters while exploring new funding opportunities. In 2011 they diversified program support by developing earned-income initiatives which grew to 21% of their income in 2017.

## EVIDENCE IT WORKS

### Evidence aligned to Goals for 2013-2017:

- 1. Support students' access to institutions of higher education:** 99% of Latino students apply to and are accepted to institutions of higher education, 90% enroll compared to 45% of other Latino students in Texas.
- 2. Increase student persistence through degree attainment:** 85% persist from their first to second semester in college. Students with a Coach have persisted at least 5%, and as much as 37%, higher than their peers at partner campuses.
- 3. Increase college graduation rates:** 53% complete postsecondary education, more than four times the rate for Latino students in Texas.

## ADVICE TO MAKE IT WORK FOR YOU

“**Individualizing the process** for students is critical to postsecondary enrollment and success. Many times demographic/socio-economic background are often not considered or addressed by institutional systems. By **understanding and engaging the challenges** students face, a program interested in better serving Latino students must **develop powerful relationships** that equip them to dig into the variables a student is considering as they are going through the higher education pipeline.”

– AUSTIN BUCHAN, CEO, and Scott Del Rossi, Managing Director, Services and Products

## LEARN MORE

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

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## Leadership Fellows Program

National Community College Hispanic Council  
University of San Diego  
San Diego, California

**Summary:** Strengthens the pipeline of highly-qualified Latino community college administrators who can become community college leaders. **16%** of the 65 Latino community college presidents nationwide are former NCCHC Leadership Program Fellows.

**Issue area:** Academic Program

**Program:** Pathway/Pipeline

**Number of students served:** 20-25 annually

**Number of Latinos served:** 100%

### HOW IT WORKS

**History:** The Leadership Fellows Program (LFP) of the National Community College Hispanic Council (NCCHC) first began in 1990 through partnership with the Ford Foundation and was relaunched in 2003 in collaboration with the School of Leadership and Educational Sciences at the University of San Diego.

**Mission:** To increase the representation of Latinos in administrative roles at community colleges and help transform colleges to better serve Latinos.

**Goals:** Increase the number of Latinos prepared to pursue high level administrative roles at community colleges and better prepare current administrators for promotion in their institution.

**Need:** Latino leaders are under-represented in community colleges. In 2015, less than 4% of community college presidents were Latino, yet 19% of undergraduate students were Latino.

**Practice:** Participants engage in two four-day residential seminars and year-long coaching, goal setting, and professional development. They connect with NCCHC members who are established community college executives, and who provide advice, insight and encouragement as each fellow advances through the program and beyond. Other NCCHC programming, conferences and annual seminars provide expanded opportunities for fellows to enhance their professional growth and network with community college leaders nationwide.

**Annual Budget:** \$150,000



## WHY IT WORKS

**Mission:** By matching the demographics of institutional leaders with those of students, they are able to improve the way community colleges serve Latinos.

**Need:** *“...it is important for the leadership of an institution to reflect its student body. Students need to feel like their experiences... their perspectives are represented in the institution’s leadership... that decisions are being made by people who understand their real life experiences, have some understanding of what their lives are like, what are the challenges they experience and the assets that they bring to the institution.”*

- From Dr. Frank Harris III, Co-Director of the Community College Equity Assessment Lab, San Diego State University

**Practice:** The curriculum is aligned with the American Association of Community Colleges (AACC) Core Competencies for Community College Leaders, providing key concepts and skills necessary to succeed in community college leadership. The LFP curriculum addresses these concepts through the lens of the Latino community college experience and includes cultural leadership and management components that promote the overall support and success of Latino students and leaders in community colleges.

**Sustainability:** A partnership with the NCCHC and the University of San Diego helps pay for program efforts. Community college district sponsorships, facilitated by a coalition of community college executives and NCCHC members, allows for additional funding and resource

**Leadership:** The current Executive Director, a former superintendent and president of three community colleges, has been involved with the program since 2003.

## EVIDENCE IT WORKS

### Evidence aligned to Goals:

- 1. Increase the number of Latinos prepared to pursue high level administrative roles at community colleges:** **21** of the 72 fellows in the 1990-95 program became community college presidents. Since 2003, more than **200** fellows completed the program.
- 2. Better prepare administrators for promotion in their institution:** An average of **30** alumni are promoted each year to VP, Dean, and Director positions. Between December 2016 and May 2018, at least 52 alumni were promoted: to vice chancellors, presidents, vice presidents, deans, and directors among other leadership positions.

