



WHAT WORKS FOR LATINO
STUDENTS IN HIGHER EDUCATION
COMPENDIUM

2024



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 2024 EXAMPLES OF EXCELENCIA
LATINO STUDENT SUCCESS CHAMPIONS

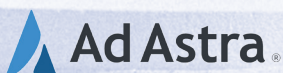


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FOREWORD

Institutions and community-based organizations that serve their communities are creating positive opportunities for students and families. And frankly, for those that want to serve the Latino community, there is no excuse for inaction. Over 20 years, *Excelencia* in Education has prioritized bringing national attention to the programs, institutions, and people making a positive difference for Latino students and their communities. Premier in this effort is Examples of *Excelencia*, a national initiative to systematically recognize evidence-based programs increasing Latino enrollment, persistence, and graduation. While these programs do not serve Latino students exclusively, each program disaggregates their data and can demonstrate success with Latino students.


We are proud to announce the 2024 Examples of *Excelencia*:

- **English for Academic Purposes**, Reading Area Community College, Pennsylvania
- **The College Assistance Migrant Program (CAMP)**, Washington State University, Washington
- **Project upGRADS**, California State University, Fullerton, California
- **Career Pathways: Empowering Students to Succeed**, The Immokalee Foundation, Florida

These programs are increasing affordability, addressing academic barriers, creating a sense of belonging, providing experiential learning opportunities, and investing in wrap-around services that improve higher education outcomes. And these programs are examples of what leaders in communities are doing across the country to ensure our students are provided the services and support to thrive personally and educationally.

More detailed information about these outstanding programs as well as those selected as finalists at each academic level are included. All the programs profiled in this compendium are at the forefront of meeting the challenge of improving higher educational achievement for Latino students and we congratulate them for their current and continued efforts.

This compendium is a central component of the Examples of *Excelencia* initiative. By sharing what works we hope to prompt educators, community leaders, and policymakers to take an asset-based approach to serving Latino students and inspire these decision makers to work to increase Latino student success by supporting, replicating, and bringing to scale evidence-based practices.



Sarita E. Brown
President



Deborah A. Santiago
CEO

WHAT THE 2024 EXAMPLES OF *EXCELENCIA* FINALISTS TELL US

For two decades, *Excelencia* in Education has brought to a national audience evidence-based practices at colleges, universities, and community-based organizations that represent what is possible when intentionally serving Latino students, while serving all students. The 18 programs recognized as the 2024 Examples of *Excelencia* Finalists offer an array of supports and have an asset-based approach to advance educational opportunities for Latino, and all, students.

Below are a few of the services and supports identified from this year's Examples of *Excelencia* recognized programs:

- **Increasing affordability** through dual enrollment, prepaid college scholarships, stipends, paid internships, and certifications that grant students fee waivers to further their education.
- **Addressing academic barriers** by providing support to multilingual students with relevant and contextualized curricula, aligned with student-centered professional development.
- Safe spaces that create a **sense of belonging** through individualized and culturally responsive instruction, advising, tutoring, and mentoring.
- **Experiential learning** opportunities, industry-specific coaching, and pathways to high-demand careers that prepare and connect Latinos to the workforce.
- **Wrap-around services** that improve higher education outcomes through financial aid counseling, cultural enrichment activities, and assistance with the search for scholarships.

CONVENING A COMMUNITY OF PRACTICE

Creating impactful programs, fostering student engagement, and securing community support are crucial tasks for student success in higher education. Practitioners who are dedicated to empowering their students both on campus and within their communities leverage the unique strengths of those they serve. When these efforts are united nationwide, particularly for advancing Latino student success, a powerful community of common cause is formed. *Excelencia* in Education has been cultivating this community for 20 years.

Examples of Excelencia remains the only national data-driven effort that recognizes evidence-based programs at the associate, baccalaureate, graduate, and community-based organization levels, all demonstrating effectiveness in advancing Latino student success in higher education. Our commitment to evidence-based practices means we honor programs showing tangible results to student success. Over the last two decades, more than 2,500 programs have been submitted to Examples for recognition, and over 400 have been highlighted for their exemplary work.

Discover our recognition process:

- **Finalists** are distinguished by compelling narratives that highlight their mission, history, practices, and evidence of success, all aimed at serving Latino students intentionally and effectively.
- From these Finalists, one program in each level is selected as the **Example of Excelencia** for the year, exemplifying outstanding service to Latino students in an asset-based and culturally responsive manner.
- **Programs to Watch** are promising new initiatives already making an impact on Latino student success and building their evidence of effectiveness.

Bringing national attention to programs that intentionally serve Latino students does not end with recognition at our capstone event, *Celebración de Excelencia*, or inclusion in this compendium. Recognized programs are integrated into our policy and research efforts, featured in speaking engagements at our institutes and conferences, and promoted to journalists and funders interested in what works for Latino students. Additionally, *Excelencia* fosters small cohort-based conversations among program leaders to facilitate the exchange of ideas and strategies nationwide. These 18 programs also join over 200 recognized programs in our **Growing What Works Database**, an online resource designed to connect funders, policymakers, and practitioners with evidence-based programs, available at EdExcelencia.org/Growing-What-Works.

Excelencia believes in the power of shared knowledge and proudly showcases practices that work, nurturing a community dedicated to accelerating Latino student success. We invite you to explore and amplify the innovative programs featured in this compendium.

ADVANCING WHAT WORKS FOR LATINO STUDENTS









Every year, *Excelencia* seeks out programs for Examples of *Excelencia* through a rigorous review of profile submissions that look at intentionality and evidence of effectiveness in serving Latino students among all students in higher education. The process launches with a national call for nominations and submissions and culminates in a public celebration of featured programs at *Celebración de Excelencia*.

Overview of the annual process:

- National call for nominations of initiatives improving Latino student success in higher education. **Results:** This year, 345 nominations were received from 40 states, the District of Columbia, and Puerto Rico.
- Programs submit their program profiles and *Excelencia* staff review and select a set of finalists. **Results:** 18 finalists were selected from 103 profile submissions across 20 states, the District of Columbia, and Puerto Rico.
- A selection committee, composed of national leaders with backgrounds in education, public policy, workforce development, and philanthropy, review the finalists and select one Example of *Excelencia* for each level: associate, baccalaureate, graduate, and community-based organizations.

The criteria for recognition focuses on a program’s intentionality to serve Latino students while serving all, supported by evidence in increasing Latino student success in higher education.

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

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

2024 EXAMPLES OF EXCELENCIA SELECTION COMMITTEE

Each year, *Excelencia* brings together a group of talented individuals representing different areas within higher education, public policy, workforce development, and philanthropy to review and select the four programs that best define and exemplify Examples of *Excelencia* for the current year.

We thank this year’s committee for their time, attention, and their continued commitment to recognizing Latino student success.

Thank you!

2024 SELECTION COMMITTEE MEMBERS

MEMBER	TITLE	ORGANIZATION
Estela López, Chair	Senior Associate	<i>Excelencia</i> in Education
Kevin Christian	Director, Diversity, Equity & Inclusion	American Association of Community Colleges
Azuri Gonzalez	Executive Director	Alliance of Hispanic Serving Research Universities
Rafael Pasillas	Senior Director, Initiatives	The Council for Adult and Experiential Learning
Germaine Peña	Manager of Post-Secondary Initiatives	Esperanza, Inc.
Laura Rios	Program Director	Waukegan to College
Owen Toomey	Director of Congressional Affairs	Council for Opportunity in Education
Saúl Valdez	Senior Program Officer	ECMC Foundation

2024 EXAMPLES OF EXCELENCIA

ASSOCIATE LEVEL

EXAMPLE

English for Academic Purposes
Reading Area Community College — Reading, PA

FINALISTS

Community Health Worker
Richard J. Daley College and the Arturo Velasquez Institute — Chicago, IL

NASA Community College Aerospace Scholars (NCAS)
Cerritos College — Norwalk, CA

Pathway to Law School
Santa Ana College — Santa Ana, CA

The Village
Cerritos College — Norwalk, CA

The Writing Center
Santa Barbara City College — Santa Barbara, CA

BACCALAUREATE LEVEL

EXAMPLE

The College Assistance Migrant Program (CAMP)
Washington State University — Pullman, WA

FINALISTS

College Assistance Migrant Program (CAMP) Scholars Project
Arizona State University — Tempe, AZ

Pedagogical Interest Groups (PIGs)
Indiana University Northwest — Gary, IN

Upward Bound
California State University, San Bernardino — San Bernardino, CA

2024 EXAMPLES OF *EXCELENCIA*

GRADUATE LEVEL

EXAMPLE

Project upGRADS

California State University, Fullerton — Fullerton, CA

FINALISTS

Master of Arts in Multilingual and Multicultural Studies

Texas Woman's University — Denton, TX

Master of Science in Higher Education (MSHE)

California State University, Fullerton — Fullerton, CA

COMMUNITY-BASED ORGANIZATION LEVEL

EXAMPLE

Career Pathways: Empowering Students to Succeed

The Immokalee Foundation, Inc. – Immokalee, FL

FINALISTS

College Bound / College Success

Foundation for a College Education – East Palo Alto, CA

Enhancing Career Pathways for Latinos in the Rio Grande Valley (RGV)

Valley Initiative for Development and Advancement (VIDA) — Mercedes, TX

LEAF College Success Program

Latino Education Advancement Foundation — San José, CA

Thrive Scholars 6-Year Program

Thrive Scholars — Los Angeles, CA

English for Academic Purposes



Institution: Reading Area Community College

Website: www.edexcelencia.org/english-academic-purposes-eap-program

Program Location: Reading, Pennsylvania

Year Started: 2012

Issue Area: Academic Program

Program Focus: Bilingual/ESL

MISSION AND GOALS

The English for Academic Purposes (EAP) program at Reading Area Community College champions the hallmarks of access, opportunity, excellence, and hope, specifically tailored for bilingual Spanish/English and non-native English speakers pursuing a college credential. This initiative offers developmental credit courses in reading,

writing, and listening/speaking, focusing on overcoming language barriers and equipping students for success in higher education. The mission of this program extends to embedding these students firmly within the academic community and launching them successfully into further education or the workforce.

