

**ENSURING AMERICA'S FUTURE**  
BY INCREASING LATINO  
COLLEGE COMPLETION

# Compendium of Practices to Increase Latino College Completion 2012

**Profiles of Organizational Efforts**



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**Compendium of Practices to Increase Latino College Completion:  
Organizational Efforts - 2012**

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A PDF version of this Compendium of Practice is available on the web at [www.EdExcelencia.org](http://www.EdExcelencia.org)

### **Acknowledgments**

This compendium was compiled by Julian Aldana, Special Assistant, *Excelencia* in Education from information provided by each of the 65 partners for the Ensuring America's Future by Increasing Latino College Completion initiative.

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**Excelencia in Education** accelerates higher education success for Latino students by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. A not-for-profit organization, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and for civic leadership. For more information, please visit [www.EdExcelencia.org](http://www.EdExcelencia.org).

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**Foreword**

America must increase Latino college completion if we are to meet the country's college completion goals. That requires action on a national tactical plan focused on Latino college completion.

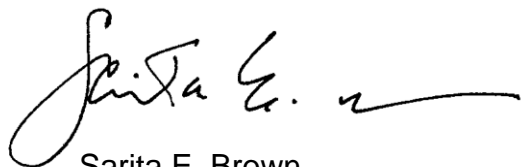
*Excelencia* in Education created the **Ensuring America's Future by Increasing Latino College Completion** initiative in 2009 to respond to this national challenge. With support from the Bill & Melinda Gates Foundation, Kresge Foundation, and Lumina Foundation for Education, we are bringing together national and regional partners across a variety of sectors to: 1) bring the issue of Latino college degree completion to the forefront of public attention, and, 2) equip higher education stakeholders with strategies to accelerate Latino college degree completion.

As partners joined our coalition, they completed profiles detailing their work to increase Latino college completion. While the work of our partners is broader than these one-page summaries, *Excelencia* believes there is value in highlighting key practices or programs our partners have identified as critical to their efforts to increase Latino college completion.

Today, the Ensuring America's Future initiative represents a coalition of 65 national and regional organizations committed to increasing college completion and working together to make a collective difference. Through meetings, conferences, and events convened by *Excelencia* and partner organizations, we have put the Latino community and Latino college completion front and center. Grounded by data, we have examined barriers and opportunities for engaging the Latino community, and, most importantly, examples of effective practices to better serve the Latino community.

These are important steps, but they are not enough. Through this Compendium of Practice, organized by sector, we challenge ourselves to vastly expand organizational efforts, stakeholder outreach, and engagement to increase Latino college completion.

Sincerely,



Sarita E. Brown  
President



Deborah A. Santiago  
Vice President for Policy and Research

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## About The Initiative

A new emphasis on college degree attainment by the Obama Administration, and major foundations including the Bill & Melinda Gates Foundation and the Lumina Foundation for Education, reflects the growing recognition that increasing college completion is key to future prosperity. Given current educational attainment levels for Latinos, demands for economic competitiveness, and projected Latino demographic growth in the United States, increasing American college degree attainment is vital.

According to the U.S. Census, only 19 percent of Hispanics in the United States had earned an associate degree or higher in 2008. In comparison, 39 percent of whites, 28 percent of blacks, and 59 percent of Asians had earned an associate or higher in 2008. Further, demographic predictions show Latinos will represent 22 percent of the U.S. population by 2025. In combination, these facts create a compelling call to action.

To meet this challenge, *Excelencia* in Education, with support from the Bill & Melinda Gates Foundation, is shaping a policy strategy with measures, tactics, and strategies focused on young adults generally, and Latino students specifically.

The initiative, *Ensuring America's Future by Increasing Latino College Completion*, brings to the forefront of public attention the role Latinos play in meeting the country's college degree completion goal. The challenge will be met through partnerships with community-based as well as national organizations in education, business and workforce, Latino advocacy, media and philanthropy high-level engagement with postsecondary and public policy leaders, analysis of public data that benchmarks national and state level Latino college degree completion, and the implementation of an outcomes-driven plan promoting promising practices and policies.