## ADVICE TO MAKE IT WORK FOR YOU

*“We have refined the NCCHC Leadership Fellows Program model since its inception. Sustainability of such efforts requires institutional and organizational support and commitment to ‘pay it forward.’”*

- DR. TED MARTINEZ, JR., Executive Director

## LEARN MORE

<http://www.sandiego.edu/ncchc>

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## OTHER NOTABLE EFFORTS

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. While we cannot recognize every program that submits for Examples of *Excelencia*, we feel compelled to highlight the great efforts taking place across the country. For this reason, *Excelencia* has recognized programs not selected as Finalists in the past as Honorable Mentions and Programs to Watch (P2W). 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 websites.

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).

## HONORABLE MENTIONS

Programs recognized as Honorable Mentions have shown some success and sustained efforts to increase Latino student achievement over time.

### **Arizona's Science, Engineering, and Math Scholars (ASEMS) Program**

#### **The University of Arizona**

Tucson, AZ

[www.asems.arizona.edu](http://www.asems.arizona.edu)

ASEMS focuses on community college transfer students and first-year students majoring in the sciences. ASEMS provides strong academic and personal support services through graduation. Services based on students' needs have been added over the last two years including medical and graduate school preparation workshops, career treks, and financial literacy workshops. Of students who started as STEM majors, 86% have persisted to their 4th year.

### **Cesar Chavez Leadership Institute (CCLI)**

#### **Arizona State University**

Tempe, AZ

[www.asu.edu/ccli](http://www.asu.edu/ccli)

CCLI is a high school leadership training program hosted for a week over the summer that provides leadership development skills while advancing the goals of completing high school, attending college, and graduating from an institution of higher education. Beyond the summer institute, the program provides year-round programs targeted at recruitment, retention, and educational achievement. Since 2011, CCLI students have a high school graduation rate of 100%, and 87% went on to higher education.

### **Hispanic Baccalaureate**

#### **Hispanic Educators Association of Nevada (HEAN)**

Las Vegas, NV

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

The HEAN Baccalaureate mission is to recognize leaders among their community's Latino students. This program provides a formal recognition ceremony of high school graduates and motivates students to receive an HEAN medallion symbolizing cultural pride, in addition to achieving high school requirements. This event identifies participants as leaders and role models for future generations. In 30 years, they have honored 17,600 Latino students.

### **Juntos**

#### **Oregon State University**

Corvallis, OR

<http://opencampus.oregonstate.edu/programs/juntos/>

Juntos provides culturally-relevant programming for Latino 6-12th graders and their parents. The programming builds knowledge and skills to cultivate college-going cultures in Latino families. The program offers a six-week family workshop series, monthly family activities, college visits, and youth mentoring and engagement. Juntos has strategically grown to 27 statewide communities managed by eight regional coordinators and over 3500 youth and parents have been reached.

### **Latino Promise**

#### **Fairleigh Dickinson University**

Hackensack, NJ

<https://view2.fdu.edu/academics/petrocelli-college/academic-units/latino-promise/>

This program allows students to complete an associate's degree and then transition into a baccalaureate program. Once students successfully complete their associates degree, about 40% of their tuition to complete their bachelor's is covered. For the last 10 years, the program consistently averages a first to second year retention rate of 70%.

### **The Honors Academy**

#### **San Antonio College**

San Antonio, TX

[www.alamo.edu/sac/academics/honors-academy/](http://www.alamo.edu/sac/academics/honors-academy/)

The Honors Academy seeks "good" students with the potential of being "great" students. This program helps build a community of honors students by working through a specialized curriculum emphasizing critical thinking/research; weekly workshops on topics such as: transfer admissions, career choice, stress/time management, scholarships; and faculty-led discussions. The institution's six-year transfer rate is only 21%. From their first cohort in 2011-12, 59% of students have transferred and 38% have received their BA.

### **University Transportation Center for Railway Safety**

#### **The University of Texas Rio Grande Valley**

Edinburg, TX

<http://railwaysafety.utrgv.edu>

The program's mission is to develop knowledge, diverse human resources, and innovative technology in support of strategic safety plans for the U.S. rail transportation industry. Their research and education activities focus on attracting and recruiting underrepresented groups to pursue careers in STEM fields with emphasis on transportation engineering and the railroad industry. As a result of participation in their undergraduate research component, 26 of the 35 students decided to pursue their graduate degrees.

## PROGRAMS TO WATCH

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.