Key goals of this program include:

- **Language Proficiency:** Enhancing bilingual abilities to meet market and academic demands.
- **Leadership and Integration:** Facilitating student engagement through internships and community service.
- **Academic Success:** Increasing the completion rate of key courses, particularly freshman composition within their first year.

HISTORY AND PRACTICES

Initiated in 2012, the EAP program strategically reduces credit requirements and accelerates student progression through the EAP sequence to boost enrollment and success rates. The program is characterized by a standardized curriculum supported by robust tutoring and mentoring within the Academic Literacy & Language (ALL) Center. Special emphasis is placed on culturally responsive strategies to meet the unique educational needs of Latino students, who comprise a significant portion of the program's demographic. These strategies include fostering familial relationships and providing individualized academic coaching, both of which are critical in supporting these students' journeys through the educational system.

EVIDENCE OF EFFECTIVENESS

Reading Area Community College found that Latino participants in the EAP program have higher course success rates and persistence rates compared to Latino non-participants. The program's focus on academic English skills and tailored support services helps Latino students succeed academically.

- **Course Success Rates:** In 2022-2023, the program had an all-time high of **86%** success rate for all its participants, and closed the gap between Latino and non-Latino participants.
- **Persistence and Retention:** In 2022-2023, the program's retention rate of Latino students was **63%**, which was **18%** higher than the college's general retention rate.

WHAT STUDENTS SAID ABOUT THIS YEAR'S EXAMPLE:

One student immigrated from the Dominican Republic as a seventeen-year-old and completed just one year of high school in the U.S. before enrolling in the EAP program. With a dream of studying neuropsychology, she immersed herself in her studies and established a reputation as a diligent student and role model. This student graduated with an AA in Psychology in December 2020, having maintained a 3.9 GPA while working as the EAP work-study assistant. She still meets with prospective EAP students to share her experience and, reminiscing about her favorite time in college, still wonders, "Can I please come back to EAP?"

PROGRAM POINT OF CONTACT

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Community Health Worker

Institution: Richard J. Daley College and the Arturo Velasquez Institute

Website: www.edexcelencia.org/community-health-worker

Program Location: Chicago, Illinois

Year Started: 2020

Issue Area: Access

Program Focus: Adult Learners, Bilingual/ESL



MISSION AND GOALS

The mission of the Community Health Worker program is to provide educational access to Latino adult learners toward earning a credential that will allow them to enter the workforce and serve as leaders in their communities on the southwest side of Chicago. Richard J. Daley College, through its Arturo Velasquez Institute satellite campus, developed a bilingual (English/Spanish) college-level basic certificate curriculum for Community Health Workers in partnership with Enlace Chicago.

The program's goals are:

- **Access:** Assist participants in achieving an academic credential in the U.S.
- **Community Health Knowledge:** Increase the pool of individuals from the community who are credentialed and employed in occupations that enhance health literacy, knowledge, and access to information for underserved communities.
- **Eliminate Financial Barriers:** Eligible participants have access to four funding streams: Gateway scholarship, Adult Education Bridge, Future Ready Initiative, and HRSA Grant.

HISTORY AND PRACTICES

In early 2018, Daley College partnered with Enlace Chicago to offer a bilingual/Spanish Community Health Worker program to serve community residents. The college, along with Malcolm X College, submitted the appropriate paperwork to have the basic certificate program approved by the Illinois Community College Board (ICCB) with its first cohort starting in Spring 2020.

Information sessions are offered throughout the year in collaboration with various community-based organizations to provide potential participants with an overview of the program and options for funding. These sessions are conducted in Spanish and offer a bridge option for Adult Education students transitioning to college credit.

To eliminate access barriers, identified students participate in workshops focused on the college application process, preparing for an English placement exam, and meeting with financial aid advisors. Once the application process is completed, students meet with their advisor to register for courses.

EVIDENCE OF EFFECTIVENESS

Richard J. Daley College found that participants in the Community Health Worker program have strong completion and retention rates. The program's comprehensive support services put Latino students on the path to credit-bearing programs. Since its inception, 100% of the program participants have been Latino.

- **Completion Rates:** Five cohorts of students have completed the program as of Fall 2023, with a retention and completion rate of **91%**.
- **Transition to Credited Programs:** Over **90%** of the students in all five cohorts have transitioned from the College's Adult Education program to Credit.

PROGRAM POINT OF CONTACT

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NASA Community College Aerospace Scholars (NCAS)

Institution: Cerritos College

Website: www.edexcelencia.org/nasa-community-college-aerospace-scholars-ncas

Program Location: Norwalk, California

Year Started: 2019

Issue Area: Academic Program

Program Focus: Transfer, STEM Engagement

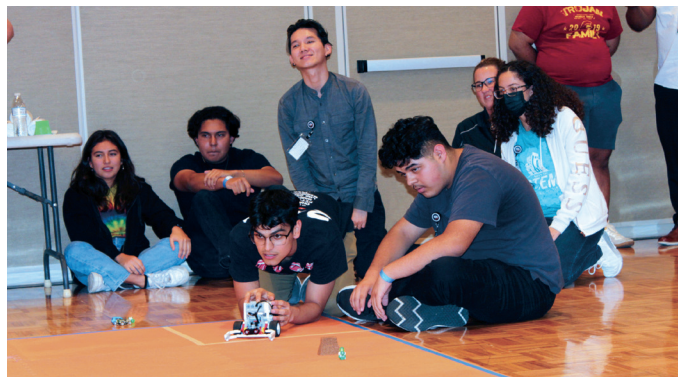
MISSION AND GOALS

Launched as a pilot in 2019, the NASA Community College Aerospace Scholars (NCAS) program at Cerritos College aims to advance students' capabilities in STEM courses and prepare them for service and representation in STEM fields. As a Hispanic-Serving Institution, Cerritos College emphasizes increasing Latinx representation in STEM fields. Cerritos students participate in a one-year program with missions to broaden their STEM knowledge. The ultimate goals are:

- **Transfer Improvements:** Increase the percentage of underrepresented populations that earn two-year degrees to transfer and pursue STEM-related careers.
- **Career Connections:** Enhance career success rates of underrepresented groups in STEM from Cerritos College.
- **Latinx Lens:** Focus on the Latinx community at Cerritos College by providing skills and experiences necessary to thrive in STEM careers.

HISTORY AND PRACTICES

Cerritos College was selected among five other community colleges to participate in NASA's initiative to diversify the STEM workforce due to its strong track record with underrepresented students. The NCAS program offers immersive experiences such as networking with NASA professionals, mentorship opportunities, and hands-on projects like an annual on-site NASA robotics challenge. These activities are designed to make STEM fields accessible



and appealing, especially to students who might not see themselves in these careers. The program's inclusive approach ensures that there are no barriers to participation, such as GPA or major prerequisites, fostering a diverse and dynamic learning environment.

EVIDENCE OF EFFECTIVENESS

Cerritos College found that students in the NCAS program achieve higher success rates in STEM courses, complete their degrees faster, and have higher transfer rates to four-year institutions compared to non-participants. In 2023, of the program participants, 94% were Latino.

- **Course Success Rates:** In 2022-2023, **87%** of Latinx participants achieved a grade of C or better, compared to **56%** of non-participants.
- **Transfer-Out Rates:** In 2021-2022, **54%** of Latinx participants transferred to a four-year institution, compared to **9%** of non-participants. The majority of students are transferring with a degree in physics and engineering, specifically aerospace engineering.

PROGRAM POINT OF CONTACT

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Pathway to Law School

Institution: Santa Ana College

Website: www.edexcelencia.org/pathway-law-school

Program Location: Santa Ana, California

Year Started: 2016

Issue Area: Academic Program

Program Focus: Discipline/Subject, Transfer

MISSION AND GOALS

The Pathway to Law School (PLS) program at Santa Ana College (SAC) aims to increase the diversity of students entering law school and succeeding in the legal profession, specifically addressing underrepresented groups identified from the California State Bar. The program offers two awards for students: the PLS certificate or an Associate Degree for Transfer in Law, Public Policy, and Society. These awards prepare students for applying to and attending law school, as well as signal to undergraduate and law schools that these students have engaged in significant academic and practical work. The program's measurable goals include:

- **Access Pathways:** Recruit and support underrepresented students to enter and complete the pathway to eventually become attorneys.
- **Dual Enrollment Focus:** Students earn college credits in courses that directly relate to the certificate and the transfer degree.
- **Persistence & Retention Levels:** Ensuring the certificate program is effective at serving its participants and leading Latino students to law school.

HISTORY AND PRACTICES

Since its inception in 2016, the PLS program at SAC has been dedicated to building a diverse pipeline of students into the legal profession. SAC works extensively to recruit and support underrepresented students in the legal field through mentorship, experiential learning, and partnerships with law firms. The primary feeder high schools in the Santa Ana Unified School District are 96% Hispanic/Latinx and feature a large population of low-income, first-generation college students.



Key practices include offering dual enrollment courses, organizing pre-law days, and developing a legal interpreting program to bridge students into higher-earning legal jobs. The program's efforts are crucial, as highlighted by the California State Bar's Diversity Scorecard, which shows an underrepresentation of Latinx attorneys. SAC's PLS program addresses this need by preparing students early for law school and providing the necessary skills to thrive in the legal profession.

EVIDENCE OF EFFECTIVENESS

Santa Ana College found that participants in the Pathway to Law School program are more likely to complete their degrees and transfer to four-year institutions than non-participants. In the 2022-2023 academic year, 73% of the program participants were Latino.