*Excelencia* in Education is uniquely positioned nationally to tackle this challenge in several ways. By using its voice and convening power, *Excelencia* makes the case for the importance of getting Latino students to and through college. It is prepared to expand its information role to track progress towards Latino college degree completion, as well as engage stakeholders at national, state, and institutional levels in purposeful deliberations to develop and deploy a policy roadmap to accelerate Latino college degree completion.

Accelerating Latino college degree completion requires: (1) intentionality in serving this group of students; (2) delineation of degree completion goals and measures of progress; (3) commitment to practices and policies that produce positive results; and, (4) clarity about the federal, state and institutional policy environments that affect Latino student success. There is a role for all stakeholders committed to increasing U.S. college degree completion.

For more information please visit: [www.edexcelencia.org/initiatives/EAF/full](http://www.edexcelencia.org/initiatives/EAF/full)

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## **Ensuring America's Future Initiative Successes: 2009-11**

To date, *Excelencia* has accomplished the following as part of the Initiative:

### **Increased engagement and collaboration**

- *Excelencia* hosted the first Latino College Completion Policy Forum in 2010 and the second in 2011 both in Washington, D.C. with over 75 invited participants representing seven sectors of stakeholders;
- *Excelencia* organized more than 65 partner organizations committed to working to increase Latino college completion;
- *Excelencia* leadership has participated in discussions on what works to increase college completion at community, state, and national levels as well as initiating conversations with elected officials and institutional leaders; and
- *Excelencia* developed a first phase state strategy of the initiative to engage state and place-based efforts that will be expanded in 2012.

### **Increased knowledge of tactics**

*Excelencia* developed two key products to increase the knowledge of tactical activities to increase Latino college completion.

- a policy brief on federal programs highlights three policy areas at the federal level – academic preparation, institutional capacity, and financial aid – that can support Latino students entering and successfully completing a college degree.
- a policy roadmap serves as a tool for stimulating and facilitating dialogue in communities across the nation about action needed to increase degree attainment generally, and Latino degree attainment specifically in coordination with our 60 partners.

### **Informed the field**

*Excelencia* developed and disseminated a benchmarking guide for reaching a national goal for college completion disaggregated by race/ethnicity and with multiple metrics to inform and guide policy efforts to increase Latino college completion as part of broader college completion efforts.

*Excelencia's* progress in positioning Latino college completion within the broader public discourse and identifying strategies for increasing Latino college completion create a solid foundation for the next phase of work. In addition to continuing to enhance public attention on the role of Latinos in the broader college completion agenda, *Excelencia* intends to organize partners and focus on concrete deliverables in local, state, and regional efforts to ensure improvements in Latino college completion.

For more detailed information on the achievements of the Ensuring America's Future Initiative, please visit <http://www.edexcelencia.org/initiatives/EAF>

The following provides a one-page highlight of efforts by each of the 65 Ensuring America's Future partner organizations.

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**Organization**

***Excelencia* in Education**

**Description**

*Excelencia* in Education's mission is to accelerate Latino student success in higher education. *Excelencia* links research, policy and practice and is building a network of results-oriented educators and policymakers focused on education policies and institutional practices that support Latino academic achievement. Since 2004, *Excelencia* has become a trusted information source on Latinos' educational achievement, a resource for influencing policy at the state and national levels, and a widely recognized advocate for expanding promising practices to accelerate Latino student success in higher education.

**Organizational Efforts**

Ensuring America's Future (EAF) by Increasing Latino College Completion

Since 2009, *Excelencia* has been Ensuring America's Future by using its convening voice and power to bring the issue of Latino college degree completion to the forefront of public attention, and to equip higher education stakeholders with strategies to accelerate Latino college degree completion. By the end of 2011 there will have been 2 Latino College Completion Policy Forums, sign-on by more than 60 national partners, multiple publications designed to engage and inform the field, and an engagement strategy at the state level already piloted in four key states (California, Florida, Pennsylvania and Texas).