### Ambiciones

**Howard Community College**

**Year started:** 2015

Columbia, MD

ASSOCIATE CATEGORY

Ambiciones provides a pathway to college for Latino students in the region by helping students and their families navigate their college's entrance process. Once enrolled, Latino students are provided wrap-around services. Ambiciones participants had a Fall 2017 to Spring 2018 persistence rate of 85% compared to 69% of all Latino students and 77% of Latino first-time students.

### Be A Leader Postsecondary Matriculation Project

**Be A Leader Foundation**

**Year Started:** 2016

Phoenix, AZ

COMMUNITY-BASED ORGANIZATION CATEGORY

By leveraging student level data in Phoenix and employing a case management approach, the project provides individualized support during the college application and matriculation process for all high school seniors. Increases from Phoenix Union School district were seen across the board at Arizona State University including a 12% increase in students admitted. Overall in its first year, ASU had its largest class enroll from Phoenix Union at 627 students, 22% higher than the previous year and 51% higher than just two graduating classes prior.

### Braman Scholars Completion Grant

**Florida International University**

**Year started:** 2017

Miami, FL

BACCALAUREATE CATEGORY

This completion program provides students who are within 30 credits of degree completion and at risk of dropping or stopping out due to unmet need with scholarship money. Awards range from \$500 to \$1,200. Students also receive College Life Coaching. So far, 88% of students graduated the same semester scholarships were awarded and 100% graduated within two semesters.

### Braven

**Year started:** 2014

Chicago, IL; Newark, NJ; San Jose, CA

COMMUNITY-BASED ORGANIZATION CATEGORY

In partnership with universities and employers, Braven offers a two-part experience that empowers promising underrepresented young people on their path to college graduation and strong first jobs. First, Braven Fellows complete weekly online modules to earn competencies sought by today's top employers. Following the course, Fellows receive support in securing strong internships and jobs. For 2017 graduates, 75% secured a quality post-grad role or enrolled in graduate school. Braven has partnered with San Jose State University, Rutgers University-Newark, and National Louis University.

### Caribbean Relief Program

**St. Thomas University**

**Year started:** 2017

Miami Gardens, FL

BACCALAUREATE CATEGORY

Following Hurricanes Irma and Maria, the University acted quickly to make sure students in the Caribbean could continue their studies. Through this program, the University offered free room and board, free books, and significant scholarships toward tuition to 68 students from Puerto Rico and two from the U.S. Virgin Islands. Students had a total of 7 weeks to complete all coursework before the end of the semester. 96% of the students passed their courses

### Communities to Build Active STEM Engagement (CBASE)

**Colorado State University - Pueblo**

**Year started:** 2016

Pueblo, CO

BACCALAUREATE CATEGORY

CBASE aims to increase Latino student success in STEM degrees through four components: 1) Building Research Communities, 2) Creating a STEM Learning Center, 3) Creating a STEM Center for Engagement and Education, and 4) STEM Curricular Redesign. Of students who used the Learning center, 87% passed their STEM courses, while the pass rate for students who did not was only 64%.



### **Connect4Success (C4S)**

**Waubonsee Community College**

**Year started:** 2016

Sugar Grove, IL

ASSOCIATE CATEGORY

C4S was created to pair students identified as “at-risk of not persisting” with a coach for individualized support. Students receive a case-management model incorporating non-cognitive assessment, comprehensive educational planning and goal-setting, predictive analytics through Civitas Inspire, proactive referral to appropriate resources, intrusive interventions and timely reminders. In its first year, retention for C4S participants was 13% higher than for eligible non-participants.

### **Coyote First Student Transition Enhancement Program (CFS)**

**California State University, San Bernardino**

**Year started:** 2015

San Bernardino, CA

BACCALAUREATE CATEGORY

Coyote First STEP (Student Transition Enhancement Program) is a month-long residential pre-college summer program for students who plan to attend CSUSB in the fall of the academic year. It consists of enrollment in a developmental math class, introduction to college-level writing, and co-curricular college success programming. Between summer 2015 and summer 2017, 92% of Latino freshmen who required developmental math reduced their developmental math requirement by at least one class.