- **Academic Success:** In 2022-2023, Latino students participating in the program earned **8** awards in the Law, Public Policy, and Society Associate for Transfer (LPPS ADT) and **12** awards in the Pathway to Law School Transcribed Certificate (PLS CERT). In comparison, in the previous year, Latino participants had earned **8 and 10 awards**, respectively. In both academic years, Latino students in the program earned collectively **67%** of the awards in both categories.
- **Transfer-Out Outcomes:** Among the **78** students who earned the PLS CERT between the spring of 2017 and the fall of 2022, **7** of these students have already earned a baccalaureate degree. Of the **71** remaining students, **31** had transferred to a four-year institution by May of 2023.

PROGRAM POINT OF CONTACT

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The Village

Institution: Cerritos College

Website: www.edexcelencia.org/the-village

Program Location: Norwalk, California

Year Started: 2020

Issue Area: Support Services

Program Focus: Housing Insecurity

MISSION AND GOALS

The Village is Cerritos College's housing project designed exclusively for homeless students who are provided with secure housing assistance and wrap-around support services to ensure educational success. The primary objective of The Village is to overcome undocumented barriers for insecure individuals to support their academic journeys. This is done in conjunction with the Falcon's Nest (Cerritos' basic needs program) to provide emergency aid, food, clothing, hygiene, legal support, and other necessary support services.

Through linking students with stable housing and a daily case manager, The Village aims to achieve these data-informed goals:

- Provide 100% of participants with an educational plan to support students' degree and certificate completion.
- Shorten Black/African American and Latinx students' time-to-completion.
- Expand Cerritos College's housing programs through continuous evaluation to reach underserved student populations.

HISTORY AND PRACTICES

In 2019, Cerritos College participated in a survey by the Hope Center and found that 65% of students experienced basic needs insecurities, 55% experienced housing insecurity, and 15% experienced homelessness. In response, The Village launched in 2020 as California's first community college housing development exclusively for students facing homelessness. Located near campus, the development features seven townhomes with free and affordable rental units for students aged 18-25. Within three years, the program expanded to include additional housing resources



(Rapid Rehousing, Safe Landing, and Prevention) and the Falcon's Nest, a centralized location on campus providing food, housing, clothing, and financial assistance. As an HSI with a 69% Latinx population, Cerritos College designs academic and support services to meet the needs of Latinx students, elevating the institution's mission. Collaboration with local organizations and resources is key to addressing the significant disparities in basic needs and insecurities experienced by Black/African American and Latinx students.

EVIDENCE OF EFFECTIVENESS

Cerritos College found that participants in The Village maintain higher GPAs, complete their programs faster, and are more likely to transfer than non-participants of their housing programs. The Village's model allows students to enter and exit throughout the year, providing continuous support tailored to individual needs. Since its inception, 51% of the participating students have been Latinx.

- **Average Time-to-Completion:** In 2022-2023, the average time-to-completion for Latinx program participants was **3.4** years. In comparison, non-participants took an average of **6.2** years to graduate.
- **Educational Plans to Increase Completion Rates:** The program's data show that students who receive an educational plan are **1.5 times more likely to complete** their degree within two years. In 2023-2024, **100%** of Latinx participants received an educational plan, compared to **82%** of non-participants.

PROGRAM POINT OF CONTACT

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The Writing Center

Institution: Santa Barbara City College

Website: www.edexcelencia.org/writing-center-sbcc

Program Location: Santa Barbara, California

Year Started: 2005

Issue Area: Support Services

Program Focus: Bilingual/ESL, First Year Support

MISSION AND GOALS

The Writing Center at Santa Barbara City College provides comprehensive support to Latine students through one-on-one tutoring, inclusive resources, and student-centered services. It aims to create a safe, empowering space with a diverse learning environment enriched by bilingual tutors and staff. The Writing Center supports English Language Learners with original academic materials and collaborative exercises. The team participates in ongoing training in anti-racist, translingual, and culturally responsive pedagogies to honor students' diverse experiences and abilities. As part of a Hispanic-Serving Institution, it offers enrichment opportunities through outreach activities, campus collaborations with *Raíces*, an on-campus student empowerment program that affirms and honors Latine identities, as well as the annual Transfer Fair. The goal is to help Latine students become confident, self-directed writers, and recognize the power of their voices and experiences. This support helps students succeed in their personal and professional goals.

HISTORY AND PRACTICES

Santa Barbara City College, recognized as a Hispanic-Serving Institution in 2011, now serves nearly 40% Latine students. Established in 2005, The Writing Center supports these students by centering their perspectives and sharing staff's multicultural experiences. Tutors use a horizontal tutoring approach, meeting students at their level of ability and scholarship. Latine students are encouraged to prioritize their academic and personal needs through Directed Learning Activities (DLA), empowering them to take charge of their learning and develop enduring skills. To foster an inclusive community, the team has initiated projects like a



Día de los Muertos altar, a Latine music playlist co-created with students, and artwork and writing celebrating Latine luminaries. This approach helps Latine students feel valued and supported in their academic journey.

EVIDENCE OF EFFECTIVENESS

Santa Barbara City College found that Latine students who use The Writing Center's services achieve higher success rates compared to those who do not use the center. The program's comprehensive and culturally responsive tutoring practices are instrumental in improving academic outcomes for Latine students. This past year, The Writing Center served 42% Latine students.

- **Course Success Rates:** Latine students using services at The Writing Center achieve **13% to 25%** higher success rates with **1-3** visits compared to Latine students who do not use the services.
- **Average Improvement Rates:** The average increase in improvement rates over 12 semesters is **26%** for Latine users compared to **19%** for all students.

PROGRAM POINT OF CONTACT

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What students have said about the impact of this year's Associate Level Finalists...

“Aprendí tanto de este programas el cual tiene varias materias como es la Epidemiología; Es un tema de mucho aprendizaje y todo esto fue nuevo para mi, entendí mucho en lo que desafortunadamente estamos viviendo con COVID19...Como promotora de salud me siento más segura de poder informar a mi comunidad sobre nutrición, en un futuro queremos que nuestra gente vaya menos a urgencias podemos prevenir, educando a nuestra comunidad como ser más saludables.”

Translation: “I learned so much in this program, which has courses like Epidemiology. It was a lot of learning, and all this was new to me. I understood what living with COVID-19 is like ... As a health promoter, I feel more confident to be able to inform my community about nutrition; in the future, we want our people to go to the emergency room less, we can prevent [illnesses], educating our community how to be healthier.” **Community Health Worker**

One student notes that “NCAS changed my life.” As a first-generation student, she attributes “having a community...and words of encouragement” that fostered a sense of belonging and empowered her to propel her success. Another student states that “NCAS was an amazing opportunity...visiting Marshall Space Flight Center at NASA was something I will never forget.” After graduating with a degree in mechanical engineering, this student now works at Boeing and frequently visits the same center for work. **NASA Community College Aerospace Scholars (NCAS)**

“The Santa Ana College pathway to law school program provided me, a Latino student, the foundation to attend an ABA law school with a full tuition scholarship. The professors in the program provided me the tools to be a paralegal in the field of law, but most importantly convinced me that I could become an attorney. I was convinced that I could become an attorney when a Latina who was a former paralegal program student at the school spoke in front of our class about her path to becoming an attorney.” **Pathway to Law School**

80% of surveyed participants stated that they would have likely dropped out of their courses had it not been for programming from The Village, with one student remarking, “this program has taught me how to balance life, school, work, and spending time with my kid.” Another student shared, “my mental state, before coming to this program – I was not social... I was shy and private, now I am more confident and determined.” **The Village**

An alum recently shared, “the encouragement provided by Writing Center staff changes Latine students’ lives. Having representatives from the Latine community helps students feel valued, seen, and heard. Most brown students want visibility at an institution, and the Writing Center provides that with integrity by validating our lived experiences.” **The Writing Center**

The College Assistance Migrant Program (CAMP)



Institution: Washington State University

Website: www.edexcellencia.org/college-assistance-migrant-program-camp-washington

Program Location: Pullman, Washington

Year Started: 2006

Issue Area: Support Services

Program Focus: First Year Support

MISSION AND GOALS

The mission of The College Assistance Migrant Program (CAMP) at Washington State University (WSU) is to support the academic success and experience of migrant and seasonal farmworker students in order to improve their foundational experience during the first year of college. The desired outcomes of CAMP's mission include first-year completion, second-year retention, and successful graduation/completion

of a four-year degree. Services are provided in Spanish and English to deeply connect students to the mission of CAMP. Strong first-year academic foundations are necessary for Latino student success and graduation. CAMP consistently exceeds its two federally mandated key performance indicators tracking credit completion and retention.

- **Graduate School Completion:** WSU CAMP has sought to further its reporting commitment to track student progress through graduate school completion, albeit not required by programmatic regulations.
- **Academic Support:** The key performance indicator 1 (KPI 1) from their grant aims for 86% of all CAMP students to complete 24 credits within their first academic year.
- **Retention Focus:** The second key performance indicator (KPI 2) strives for 92% retention for KPI 1-completing students—measured and documented by Fall-to-Fall retention.

HISTORY AND PRACTICES

WSU serves just over 4,100 Latino students making up about 16% of the undergraduate student body. The location of the main campus in rural Eastern Washington and strong state-wide branding make WSU an appealing option to many Latino students. Still, WSU is a predominantly white institution (PWI) across all areas measured for ethnic diversity. These geographic and socioeconomic factors create an environment which presents barriers and challenges for Latino students in Washington, when accounting for affordable access to quality higher education. WSU CAMP was first funded in 2006 with the intent to offer individualized academic advising, recruitment and tutoring, social and cultural community-building events, and a \$1,000 financial assistance stipend. WSU CAMP has evolved to include priority registration for classes throughout a student's undergraduate career, personalized academic and life coaching, a Spanish-language parent-centric orientation, collaboration with other CAMP programs for a regional leadership conference, and a personal/leadership development retreat. The program includes a career development course and a learning community with social and cultural events to affirm Latino identity. Program participants also receive purchased course materials, backpacks, and access to extracurricular social/cultural events. CAMP also hosts a National Farmworkers Awareness Week, and supports WSU's student organizations during Latinx Heritage Month – all of which are activities and services designed to bridge service gaps for Latino students and encourage academic success.