<http://www.edexcelencia.org/initiatives/EAF/full>

Examples of *Excelencia*

Launched in 2005, the Examples of *Excelencia* identifies and honors programs and departments at the forefront of increasing academic opportunities and improving achievement for Latino students at the associate, baccalaureate, and graduate levels. *Excelencia* focuses on results and disseminating these promising practices to others interested in serving Latino students. In 2011, 195 programs were nominated, a staggering number unprecedented by any other year. As of 2011, 18 programs are considered Examples of *Excelencia*, with many other programs highlighted in *Excelencia*'s Growing What Works database.

<http://www.edexcelencia.org/initiatives/examples-of-excelencia/full>

Accelerating LATino Student Success (ALASS)

Achieving LATino Student Success is an initiative to work with institutions interested in critically examining their practices and policies to improve the success of their Latino students. This initiative began in 2004 and, to date, has worked with more than 16 institutions in a collaborative manner to examine institutional practices, policies and leadership efforts to accelerate Latino student success. <http://www.edexcelencia.org/initiatives/alass/full>

Growing What Works

Growing What Works is a national initiative offered by *Excelencia*, supported by major national foundations, to replicate programs and strategies with evidence of effectiveness in accelerating Latino student success in higher education. Begun in September 2009, the Growing What Works initiative includes SEMILLAS (Seeding Educational Models that Impact and Leverage Latino Academic Success) grants to institutions to replicate promising programs as well as a searchable database of promising practices online.

[http://edexcelencia.org/programs/what\\_works](http://edexcelencia.org/programs/what_works)

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## Business/Workforce

### Organization

#### CEOs for Cities

### Description

CEOs for Cities is a civic lab of today's urban leaders catalyzing a movement to advance the next generation of great American cities. CEOs for Cities works with its network partners to develop great cities that excel in the areas most critical to urban success: talent, connections, innovation and distinctiveness.

### Organizational Efforts

#### Talent Dividend Prize

In 2011, CEOs for Cities, with the support of The Kresge Foundation and Lumina Foundation for Education, launched the Talent Dividend Prize. This \$1 million prize will be awarded to the metropolitan area that exhibits the greatest increase in the number of post secondary degrees granted per one thousand population over a three-year period. With 57 cities in the running, this \$1 million prize will be used to launch a national promotional campaign centered around talent development for the winning city. These 57 communities represent more than 36 percent of the nation's population, including a large portion of the Latino population.

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

#### National Talent Dividend Network

In partnership with FutureWorks, CEOs for Cities launched the National Talent Dividend Network to accelerate the achievement of the Talent Dividend cities nationwide. This network composed of cross-sector teams from 60 cities meets twice annually for peer-to-peer conversations on strategies, successes and challenges in increasing college attainment rates. Recent meetings have included presentations from San Jose and Miami, both of which focused on college completion among Latino populations. [www.ceosforcities.org/TalentDividendNetwork](http://www.ceosforcities.org/TalentDividendNetwork)

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## Business/Workforce

### Organization

#### Corporation for a Skilled Workforce (CSW)

### Description

The Corporation for a Skilled Workforce's mission is to re-imagine everything about work and learning in the global economy, for the prosperity of people, firms and communities. To that end, CSW has been working for more than 19 years as a national public policy organization with a sustained focus on critical economic, education, and social policy issues related to increasing the number of skilled workers, good jobs, and thriving communities around the country.

### Organizational Efforts

#### Partnership for America's Workforce: Tapping Latino Immigrant Workers

In 2006, CSW began leading an initiative in partnership with *Excelencia* in Education and the National Council for Workforce Education. This work has produced the report *Building Tomorrow's Workforce: Promoting the Education and Advancement of Hispanic Immigrant Workers in America* and has promoted public-private partnerships of community colleges and employers that work together to build the skills of Latino immigrant workers. In 2010, through nationwide stakeholder engagement and research, The Partnership produced *Advancing American Economic Competitiveness through Latino Immigrant Worker Success* report, which identified five key principles and related recommendations that support Latino immigrant worker credential attainment and career advancement.