### **Cronkite Noticias**

**Arizona State University Walter Cronkite School of Journalism and Mass Communication**

**Year started:** 2016

Phoenix, AZ

BACCALAUREATE CATEGORY

The Cronkite Noticias program is designed to better inform the Spanish-speaking community in Arizona through a vibrant student experience. Each semester dozens of student journalists working under faculty supervision provide comprehensive reports on economics, education, sustainability, immigration, and other issues of importance to the Latino community through their website and newscast regularly reaching more than 35,000 Spanish-speaking people each month. Cronkite Noticias alums are working for Spanish (and English) language news outlets in Boston, Los Angeles, Phoenix, and more.

### **First to Go and Graduate - A Program for First Generation College Students**

**The University of Texas at San Antonio**

**Year Started:** 2016

San Antonio, TX

BACCALAUREATE CATEGORY

The primary strategy for this program has been to create familias comprised of first-generation faculty members, first-generation peer mentors, and first-generation mentees to support first-generation students. Students can meet individually with their coach and mentors, but they also have group meetings and familia outings that create spaces and opportunities for familia bonding. They have enrolled more than 150 students on academic probation. The retention rate for program participants was 68%.

### Gateway Project

**Florida International University**

**Year started:** 2014

Miami, FL

BACCALAUREATE CATEGORY

To improve student learning and performance in gateway courses, the program focused on engaging faculty and supporting their collaborative work during multi-part institutes on curricular and pedagogical enhancement, toward learning-centered, evidence-based, and culturally-responsive teaching. Faculty teams produced redesign plans per course, direct services to students included in- and out-of-class support in many courses from “undergraduate learning assistants.” In its first year, Latino students’ gateway course passing rate increased from 63% to 66%, continuing to rise to an AY 16-17 rate of 70%.

### Ichabod Success Institute

**Washburn University of Topeka**

**Year started:** 2016

Topeka, KS

ASSOCIATE CATEGORY

To help their growing Latino population increase degree attainment the Institute provides sustained wrap-around support which begins five weeks before students’ first semester and continues across their first two years. The program offers intensive tutoring and software designed to reduce or eliminate remedial math, intrusive advising, retention scholarships, on-campus jobs, access to a social worker, first-generation advisor, and community mentors. Only 53.2% of a comparable cohort of Washburn University students were retained from Year 1 to Year 2, compared to 95% of Institute students and 100% of Latino participants.

### Las Comadres College Mentoring Program

**University of Houston**

**Year started:** 2016

Houston, TX

BACCALAUREATE CATEGORY

This mentoring program aims to have a positive impact on the educational experiences and outcomes of Latina first-generation students. Latinas are offered one on one mentoring. Las Comadres fosters a network of support for students that resembles cultural practices of Latino families’ use of extended family as a source of strength, connection, and support. Of their first cohort of mentees, the average GPA was 3.24, and 93% continued from semester to semester.

### Latino American Mentorship Program (LAMP)

**Texas A&M University-Commerce**

**Year started:** 2015

Commerce, TX

BACCALAUREATE CATEGORY

LAMP is an on-campus Living and Learning Community targeted at students of all achievement levels. They provide mentorship, leadership training, team building exercises, financial and time management workshops, etiquette dinners to assist in developed interviewing skills, DACA/Dreamer discussions and professional resources for Latino students, and the development of positive interpersonal relationships with faculty, staff, and community liaisons. The first three years of programming has resulted in less than \$800 average total college debt for LAMP participants, based on a 2017 survey, with more than 95% graduating debt free.

### Latino Success Pilot Project/Exito Mentoring Program

**College of Lake County**

**Year started:** 2015

Grayslake, IL

ASSOCIATE CATEGORY

In Fall 2015, the institution formed a Latino Outreach and Success Committee leading to the creation of this program. The program focused on providing a seamless transition for students from high schools to CLC through personalized enrollment, advocacy, mentoring, and peer mentor support to promote a sense of belonging. The retention rate for Fall 2015 to Spring 2016 of the students participating in the Latino Success Pilot Project was 93% vs 80% of Latinos not participating in the program.

### Men of Color (MOC) Mentorship Program

**Truckee Meadows Community College**

**Year started:** 2016

Reno, NV

ASSOCIATE CATEGORY

This program aims to inspire, guide, and motivate underrepresented high school sophomore males to attend college. MOC consists of monthly 1-on-1 meetings between mentors and mentees. Students are required to meet with their mentors at least 3 times a semester, participate in at least 10 hours of community service, and maintain a minimum 2.0 GPA each semester. The pillars of MOC include educational pathway guidance, personal and professional development, along with identity and self-development. MOC students have been retained at 100% from fall 2016 to fall 2017. Over 90% of MOC students earned a 2.75 GPA or higher.