EVIDENCE OF EFFECTIVENESS

Washington State University found that CAMP participants, 100% of which are Latinx, achieve higher retention and graduation rates compared to their non-participating, but CAMP eligible, students (control group). The program's focus on first-year support and culturally responsive services significantly improves academic outcomes for the program participants.

- **Retention Rates:** Over the past three years, CAMP maintained an average retention rate of **86%** compared to **68%** for the control group.
- **Graduation Rates:** The 4, 5, and 6-year combined graduation rates for CAMP participants averaged **69%**, compared to **51%** for the control group.

WHAT STUDENTS SAID ABOUT THIS YEAR'S EXAMPLE:

“Participating in CAMP has been one of the main reasons I have found success at WSU. I come from a small town, in a district which lacks the resources to prepare me and my peers for college. I was terrified when I made the decision to attend WSU. I came in with little-to-no knowledge about how everything worked, how I would succeed, if I would feel welcomed, or if I would feel alone. CAMP offers workshops which always contain useful information and resources. This is truly helpful. They always make sure to check up on how we are doing and reassure us that they are there for us to help no matter the program.”

- **Completion Rates:** Since the program's inception in 2006, CAMP has maintained an average KPI 1 rate of **89%** and a KPI 2 rate of **98%**. The 2020-2023 data reflect the success of Latinx program participants through the COVID-19 pandemic and the recovery years immediately following. The KPI 1 rate is completing 24 credits within the first year, and the KPI 2 rate is a Fall-to-Fall retention rate of **92%** or higher for those completing 24 credits.
- **Graduate School Completion:** CAMP participants have a **16%** graduate school completion rate compared to **7%** for the control group.

PROGRAM POINT OF CONTACT

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College Assistance Migrant Program (CAMP) Scholars Project

Institution: Arizona State University

Website: www.edexcelencia.org/college-assistance-migrant-program-camp-asu

Program Location: Tempe, Arizona

Year Started: 2017

Issue Area: Retention

Program Focus: First Year Support, Scholarship

MISSION AND GOALS

Arizona State University's College Assistance Migrant Program (CAMP) Scholars Project provides educational and financial support to migrant and seasonal farmworker (MSFW) students during their first year of college and beyond. The mission is driven by understanding the unique challenges these Scholars face and the importance of supporting their success through graduation. CAMP's goals include establishing a holistic retention program that nurtures academic success and personal growth. Key objectives include creating a supportive environment that addresses financial, transitional, and educational needs, ensuring Scholars have necessary resources to thrive. The program focuses on nurturing 'whole person' Scholars, emphasizing holistic well-being and fostering a sense of belonging within a supportive community. CAMP aims to help Scholars attain high GPAs, maintain good academic standing, and achieve high retention rates. By breaking down barriers in higher education, CAMP empowers Scholars to overcome economic hardships, pursue their educational goals, and inspire positive change within their families and communities.

HISTORY AND PRACTICES

The CAMP Scholars Project addresses educational barriers faced by MSFW students in Arizona, where over 127,000 MSFWs, 97% Latino, often leave school to support their families financially. With 77% of MSFWs living at or below the federal poverty level, CAMP provides need-based scholarships to alleviate financial strain during the first year of college. Last year, 100% of Scholars received scholarships for on-campus living and meal plans. CAMP prioritizes academic support



through tailored interventions like tutoring, study halls, advising, and study groups. The program offers bilingual peer mentoring, research seminars, professional development workshops, and comprehensive campus resources to help Scholars navigate their first year. These practices aim to directly address the unique challenges faced by migrant Latinx students in Arizona, enhancing their academic success and retention.

EVIDENCE OF EFFECTIVENESS

Arizona State University found that CAMP Scholars achieve higher retention and graduation rates compared to similar demographics that did not participate in the program. The program's comprehensive support services are instrumental in improving academic outcomes for migrant Latinx students. The CAMP program serves 100% Latinx students.

- **Retention Rates:** In 2020, **100%** of CAMP Scholars were retained, compared to **81%** of non-participants. In 2021, the retention rate was **92%**, compared to **83%** of non-participants.
- **Completion Rates:** Over the past three years (2020-2023), CAMP Scholars had a first-year completion rate of **78%**.
- **Financial Support:** Of the Scholars who persisted in higher education, on average **96%** of students from the 2020-2023 cohort received additional financial support for housing, transportation, healthcare, and educational expenses totaling over **\$415,000**.

PROGRAM POINT OF CONTACT

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Pedagogical Interest Groups (PIGs)

Institution: Indiana University Northwest

Website: www.edexcelencia.org/pedagogical-interest-groups-pigs

Program Location: Gary, Indiana

Year Started: 2016

Issue Area: Retention

Program Focus: Faculty Development, First Year Support



MISSION AND GOALS

Indiana University Northwest (IU Northwest) is a comprehensive state university committed to serving its diverse student body, which is made up of nearly 30% Latine and 20% African-American students. As a Hispanic-Serving and Minority-Serving Institution, IU Northwest launched Pedagogical Interest Groups (PIGs) to address institutional achievement gaps. These evolving faculty and staff communities of practice explore pedagogical and curricular literature to find techniques relevant to their student body, particularly Latine students. By analyzing and implementing modern, evidence-based and culturally-informed pedagogies, faculty enhance their teaching practices. The ultimate goal is for Latine, and all, students to master course content, earn higher grades, and achieve higher retention and graduation rates.

HISTORY AND PRACTICES

The first Pedagogical Interest Group at IU Northwest met in January 2016 to improve student success, addressing a 21.2% graduation rate for Latine students. At that time, many Latine students faced high DFW rates and nearly half left within the first year. PIGs identified and implemented effective pedagogies and procedures, introducing summer bridge programs, first-year seminars, cohort models, and redesigned curricula. These efforts targeted the struggles of Latine students, leading to improved learning, grades, retention, and graduation rates. As interventions revealed deeper insights into student needs, they were integrated into the curricula. Consequently, IU Northwest evolved from an Emerging HSI with 17% Latine students in 2015 to having 28% Latine students as their experiences and retention improved.

EVIDENCE OF EFFECTIVENESS

Indiana University Northwest found that students in the PIGs program achieve higher retention and graduation rates compared to all student rates. The program's focus on faculty development and culturally responsive teaching practices improves academic outcomes for Latine students. The PIGs program serves 30% Latine students currently.

- **Retention Rates:** From 2015 to 2022, the retention rate of Latine students from the first year to the second year increased from **62%** to **76%**, while the overall retention rate increased from **65%** to **68%**.
- **Graduation Rates:** The six-year graduation rate for Latine students increased from **21%** in 2015 to **38%** in the most recent cohort. The overall six-year graduation rate increased from **22%** to **38%** during the same period.
- **Course Success Rates:** In redesigned courses, Latine students' DFW rates decreased from **36%** in 2015 to **28%** in 2023, and the mean GPA increased from **2.20** to **2.57**. For all students, the DFW rate decreased from **32%** to **26%**, and the mean GPA increased from **2.41** to **2.65**.

PROGRAM POINT OF CONTACT

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Upward Bound

Institution: California State University, San Bernardino

Website: www.edexcelencia.org/upward-bound-program

Program Location: San Bernardino, California

Year Started: 1982

Issue Area: Support Services

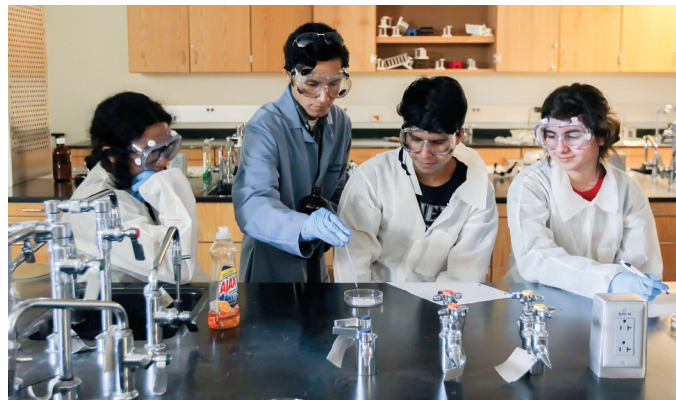
Program Focus: College Prep

MISSION AND GOALS

The mission of Upward Bound at California State University, San Bernardino is to empower students, families, and communities through innovative experiences. The program aims to enhance postsecondary completion rates among its primarily Hispanic/Latinx participants by supporting high school completion, facilitating college transitions, and fostering excellence. The Upward Bound Success Center (UBSC) provides resources and services to boost academic performance, including tutoring, instruction, advising, coaching, and mentoring. Additionally, the Summer University program offers an immersive academic environment with rigorous instruction and a glimpse into collegiate life through on-campus residence.

HISTORY AND PRACTICES

Upward Bound is strategically designed to provide academic support services and resources to low-income, first-generation students, and students with disabilities. Key strategies include academic support through tutoring and supplemental instruction, counseling, mentoring, and advising services to address barriers to academic progress. To expose students to college, Upward Bound organizes college visits and assists with applications and the financial aid process in addition to providing cultural enrichment activities and opportunities for active parent, family, and caregiver engagement through its Parent University program. Upward Bound tailors its practices to consider the cultural, linguistic, and socioeconomic factors shaping Latinx students' experiences, integrating culturally and linguistically relevant curriculum, providing bilingual support services, and collaborating with local Latinx communities and organizations.