<http://www.skilledwork.org/resources/latinoworkers>

#### Linking Adult Learning and ESOL Services

Since June of 2009, CSW has been working with the State of Michigan and the City of Detroit to develop ten neighborhood-based Learning Labs to support adult learners in improving their basic skills. The Detroit Learning Labs are a public/private venture to complement the hard work of local providers, by offering new innovative ways for more Detroiters to access and succeed in improving their skills. While each lab is connected through a city-wide network, the Southwest Solutions Learning Lab will primarily provide English for Speakers of Other Languages (ESOL) services for a predominantly Latino community. <http://www.skilledwork.org/latinoworkers>

### Liaison to Ensuring America's Future

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## **Business/Workforce**

### **Organization**

#### **The Manufacturing Institute**

### **Description**

The Manufacturing Institute is a Washington, D.C.-based organization dedicated to improving and expanding manufacturing in the United States. The Institute is a non-profit, non-partisan affiliate of the National Association of Manufacturers (NAM) and operates as part think tank, part solutions center. The Institute drives U.S. manufacturing competitiveness through innovative strategies for education reform and workforce development in order to raise the quality and quantity of a world-class manufacturing workforce, which includes increasing access to and completion of post-secondary credentials.

### **Organizational Efforts**

#### NAM-Endorsed Manufacturing Skills Certification System

The Institute is currently deploying the NAM-Endorsed Skills Certification System, a system of stackable secondary and post-secondary credentials applicable to all sectors in the manufacturing industry. These nationally portable, industry-recognized credentials validate the skills and competencies needed to be productive and successful in entry-level positions in any manufacturing environment. The Skills Certification System is the benchmark-standardized assessment of the critical workplace traits and occupational skills an individual needs to be successful in the fast-paced manufacturing workplace. Because the certifications are integrated into degree programs of study, individuals receive college credit while earning a certification, moving them closer to a college degree. The Skills Certification System builds college programs that prepare students, particularly low-income young adults and transitioning workers, with entry-level skills necessary to succeed in advanced manufacturing careers such as aerospace, transportation, logistics, and machining. The Skills Certification System is now being deployed in community colleges over 30 states across the country, and the footprint continues to grow.

[http://institute.nam.org/page/edu\\_workforce\\_skills\\_cert](http://institute.nam.org/page/edu_workforce_skills_cert)

### **Liaison to Ensuring America's Future**

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## Education Associations and Education Policy

### Organization

#### ACT

### Description

ACT is an independent, not-for-profit organization that provides a broad array of assessment, research, information, and program management solutions in the areas of education and workforce development. Each year, ACT serves millions of people in high schools, colleges, professional associations, businesses, and government agencies.

### Organizational Efforts

#### The ACT Test

The ACT test is accepted by all colleges as a college admissions and placement test, offering access to higher education. Students from all ethnic and racial groups take the ACT in growing numbers. In 2011, more than 200,000 Hispanic high school graduates took the ACT test, an increase of more than 40,000 from the prior year. The ACT website also hosts information for Latino students, parents, and counselors – in both English and Spanish. The ACT has featured Hispanic students as part of their student blog and student podcasts, and provide monthly newsletters for parents including “Padres ACTivos” in Spanish. <http://www.actstudent.org/>

#### The Fee-Waiver Program

ACT annually provides fee-waivers to students who otherwise could not afford to take the ACT for college entrance. Of the Latino students that registered to take the ACT in 2009-2010, nearly 60% were granted fee-waivers, increasing their opportunities for postsecondary education. <http://www.actstudent.org/faq/answers/feewaiver.html>

#### ACT's College Readiness System

ACT offers a complete College Readiness System to help Latino and other students prepare for college starting in the eighth grade and continuing through their senior year of high school. This system includes “Explore” for 8<sup>th</sup> and 9<sup>th</sup> graders, “Plan” for 10<sup>th</sup> graders, and the ACT for 11<sup>th</sup> and 12<sup>th</sup> graders. It also includes an instructional improvement program of rigorous high school courses called, “QualityCore.” Each of the 12 core courses and assessments provides data on Latino academic standing that is shared with local educators for appropriate supplemental help or interventions. <http://www.act.org/research/policymakers/pdf/crs.pdf>

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## Education Associations and Education Policy

### Organization

#### Alliance for Excellent Education

### Description

The Alliance for Excellent Education is a Washington, D.C.-based national policy and advocacy organization whose mission is to promote high school transformation that will help make it possible for every child to achieve at high academic levels and graduate prepared for postsecondary learning and success in life. The Alliance focuses on America's six million most at-risk secondary school students—those in the lowest achievement quartile—who are most likely to leave school without a diploma or to graduate unprepared for a productive future.