**OMEGA (Oxnard Male Educational Goal Achievement) Initiative****Oxnard College****Year started:** 2015

Oxnard, CA

**BACCALAUREATE CATEGORY**

The OMEGA program was created to address the success gaps between male and female students at Oxnard. It is focused on increasing access, course completion, ESL and basic skills completion, degrees, certificates, and transfer for all students. Regular contact with the students through workshops and mandatory one-on-one meetings is encouraged. Students are offered book and meal vouchers, parking permits, free printing, and bus passes. The program has already helped 25 students (22 Latinos) graduate.

**Pathways to Academic Success and Opportunities (PASO)****California State University San Marcos****Year started:** 2015

San Marcos, CA

**BACCALAUREATE CATEGORY**

PASO was created to address the retention and graduation rates of Latino students. “Cultural Validation Theory” by Laura Rendon is infused in the curriculum and the students’ services. The program intentionally hires bi-lingual/bi-cultural staff in PASO office, faculty, admissions, financial aid, and undergraduate advising. All related financial aid forms were translated into Spanish. Upper division students work as PASO community researchers to gain experience in the field. Second-year males on academic probation participate in the “FUERZA” mentoring activity. PASO students are pre-registered in courses to ensure they are on track. Other services offered are computer lab use, free printing, tutoring, and free educational supplies. Course evaluation data for Fall 2017 shows that in the PASO General Education Lifelong Learning (GEL) course, the pass rate was 94%, compared to all other GEL sections with CSUSM Students at 88%.

**PIONERAS****Texas Woman’s University****Year started:** 2017

Denton, TX

**BACCALAUREATE CATEGORY**

This program serves both undergraduate and graduate students to improve their language and literacy skills as well as the academic achievement of Spanish dominant English Language Learners in Dual Language (DL) classrooms through four components: 1) tailored coursework, 2) a study abroad program in Central America, 3) scholarships, and 4) collaborative mentorship between undergraduate and graduate students. All PIONERAS receive full scholarships for the program, as well as specialized tutoring and assistance including free workshops designed to support their coursework and testing.

**Student Advocacy Center****San Antonio College****Year started:** 2016

San Antonio, TX

**ASSOCIATE CATEGORY**

This program addresses nonacademic needs. The center is embedded in the institution’s social work program to create a living learning lab in which social work is taught and practiced. Interns learn and practice case management while providing services to students in need of support. This holistic approach includes a large onsite food pantry, emergency financial assistance, book support, a clothes closet, and mental health counseling. Interns provided more than 3,500 points of contact between visits to the food pantry and appointments for assessment or intervention.

## 2019 Examples of *Excelencia* Call for Nominations

Do you know of other programs that help accelerate Latino student success that should be featured in next year's compendium? Nominate them for consideration as a 2019 Example of *Excelencia!* Nominations will open in early 2019. 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
- An invitation to be part of a panel to discuss your work at the Accelerating Latino Student Success (ALASS) Institute
- Inclusion in the 2019 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
- Complimentary one-year enrollment to *Excelencia in Action*, a national network to sustain dialogue in accelerating Latino student success in higher education

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



# ACT<sup>®</sup> Center for Equity in Learning

ACT and *Excelencia* in Education share a commitment to data-driven solutions that directly support effective interventions for underrepresented students. We believe that understanding a student's culture is critical for helping to unlock their pathway to opportunity. Developing contextual programs that address students from a holistic view means that they are able to embrace their culture, celebrate their full identity, and learn from educators who understand where they are coming from.



ACT's Center for Equity in Learning and *Excelencia* have had a long-standing relationship, working together on *Excelencia's* Examples of *Excelencia* and previously on ACT's annual Conditions of College & Career Readiness reports. As we move forward together, we are strengthening our partnership by bringing together our shared strengths in data analytics and research to address the challenges Hispanic students face, and together telling the stories of successful efforts around the country that help Hispanic students thrive.

We proudly stand with our partners at *Excelencia* in Education as they honor the 2018 Examples of *Excelencia* finalists and, together, will continue to pursue Hispanic student success in higher education while bridging the equity gap in education. ACT offers free resources to students and their families, as well as counselors and advisors, that empowers their success. Explore ACT Academy, MyOptions, and Steps2College.org to learn more.

We celebrate the 2018 finalists and will continue to cheer them on as they work to increase Hispanic student success.



For additional information please visit us at [www.equityinlearning.act.org](http://www.equityinlearning.act.org)

@ACTEquity



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