EVIDENCE OF EFFECTIVENESS

California State University, San Bernardino found that Upward Bound participants achieve higher rates of high school graduation, college enrollment, and postsecondary completion compared to their peers. The program's comprehensive support services improve academic outcomes for Latinx students. This past year the program served 90% Latinx students.

- **High School Graduation Rates:** 86% of Latinx Upward Bound students successfully attained high school graduation with a rigorous program of study, compared to 44% of their peers in the region.
- **FAFSA Completion Rates:** 94% of Latinx Upward Bound students completed and submitted the FAFSA, surpassing the regional rate of 71%.
- **College Enrollment Rates:** 79% of Latinx students enrolled in postsecondary education, compared to the regional rate of 49%.
- **Postsecondary Completion Rates:** 48% of Latinx students completed their postsecondary education within six years, demonstrating sustained support and guidance provided by the program.

PROGRAM POINT OF CONTACT

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What participants have said about the impact of this year's Baccalaureate Level Finalists...

One Scholar says, “there’s no stopping me. I know I can do the work. I have the resources; I have professors. I have tutoring centers. I’m going to do whatever it takes to get that major. Even if it takes me seven years.” Another Scholar shares, “One of the most important things I gained is confidence in myself and speaking in public. I gained independence because I’m learning to be on my own and being separated from my family. I gained resources...there are many out there to help with my success during my stay at ASU.”

College Assistance Migrant Program (CAMP) Scholars Project

Students were surveyed before and after attending some PIG-inspired classes and the tone of their comments changed from saying “I didn’t like my high school and they didn’t like me; I didn’t need to study in high school; and this place is exciting, but I don’t know if it is for me,” to “I made a lot of really good connections with professors; I grew contacts; we have a sense of community,” and “I didn’t know, or believe, that someone from my neighborhood could succeed – I am going to graduate next year!”

Pedagogical Interest Groups (PIGs)

“The CSUSB Upward Bound program was integral to my academic journey, breaking barriers and turning distant goals into reality. Upward Bound opened doors through career workshops, college visits, and guidance, making college attainable. With their support, I became the first in my family to attend a four-year university, graduating with a biology degree. Now, as a Health Educator, I empower others to achieve their wellness goals, inspired by Upward Bound’s belief in me.”

Upward Bound

Project upGRADS



Institution: California State University, Fullerton

Website: www.edexcelencia.org/project-upgrads

Program Location: Fullerton, California

Year Started: 2019

Issue Area: Support Services

Program Focus: First Year Support, Mentoring

MISSION AND GOALS

The mission of Project upGRADS is to improve access to graduate education for Latinx students by increasing enrollment, strengthening persistence, and improving graduation rates at California State University, Fullerton (CSUF). The program supports prospective Latinx students during the admission process and their first year in graduate school while providing opportunities to strengthen their educational engagement with faculty mentors, attend workshops, participate in a fellowship, and receive

professional development. Online services, specialized advising, and culturally responsive faculty advisors contribute towards improving retention rates.

Key goals of the program include:

- **Increased Enrollment:** Raising the number and proportionate share of Latinx applicants and admissions.
- **Strengthened Persistence:** Enhancing the engagement and persistence of first-year Latinx graduate students.
- **Improved Graduation Rates:** Achieving higher graduation rates through targeted support and advising.

CSU Fullerton's service region spans Los Angeles, Orange, and Riverside counties, where 46% of residents identify as Latinx. However, graduate enrollment of Latinx students has not kept pace, underserving the Latinx community and the region as a whole.

HISTORY AND PRACTICES

Fullerton is the largest CSU campus and one of the most diverse, with 32% first-generation, 57% URM, and a Latinx undergraduate population of 55%. However, enrollment of Latinx graduate students has lagged behind, with only 27% (1,337) of a total of 4,993 in 2019. Inconsistent faculty advising and insufficient cultural understanding alienated Latinx students, causing lower retention and graduation rates.

Project upGRADS improves access to graduate school through outreach workshops on admissions and financial aid, tracking and advising Latinx applicants, and providing one-on-one admissions support. They offer the META summer bridge program to help new BIPOC students acclimate to graduate school, and the *Pa'lante* fellowship for first-year graduate students, which includes mentoring, networking, scholarships, and professional development. Additionally, this program supports students in completing their theses and projects and trains faculty to effectively mentor students.

EVIDENCE OF EFFECTIVENESS

Project upGRADS aims to increase Latinx graduate school enrollment and persistence through comprehensive support programs, including advising, summer bridge, fellowships, and faculty development. The initiative has demonstrated success in boosting application completion rates, enrollment, GPA, and graduation rates for CSU Fullerton Latinx students. Project UpGrads served 94% Latinx students this past year.

Admissions Advising

- **Higher Application Rates:** From Fall 2021 to Fall 2023, Project upGRADS Latinx advisees completed graduate school applications at rates **9%-13%** higher than non-Latinx/non-Black applicants/non-advisees.
- **Enrollment Success:** **55%** of students attending 2+ graduate school prep workshops enrolled in graduate school, with **68%** enrolling at CSUF.

META Summer Bridge

- **Improved Persistence and GPA:** META workshops address self-efficacy, research, and writing. Fall 2022 cohort data shows Latinx META participants had a higher GPA (**3.73 vs. 3.64**) and a persistence rate of **94%** compared to **90%** in the control group.

WHAT STUDENTS SAID ABOUT THIS YEAR'S EXAMPLE:

Students credit the program in providing them with new perspectives and skills such as networking and building community with their peers, stating “I’m really grateful that they provided specific examples of what to do if you want to start building relationships here on campus, how to approach people with what to say and not say,” and “I really like that we’re able to listen to other people that may have similar upbringings or experiences that are not part of your graduate program.”

Pa'lante Fellowship

- **Higher Completion and GPAs:** Fellows completed their degrees at higher rates (**74% vs. 71%**) and had higher GPAs (**3.63 vs. 3.52**) than the control group. Their graduation rates were also higher (**79% vs. 71%**) than the control group.

Faculty Development

- **Cultural Competency Training:** Since inception, **251** faculty members serving as mentors, advisors, or instructors have completed cultural competency training.

Access and Enrollment

- **Increased LatinX Enrollment:** Latinx graduate student enrollment increased from **30%** in 2020 to **36%** in Fall 2023.
- **Higher Graduation Rates:** The three-year graduation rate for Latinx students rose to **75%** for the 2020 cohort, surpassing Non-Latinx students at **74%**.

PROGRAM POINT OF CONTACT

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Master of Arts in Multilingual and Multicultural Studies

Institution: Texas Woman's University

Website: www.edexcelencia.org/twu-multilingual-and-multicultural-studies-ma

Program Location: Denton, Texas

Year Started: 2022

Issue Area: Academic Program

Program Focus: Bilingual/ESL, Mentoring



MISSION AND GOALS

The Master of Arts in Multilingual and Multicultural Studies program (MMS) at Texas Woman's University equips educators with the skills to teach for biliteracy, promoting proficiency in reading, writing, listening, and speaking in two or more languages. Designed for all educators, the program emphasizes creating equitable curriculum and assessments in English and another language, such as Spanish.

The goals of this program include:

- Completing 10 courses focused on bilingualism and biliteracy.
- Engaging in service-learning with bilingual children/youth in local schools.
- Reading extensively on biliteracy research and completing a portfolio demonstrating knowledge of equitable curriculum and assessments.

With over 80% of Texas' bilingual population being Latino Spanish-speakers, the program primarily serves Latino students, positioning graduates to better support bilingual students and assume leadership roles in schools and districts.

HISTORY AND PRACTICES

All educators serve bilingual students, yet very few have adequate training on how to teach for biliteracy. Research shows that students who develop literacy in their home language alongside English are more successful academically, socially, and economically. The MMS program addresses this need by offering coursework in both English and Spanish, and recruiting Latino educators to mirror the PreK-12 student population.

The initial graduate certificate had 50% of educators who were Latino. Recognizing the need for alignment with the demographics of the bilingual student population in Texas, the program bolstered recruitment efforts and now has 79% Latino students in the most recent cohort. Through the program, the amount of coursework available in Spanish increased, concurrent with an intentional effort to invite students to complete part of their graduate coursework in Spanish. This could include essays, portfolios, lesson plans, and presentations. The program includes the purposeful selection of professors and graduate assistants who can support students in Spanish as well as in English.

EVIDENCE OF EFFECTIVENESS

The MMS program is deeply committed to promoting the academic and professional success of its students.

- **Graduation Data:** There were **14** total graduates in 2023, **10** of which were Latino. Average total student score on the Biliteracy Portfolio Assessment: **92%**. Average Latino student score: **97%**. Three Latina students' portfolios were selected as exemplars.
- **Student Achievements:** In 2024, Latino graduates earned **4** awards, presented at **12** local, regional, national, and international conferences, and co-authored **4** publications in research and practitioner journals.

PROGRAM POINT OF CONTACT

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Master of Science in Higher Education (MSHE)

Institution: California State University, Fullerton

Website: www.edexcelencia.org/master-science-higher-education

Program Location: Fullerton, California

Year Started: 2009

Issue Area: Academic Program

Program Focus: Career/Workforce

MISSION AND GOALS

For 15 years, California State University, Fullerton's Master of Science in Higher Education (MSHE) program has excelled in producing leaders who serve the needs of today's diverse students. This 30-unit program spans five semesters and facilitates learning through a cohort-based scholarly community. The mission is to prepare entry-level professionals and those seeking career changes for roles in higher education that support student learning and development. MSHE provides a culturally responsive curriculum encompassing leadership, social justice and advocacy, education, assessment and evaluation, and personal and professional development. Recognizing the program's student demographics, particularly its majority Latinx population, MSHE leverages CSUF's Hispanic-Serving Institution status to transform Latinx students into leaders within higher education institutions.