### Organizational Efforts

#### Education and the Economy

This is a national and state specific report, which includes breakdowns of how college success and economic wellbeing are connected. It includes a breakdown of how, if states had graduated half of their dropouts, what it would have looked like in increased earnings, spending, home sales, auto sales, jobs and economic growth, tax revenue, etc. This information is also disaggregated by race. [http://www.all4ed.org/publication\\_material/EconStates](http://www.all4ed.org/publication_material/EconStates)

#### Education in the States

This report goes deeper and gives more information on how individual states are doing currently with graduation rates, ACT and test scores, etc. This same information is disaggregated by ethnicity. These state cards provide a statistical snapshot of high schools for each state in the nation and the District of Columbia. The cards include economic information, data on high school graduation and college completion rates, academic achievement, and states' progress in building a longitudinal system. Most of the cards have statewide numbers which are compared to the national average and include national rankings.

[http://www.all4ed.org/about\\_the\\_crisis/schools/map](http://www.all4ed.org/about_the_crisis/schools/map)

### Liaison to Ensuring America's Future

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## Education Associations and Education Policy

### Organization

#### American Association of Community Colleges (AACC)

### Description

The American Association of Community Colleges is the primary advocacy organization for the nation's close to 1,200 community, junior and technical colleges and their more than 13 million students. AACC serves its members through legislative advocacy and national and regional news media. AACC manages programs and initiatives that support community colleges, including the following representative priorities.

### Organizational Efforts

AACC 21st-Century Commission on the Future of the Community College: This key initiative is an 18-month effort to gauge the top issues confronting two-year colleges and to help develop a national roadmap to guide community college leaders into a new era of change. Leading the initiative is the 21st-Century Commission on the Future of Community Colleges, a 38-member body charged with comprehensively examining current and future challenges and opportunities.

College Completion Challenge: A Call to Action: AACC is promoting the national goal to increase the number of students who complete degrees, certificates, and other credentials with value in the work place. AACC and five other national organizations representing community colleges, their governing boards, their faculty, and their 13 million students have pledged to increase student completion rates by 50 percent over the next decade. This completion focus underlies all of the association's work.

Diversity, Inclusion and Equity: AACC promotes increased access and success for the diverse community college population by securing increased federal and private support for colleges, and provides opportunities and resources to improve student success, including persistence, retention, program completion, and transfer.

Leadership Development: Community colleges are experiencing a substantial turnover in college presidents/CEOs, senior administrators, and faculty. This transition comes at a time when the community college mission has become more expansive and the operation of the institutions more challenging. To ensure that the colleges have well prepared leaders committed to advancing the mission and with appropriate competencies, AACC provides a range of leadership opportunities.

Voluntary Framework of Accountability: The Voluntary Framework of Accountability (VFA) is the first national system of accountability specifically for community colleges and by community colleges. Leadership in the sector is defining the most appropriate metrics for gauging how well our institutions perform in serving a variety of students and purposes. The VFA will provide opportunities for colleges to benchmark their student progress and completion data against peers and to provide stakeholders with critical information on the colleges.

### Liaison to Ensuring America's Future

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## Education Associations and Education Policy

### Organization

#### American Council on Education (ACE)

### Description

The American Council on Education (ACE), the major coordinating body for the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives. Founded in 1918, ACE's members include approximately 1,800 accredited, degree-granting colleges and universities and higher education-related associations, organizations, and corporations.