HISTORY AND PRACTICES

The MSHE program was created in 2009 alongside a doctoral program in community college leadership. MSHE focuses on supporting culturally diverse students, particularly Latinx students, using elements of community cultural wealth like navigational, linguistic, familial, and resistance capital. MSHE also incorporates fieldwork, faculty and peer mentorship, critical self-analysis, case studies, graduate assistantships, and conference attendance. Faculty adapt instruction and program structure based on student feedback, ensuring accessibility for diverse cohorts. The program draws on theory and literature by Latinx and scholars of color to stay informed about student experiences and trends.



EVIDENCE OF EFFECTIVENESS

Given the nature of its programming and intentional design, Latino students are graduating from the program and entering the workforce upon graduation at an impressive rate. Of the students served by the MSHE program last year, 70% were Latino.

- **Academic Success:** For the last three years, 2020-2023, graduation rates of Latinx students have been over **92%**. The overall graduation rate has been **91%**. In comparison, the 2-year graduation rate for master's level students at CSUF in 2018 was **53%**.
- **Employment:** Since graduating from the program, **80 of 88** graduates from the 2020-2023 academic years are employed. In the same time frame, **58 of 62** Latino graduates are employed in higher education. In the senior cohort expected to graduate in May 2024, **16 of 32** Latino students have full-time employment in higher education.

PROGRAM POINT OF CONTACT

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What students have said about the impact of this year's Graduate Level Finalists...

A December 2023 Latina graduate grew up speaking Spanish as a child but lost much of her Spanish proficiency due to the pressure to only speak English. Courses in the program led her to “reclaim her language” when she purposefully selected options where she would read and write in Spanish. With this encouragement, she began to work with students in Spanish and use it in parent-teacher conferences. As a bilingual specialist, she leads professional development on working with emergent bilinguals and implementing culturally relevant teaching practices.

Master of Arts in Multilingual and Multicultural Studies

Latinx MSHE alumni perceive the program as critical in developing who they are as student affairs practitioners and what sets them apart from other practitioners. One alumna spoke to the power of critical self-interrogation that the program challenges them to engage in saying, “MSHE forced me to reckon with my own values, stories, and beliefs and taught me to understand programs through my own experiences which helped me become a practitioner who examines students’ issues in a really personal, not-so-black-and-white way, that I don’t always see my colleagues do.”

Master of Science in Higher Education (MSHE)

Career Pathways: Empowering Students to Succeed



Organization: The Immokalee Foundation, Inc.

Website: www.edexcelencia.org/career-pathways-empowering-students-success

Program Location: Immokalee, Florida

Year Started: 1991

Issue Area: Access

Program Focus: Career/Workforce, Scholarship

MISSION AND GOALS

“Building pathways to success for the youth of Immokalee” is the mission of The Immokalee Foundation, Inc. (TIF). Their vision ensures all motivated Immokalee youth have access to the tools, opportunities, support, and encouragement needed to succeed.

Each year, TIF empowers over 1,000 primarily Hispanic youth with transformative learning opportunities and comprehensive support, including critically needed college scholarships. TIF purchases Florida-specific prepaid college scholarships for each sixth grader in the program, awarding them upon high school graduation and program completion.

TIF's commitment to improving students' futures is real and evidence-based. Support begins with early reading programs, career introductions in middle school, and career experience and planning in high school. Throughout the process, students receive tools for success, including mentors, tutors, and scholarships.

TIF tracks outcome indicators in real-time, documenting internships, credentials, literacy gains, job placements, and starting salaries.

WHAT STUDENTS SAID ABOUT THIS YEAR'S EXAMPLE:

“The Immokalee Foundation truly empowered me to take ownership of my career by opening several doors and providing extraordinary opportunities. I was empowered to operate with significant autonomy and independence, but I was also mentored to understand the true value of networking.”

HISTORY AND PRACTICES

Immokalee, Florida faces intergenerational poverty, with 73% of the population being Hispanic. Many residents, primarily migrant farmworkers, have less than a ninth-grade education. In 2004, The Immokalee Foundation (TIF) undertook a major program expansion: preparing their middle and high school students for college and providing college scholarships to enable most of them to graduate with a bachelor's degree. TIF ensures success by providing long-term support, which is frequently over ten years. Low-income, first-generation students face many obstacles, and Career Pathways provides the tools to help students overcome them and achieve their dreams. In 2019, TIF developed an innovative career education model that prepares students for high-demand professional careers through collaboration with public schools, industry professionals, and higher education institutions. TIF equips every student with the academic,

career-focused wrap-around skills, hands-on experience, and credentials that lead to a professional career. Career Pathways empowers students to discover and pursue the best postsecondary career path and support them during their postsecondary journey with mentors, advocates, and academic support to succeed.

EVIDENCE OF EFFECTIVENESS

Through extensive collaboration with local partners, Career Pathways prepares students for well-paying, in-demand professional careers. Since its inception, 84% of the participants have been Latino.

- **Post High-School Graduation Plan:** **100%** of Latino students graduate from high school and enter a college program, get a job in their career field of choice, or enter the military.
- **Career Action Plans:** **100%** of Latino 8th-grade students work with career counselors to develop a career action plan outlining their career pathway for high school and beyond.
- **Industry Certifications and Internships:** **100%** of Latino high school students receive industry certification(s) and internships to bolster their resume and marketability.
- **College Degree Attainment and Employment:** The program's college graduates surpass the national average with **93%** earning postsecondary degrees, and **89%** working in their field of study.

PROGRAM POINT OF CONTACT

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College Bound / College Success

Institution: Foundation for a College Education

Website: www.edexcelencia.org/college-bound-college-success

Program Location: East Palo Alto, California

Year Started: 1995

Issue Area: Support Services

Program Focus: College Prep

MISSION AND GOALS

Foundation for a College Education (FCE) through its College Bound / College Success program aims to increase the number of low-income, first-generation students of color from East Palo Alto graduating from four-year colleges. The College Bound portion is geared toward high schoolers assisting with college prep/access while College Success focuses on supporting college students with degree attainment and workforce preparation. Program goals include:

- 100% high school graduation within 4 years.
- Meeting University of California & California State University requirements by senior year.
- Matriculation into a 4-year or community college.
- 80% attending more than one college tour.
- 88% bachelor's degree completion within 4-6 years.

College Bound serves low-income students in wealthy counties (San Mateo, Santa Clara), addressing educational barriers like unequal school funding and prohibitively costly tutoring services. FCE strives to provide Latino students with equitable opportunities.

HISTORY AND PRACTICES

Founded in 1995, Foundation for a College Education (FCE) supports East Palo Alto students of color, who faced challenges despite attending better-resourced Palo Alto schools through the Tinsley Program. College Bound / College Success prioritizes creating a safe space for Latino students without a minimum GPA requirement. The program provides after-school tutoring, SAT preparation, one-on-one sessions with program managers, weekly mental health meetings, and covers college application fees. Scholarships are awarded annually, and college tours are available for high school and community college students. Parent



programming includes monthly Family Class Meetings and a semi-monthly e-newsletter, both translated into Spanish. Summer Transition Weeks prepare students for their next high school grade or first college semester. As the high school students transition to college, the program offers one-on-one sessions with program managers, monthly professional and financial literacy workshops, FAFSA assistance, and virtual tutoring.

EVIDENCE OF EFFECTIVENESS

College Bound / College Success is open to high school students and works with them and their parents until they graduate from college. The program prioritizes students in most need of support; of current students, 84% are Latino, 97% low-income, and 84% first-generation. In the past three years, 100% graduated from high school in 4 years and were eligible to apply to UC & CSUs. Additionally, 100% enrolled in a 4-year institution or community college right after high school. In 2022-2023, the program served 92% Latino students.

- **Scholarships:** During the 2022-2023 academic year, **\$71,000** was awarded to 23 participants, **87%** of which were Latino students. During the 2021-2022 school year, **\$68,250** was awarded to 22 students, **91%** of which were Latino students. During the 2020-2021 school year, **\$124,568** was awarded to 47 students, **89%** of which were Latino students.
- **Program outcomes:** **88%** of current college students are on track to graduate within 6 years. Of 164 tracked college graduates since the program's inception, **89%** graduated within 6 years, and **24%** earned graduate degrees. Of the 97 Latino graduates, **90%** graduated within 6 years, and **21%** earned graduate degrees.

PROGRAM POINT OF CONTACT

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Program Manager

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Enhancing Career Pathways for Latinos in the Rio Grande Valley (RGV)

Organization: Valley Initiative for Development and Advancement (VIDA)

Website: www.edexcelencia.org/enhancing-career-pathways-latinos-rio-grande

Program Location: Mercedes, Texas

Year Started: 1995

Issue Area: Support Services

Program Focus: Adult Learners, Career/Workforce

MISSION AND GOALS

The mission of the Valley Initiative for Development and Advancement (VIDA) is to empower Rio Grande Valley (RGV) residents to achieve economic prosperity through market-driven training, resources, and career pathways. VIDA serves low-income adults from Hidalgo, Cameron, Starr, and Willacy counties in South Texas, representing the most vulnerable people who are facing a multitude of barriers to higher education completion, which VIDA aims to address through customized support services and intensive case management. The continued goal is to impact sustainable economic growth in the region by educating one VIDA (life) at a time.

This program aims to:

- Achieve 90% (or higher) training persistence rates annually.
- Reach credentialing rates of 85% (or higher) over 3 years.
- Receive a wage increase of 150% (or higher) from pre-VIDA enrollment to post-VIDA completion for non-traditional Latino students.

HISTORY AND PRACTICES

Throughout the 1990s, the RGV was home to many textile-industry leaders, but foreign competition triggered plant closures and lay-offs. VIDA was founded in October 1995 to address the high unemployment and workforce skills gap. The sudden increase in unemployed residents proved to have a devastating impact on families and the community.



VIDA's model adopts a holistic, worker-centered approach that includes wraparound services to ensure that each student accepted into the program successfully completes it and is employed. Program participants undergo a skills and profile assessment to identify their interests and strengths, followed by tailored academic advice and career counseling to connect them with suitable career pathways. They receive economic and social support, including financial assistance and soft skills training. Job placement assistance and follow-up support are provided, with employment tracking for three years post-graduation.

EVIDENCE OF EFFECTIVENESS

Over the past three years, VIDA has provided assistance to Latino students, many of whom are first-generation college students and adult learners. The program's comprehensive wrap-around support services address economic and social barriers, leading to high persistence rates among participants. In 2022-2023, 96% of the students served in the program were Latino.

Key Achievements:

- **2023:** Assisted 603 Latinos in pursuing a higher education; **84%** were first-generation college students and **56%** were adult learners (25 years or older).
- **2022:** Assisted 523 Latinos in pursuing a higher education; **81%** were first-generation college students and **59%** were adult learners. Achieved a **94%** persistence rate compared to South Texas College's **51%**.
- **2021:** Assisted 451 Latinos in pursuing a higher education; **80%** were first-generation college students and **57%** were adult learners. Achieved a **93%** persistence rate compared to South Texas College's **60%**.

PROGRAM POINT OF CONTACT

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LEAF College Success Program

Organization: Latino Education Advancement Foundation

Website: www.edexcelencia.org/leaf-college-success-program

Program Location: San José, California

Year Started: 2020

Issue Area: Support Services

Program Focus: Family Engagement, First Year Support

MISSION AND GOALS

The Latino Education Advancement Foundation's mission is to improve outcomes for Latinx students and families in East San José, California by providing support services for college enrollment and persistence while preparing students and families for economically mobile careers.

The LEAF College Success Program (CSP) aims to increase college enrollment and persistence rates for East San José students to 85%. CSP provides support services beginning senior year of high school through the first two years of their postsecondary education and offers additional career exploration programming to support scholars preparing for the workforce post-graduation. CSP offers wraparound services for first-generation, Latinx students in East San José enrolling in a community college, trade school, or a four-year institution. CSP mentors, guides, and empowers Latinx students and families to (1) build a college-going culture, (2) confidently navigate the college enrollment process, (3) persist through college, and (4) graduate with a clear career pathway.

HISTORY AND PRACTICES

Historically underfunded East San José high schools have left most Latinx graduates unprepared for college, with only 27% meeting state requirements for four-year institutions. Many turn to community colleges, but lack support and resources to persist. Without community-based programs, more working-class Latinx families will be displaced. CSP supports Latinx students through their first two years of college by providing 1:1 advising on financial aid, academics, transfer planning, career readiness, and social-emotional support. Scholars also receive peer mentorship, a \$500-per-semester



scholarship, and access to emergency funds. Families are also involved in evidence-based programming and provided with \$500 stipends for their involvement.

LEAF partners with East San José high schools to support Latinx seniors in applying to CSP. The application does not include any GPA, essay, or specific college requirements, resulting in the scholarship process being more accessible to first-generation college-bound students.

EVIDENCE OF EFFECTIVENESS

By partnering with seven high schools in the East Side Union High School District, the program has seen its outreach efforts diversify the CSP applicant pool and reach public high schools with over 70% Latinx/Hispanic student enrollment. 97% of LEAF Scholars identify as Latinx and 95% are first-generation.

- **Persistence Rates:** In 2022-2023, **76%** of Scholars in their second year persisted and were enrolled in higher education. First-year students persisted to their second year of college at nearly **85%**. The four-year college persistence rate for LEAF Scholars is **89%**.
- **Year to Year College Persistence Rate:** In the 2023-2024 academic year, LEAF Scholars' overall college persistence rate was **81%**, compared to the **24%** Hispanic/Latino college enrollment rate in the state.
- **GPA Achievement:** **65%** of Scholars have a GPA of 2.0 or higher, which is often a requirement for students to continue receiving financial aid at colleges.

PROGRAM POINT OF CONTACT

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Thrive Scholars 6-Year Program

Organization: Thrive Scholars

Website: www.edexcelencia.org/thrive-scholars-six-year-program

Program Location: Los Angeles, California

Year Started: 2002

Issue Area: Support Services

Program Focus: Career/Workforce, First Year Support

MISSION AND GOALS

Thrive Scholars is a national nonprofit with a mission to empower high-achieving students of color from economically disadvantaged backgrounds to achieve economic mobility. The organization supports students, who predominantly identify as Latino (44%) or Black (38%) and have an average family income of less than \$45,000, to graduate from top colleges with economic success and autonomy equal to their wealthier peers so they can become influential leaders in STEM and corporate sectors.

The goals of the 6-Year Program are:

- **Top College Attendance:** Ensuring Scholars enroll in top colleges.
- **Academic Success:** Guaranteeing Scholars graduate college with a 3.0 (or higher) GPA and high STEM persistence.
- **Career Attainment:** Supporting Scholars to secure meaningful career placement by enrolling in graduate school or obtaining full-time jobs with starting salaries exceeding \$67,500.

HISTORY AND PRACTICES

Thrive Scholars began as a scholarship program in 2002 in Los Angeles, California. Recognizing the disparities in access to higher education, economic mobility, and workforce representation for Latino and Black students, the 6-Year Program has evolved over 20 years to provide a holistic approach that mitigates these disparities. The program includes intensive academic preparation through two six-week summer sessions of college-level math and writing, advising for top college admissions with no or low-loan packages, and comprehensive first-year college support. Other services include industry-specific coaching to boost career readiness,



complete paid internships, and connect students to professional networks. The cultural wealth students bring is validated through bilingual programming for families and continuous improvement based on feedback and progress tracking.

EVIDENCE OF EFFECTIVENESS

In 2022-2023, of the 1,006 students served, 45% identified as Latino and 50% of the alumni are Latino. For the last three years, the program has demonstrated positive outcomes for Latino participants in the following areas:

- **Enrollment Rates:** Almost **90%** of Scholars from each of the program's three high school classes between 2021 and 2023 enrolled in top colleges—in 2021, **87%** overall (Latino: **85%**); in 2022, **91%** overall (Latino: **95%**); and in 2023, **88%** overall (Latino: **93%**).
- **Persistence Rates:** The average college GPA and STEM persistence rates have increased over the last three years from **3.23** GPA and **65%** STEM persistence rate (Latino: **3.24**, **64%**) in 2021 to **3.47** GPA and **71%** STEM persistence (Latino: **3.37**, **72%**) in 2023. In addition, **99%** of the Scholars graduate compared to **50%** of typical high-achieving, low-income students.
- **Career Attainment:** From 2022 to 2023, the first-destination placement rate for all Scholars increased from **76%** (Latino: **81%**) to **79%** (Latino: **73%**). In this same period, the average starting salary for Latino students increased from **\$65,630** to **\$73,933**, exceeding the national full-time employee salary mean of **\$58,151** for Latino students.

PROGRAM POINT OF CONTACT

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

"I am part of a community where most people look like me, where we face similar challenges and where we take the time to celebrate all our accomplishments. It is a place where the staff know how to support us and aid us in acquiring resources to enroll in and to graduate from college."

College Bound / College Success

A 23-year-old female first-generation college student who was unemployed and living at home in Brownsville applied for VIDA's services to help pursue a Bachelor of Science in Nursing at the University of Texas — Rio Grande Valley. [She] graduated from UTRGV in Fall 2022 and is now employed at Valley Baptist Hospital. She credits her parent's hard work as motivation to pursue the highest level of education she could achieve saying, "I do not ever want them to feel the regret that it wasn't worth leaving everything behind in their country to give us a better future in the United States."

Enhancing Career Pathways for Latinos in the Rio Grande Valley (RGV)

"I want to help the students the same way LEAF has helped me...I am a first-generation college student in my family and am very passionate about higher education, but I didn't always have someone to rely on for help with things like registering for classes or how to set meetings with counselors. Without the help of LEAF, I would have most likely dropped out of school."

LEAF College Success Program

"Thrive Scholars has had a great impact on my college and career journey. Without the college access program, I most likely wouldn't have been accepted to UCLA. I didn't receive any guidance from my high school for college applications or financial aid applications, so I wouldn't have been able to submit a strong application without Thrive's support. Also, Summer Academy helped me transition to college since the academic rigor was much more advanced than the classes offered at my high school and it matched the rigor of the courses at my college."

Thrive Scholars 6-Year Program

2024 PROGRAMS TO WATCH

Excelencia in Education is committed to bringing attention to practices that work for Latino students in higher education by recognizing innovative, up-and-coming programs that, while only have a few years under their belt, do demonstrate positive momentum in their evidence of effectiveness. These programs are recognized as Programs to Watch and warrant our attention as they establish long-lasting, sustainable programs.

COMMON THEMES AND PRACTICES

This year, twelve programs demonstrate a holistic approach in providing academic, financial, social, and career-based services to students along their journey in higher education. Some of the evidence-based practices employed by this group include establishing dedicated, physical spaces on campus such as identity-based or cultural centers, providing one-on-one mentorship with trusted partners, supporting online degree seekers navigating research and academic opportunities, and fostering workforce development to provide internships while in school and jobs after graduation.

SUMMARIES

College Access Latinx Initiative (CALI)

Portland Community College – Portland, Oregon

Year Started: 2022

The College Access Latinx Initiative (CALI) provides targeted support for first-year success and academic achievement for their Latino/a/x and Indigenous (Mexican, Central, South American, and Caribbean) students. In their inaugural academic year (2022-2023), program participants attempted 625 credits and earned 464 credits. This supported a 74% completion rate while achieving a 100% first-year retention rate for the cohort of 30 students.

Dream Internship

California State University, San Bernardino – San Bernardino, California

Year Started: 2022

The Dream Internship is a paid, on-campus internship program for undocumented students at CSU San Bernardino with the goals of increasing financial support, fostering academic achievement, and expanding students' on-campus network. Upon matching with a mentor that aligns with their interest and completing 300 hours at their internship, students will satisfy requirements needed to receive \$4,500 in state funding through the California Dream Service Incentive Grant (DSIG) program. The Dream Internship program supported 78 students in the 2022-2023 academic year and these students achieved a 92% retention rate, completed 100% of program requirements, met 100% of DSIG requirements, and received more than \$350,000 in direct aid.

ExCEL Program (Experiential Center for Education and Leadership)

UCNJ Union College of Union County, NJ – Cranford, New Jersey

Year started: 2021

The ExCEL Program (Experiential Center for Education and Leadership) supports the retention, academic success, and career and transfer readiness of Latino and low-income students in the Education, Business, and Graphic Design programs at UCNJ by providing experiential learning opportunities, student support, and professional development. Fall-to-fall retention rates for ExCEL program participants have exceeded those of the overall college in the first two years of service: Cohort 1 – 100% retained vs 67% in the overall college & Cohort 2 – 83% retained vs 65% in the overall college.

Hispanic Emerging Leaders Program (H.E.L.P.)

El Centro Hispano – Jonesboro, Arkansas

Year Started: 2016

The Hispanic Emerging Leaders Program (H.E.L.P.) is designed to guide low-income English-Language Learners to become successful members of their community through entering a professional field and/or upper level education. This program offers students one-on-one mentoring with a successful Hispanic professional or leader from their local community who is connected to their desired goals or career path. Mentors help students fill out scholarship applications, build resumes, and provide career guidance while helping to navigate academics from a culturally sensitive perspective. In the last academic year, 80% of students improved their communication skills and participation rates in class due to H.E.L.P.'s culturally competent and bilingual approach to college and career preparation. El Centro Hispano has graduated 188 students thus far.

Latinx Living Learning Community

Northern Illinois University – DeKalb, Illinois

Year Started: 2021

Northern Illinois University's Latinx Living Learning Community supports incoming students who identify as Latino/a/e/x and/or those that want to learn more about Latino and Latin American cultures and identities as they acclimate to university life. With an emphasis on cultural exploration and learning in an immersive Latinx-centered environment, students receive support and guidance from faculty and staff to build a sense of belonging. Housing and Residential Services assess that programming, mentorship, and experiences provided by staff enhanced student success. Students from this learning community achieved a 2.88 average GPA compared to a 2.69 GPA earned by non-learning community residents and were retained at 10% higher than the general college population (88% vs 78%).

Latinx Resource Center

University of California, Irvine – Irvine, California

Year Started: 2020

The Latinx Resource Center aims to broaden access, increase retention, and ensure a clear pathway to graduation for Latinx students through providing resources, programs, and a space where *cultura*, *arte*, and *academia* intersect. With the help of cross-campus collaboration, the Center has increased their programming to ensure students thrive academically and socially with 506 Latinx students engaging an average of 5 times in the 2022-2023 academic year, up from 164 Latinx students engaging an average of 2.7 times in the 2021-2022 school year.

Online Bilingual Master of Social Work Program

Loyola University Chicago – Chicago, Illinois

Year Started: 2018

The Online Bilingual Master of Social Work Program is an extended, accessible option from Loyola University Chicago's School of Social Work that prepares students for leadership and service to others as professional and actively engaged social workers. Courses are taught in a Spanish/English bilingual format by bilingual and bicultural Latine instructors and include relevant linguistic, cultural, and migration-focused knowledge and skills. Since inception, the program has served 189 students and of those, 159 have been Hispanic. The School of Social Work has graduated 71 Bilingual MSW degrees with 26 more students on track to graduate in Spring 2024.

Online Undergraduate Research Scholars (OURS)

Arizona State University – Tempe, Arizona

Year Started: 2022

The Online Undergraduate Research Scholars (OURS) program offers authentic group-based research experiences and scholarships to undergraduate students enrolled in online degree programs at Arizona State University. ASU Online serves a diverse student population who are often non-traditional adult learners. New online transfer students who participated in OURS were retained at a rate of 81% compared to 64% of non-program transfer students. From Spring 2022 to Spring 2023, OURS program participants received 126 degrees, 26 minors, and 12 certificates from ASU.

Preparing Hispanic Graduate Students for APPS (Academic, Professional, and Personal Success)

Mount Saint Mary's University – Los Angeles, California

Year Started: 2022

The Preparing Hispanic Graduate Students for APPS (Academic, Professional, and Personal Success) program creates pathways for professional career and financial personal success by providing increased academic and career support, conducting financial literacy education programs, and facilitating internship experiences with cross-campus departmental collaboration. Students completing internships and financial literacy education has increased student success rates for program participants; the persistence rates for the last three terms for all students in the program is 100% compared to MSMU's overall 77% retention rate.

STEM Communities Learning Assistant Program

Texas State University – San Marcos, Texas

Year Started: 2021

The Texas State University STEM Communities Learning Assistant Program is designed to provide support to faculty-student instructional teams in order to collaboratively redesign and teach gateway STEM courses using active learning strategies that increase success for all students. The LA Program is additionally focused on reducing failure rates in traditional “weed-out” STEM courses. The program has targeted redesign in Organismal Biology, Functional Biology, and General Chemistry I courses. For Hispanic students taking these redesigned, LA-supported courses, the DFW rate dropped from 43% on average from Fall 2017 to Fall 2019 to 39% on average from Fall 2021 to Fall 2023.

STEM Student Success Center (S3C)

McMurry University – Abilene, Texas

Year Started: 2021

The STEM Student Success Center (S3C) has created an environment on campus that infuses support with resources to allow students in STEM courses to foster their sense of belonging and grow their future. Tutoring, supplemental instruction, proactive advising, and peer mentorship are combined with discovery trips, experiential learning, and career coaching to enhance academic performance and resilience. STEM majors utilizing S3C services outperformed non-participants in terms of retention and earning a GPA of 2.0 or higher for the last four semesters, with Latino students narrowing the gap in both areas. From Spring 2020 to Fall 2023, the disparity between Latino students and all students earning a 2.0 GPA or higher decreased from 20% to 3.8% while the gap in next semester retention reduced from -8.3% to -4.5%.

Upscaling CNA in Milwaukee

Milwaukee Area Technical College & the Hispanic Collaborative – Milwaukee, Wisconsin

Year Started: 2022

The Upscaling CNA in Milwaukee program aims to improve the household income held by Milwaukee’s Latino residents by transitioning them from lower-paying, low-skilled jobs to in-demand jobs with higher income projections. Heavy recruitment efforts and wrap-around support for an already-working population lead to cohorts of Latino students going through the same CNA training at Milwaukee Area Technical College. In the last three years, 120 students have completed CNA training (33 in 2022, 69 in 2023, and 18 as of Spring 2024) and 25% have passed their certification exams and are employed at a healthcare provider. An additional 10% who also completed their courses indicate plans to pursue a higher medical certification or degree.

JOIN IN ON AMPLIFYING WHAT WORKS FOR LATINO STUDENTS

WE HAVE 20 YEARS OF EXPERIENCE PROMOTING WHAT WORKS FOR LATINO STUDENTS.

Do you know of a program accelerating Latino student success?

If you know of a program making a positive impact on Latino students, nominate them for the 2025 Examples of *Excelencia*. Individuals can nominate a program or self-nominate their own program in early February.

Do you want to submit your program next year?

Participating in Examples of *Excelencia* allows practitioners to inventory how they measure and share the impact of their program on Latino participants. Explore *Excelencia*'s online tools and resources to learn more about the submission process. The portal will open in February 2025; prepare your submission early: EdExcelencia.org/Programs-Initiatives/Examples-Excelencia.

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

Programs are recognized as a Program to Watch, Finalist, or Example of *Excelencia* at their respective level. We leverage our access to the national stage to celebrate and strengthen what works for Latino students. Our *confianza*-based approach cultivates an engagement that lasts beyond the moment of recognition. Benefits to programs build upon each other. The four Examples receive all benefits listed.

Program to Watch	Example of <i>Excelencia</i> Finalist	Example of <i>Excelencia</i>
<ul style="list-style-type: none"> National recognition by <i>Excelencia</i> in Education Inclusion in the annual publication of our What Works for Latino Students in Higher Education Compendium 	<ul style="list-style-type: none"> Inclusion in the Growing What Works Database Invitation to participate and present at <i>Excelencia</i> convenings and webinars Invitation to attend Celebración de Excelencia Inclusion in research and publications Digital badges and certificates to promote recognition 	<ul style="list-style-type: none"> A \$5,000 financial contribution One complimentary registration and travel to Celebración de Excelencia Personalized program recognition award Invitation to participate in a panel featuring the year's four Examples

“As a professional, the Examples of Excelencia process was beneficial to my growth and truly energized my work. I am so grateful for the connections to other programs and visionary professionals committed to advancing Latino student success and I am honored to now be a part of the Excelencia community.”

Julie Carballo, Assistant Dean of Students for First-Generation and Military-Affiliated Initiatives, North Central College

Send Us an Email

Send a comment or question to the Institutional Practices team:
Examples@EdExcelencia.org

Keep in Touch

Check us out at: EdExcelencia.org/What-Works/Examples-Excelencia and join our mailing list at EdExcelencia.org/Contact-Us



THE GROWING WHAT WORKS DATABASE

CONNECTING YOU TO OUR RECOGNIZED PROGRAMS

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

You can learn more about this year's programs as well as connect with over 200 active programs initially recognized through our Examples of *Excelencia*. Search filters include: academic level, issue area, program focus, HSI designated status, state, and institution.

Unique to this database is the ability to connect with the practitioner associated with each program through their provided contact information. For more information, please email our Institutional Practices team at Examples@EdExcelencia.org.

Get started here: EdExcelencia.org/Growing-What-Works



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