### Organizational Efforts

#### Minorities in Higher Education 2010: Twenty-Fourth Status Report

This ACE signature publication presents the most up-to-date data on the progress of Latinos, African Americans, Asian Americans, and American Indians in postsecondary education. Produced with support from the GE Foundation, this edition also features an in-depth analysis of Hispanics. As immigrants, young adult Hispanics experience a host of barriers to further education. The report calls for a more realistic understanding of the implications of the Hispanic population on the nation's educational and economic competitiveness.

#### GED 21<sup>st</sup> Century Initiative

Over the next five years, ACE/GED Testing Service is seeking to collaborate with the philanthropic and business communities to revolutionize the GED Test through this multifaceted, nationwide effort. The GED 21<sup>st</sup> Century Initiative aims to achieve three critical national outcomes: (1) Increase the overall literacy and mathematical skills of candidates in the GED pipeline; (2) Increase the number of adult learners who, by virtue of having a GED credential, are certified as career- and college-ready; and (3) Increase the number of GED credential recipients who pursue and successfully complete a postsecondary education.

### Liaison to Ensuring America's Future

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## Education Associations and Education Policy

### Organization

#### Asian and Pacific Islander American Scholarship Fund

### Description

The mission of the Asian and Pacific Islander American Scholarship fund is to make a difference in the lives of Asian and Pacific Islander students by providing them with resources that increase their access to higher education, which serves as the foundation for their future success and contributions to a stronger America.

### Organizational Efforts

The Asian and Pacific Islander American Scholarship Fund (APIASF) has supported and worked in collaboration with *Excelencia* in Education and other higher education organizations, demonstrating their commitment to increasing college completion for diverse groups of students nationally.

Multi-cultural and Latino representation, including *Excelencia* in Education, is noted on the National Commission on Asian American and Pacific Islander Research in Education (CARE). APIASF has also partnered with the Hispanic Scholarship Fund to administer the Gates Millennium Scholars Program, as well as the Hispanic Association of Colleges and Universities to support college completion and strengthening institutions. APIASF has also worked with the Hispanic College Fund to promote and partner on programs that best support student success.

Additionally, *Excelencia* leadership and staff served as facilitators at the APIASF Higher Education Summit in 2010 and 2011.

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## Education Associations and Education Policy

### Organization

#### Association of American Colleges and Universities (AAC&U)

### Description

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1200 member institutions--including accredited public and private colleges and universities of every type and size. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning.

### Organizational Efforts

#### The LEAP Initiative

AAC&U is creating new campus capacity to support academic progress and high achievement and to do this work for *all* students. AAC&U believes that the only way to reach such a goal of inclusion must be to chart a course that emphasizes the success of underserved students. Through LEAP, primarily the LEAP States and Making Excellence Inclusive (MEI) initiatives, AAC&U has developed a three-step process for underserved student success: (1) LEAP States/MEI helps campuses and systems work with learning outcomes and assessment; (2) The initiative calls for campuses and systems to embed and scaffold the most highly effective learning practices (curricular designs and activities, and pedagogical practices) throughout the curriculum for all students; (3) AAC&U helps campuses and systems to disaggregate their data on student success in order to see the progress of all students, focusing on the success of the underserved.

As the fastest growing group of future college students, and the new majority of students in a number of states and regions, Latinos have moved to the forefront of attention among campuses and systems in LEAP States/MEI. As AAC&U advances the initiative, the success of Latinos has become increasingly compelling as a goal. LEAP States/MEI can now report emerging evidence of successful practices, with benefits to Latino students in particular.

<http://www.aacu.org/leap/>

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## Education Associations and Education Policy

### Organization

#### Campaign for College Opportunity

### Description

The Campaign for College Opportunity's mission is to ensure California produces one million additional college graduates between now and 2025 to meet the workforce demands of the future and ensure California's economic prosperity. The Campaign focuses on substantially increasing both college-going rates in California and the number and proportion of students who achieve their higher education objectives.

### Organizational Efforts

Improving the Community College Transfer Pathway: In 2010, the Campaign helped pass landmark legislation, SB 1440 & AB 2302, creating a statewide transfer process from our community colleges to our four-year universities so that students have a clear path to a bachelor's degree. SB 1440 provides an associate degree for transfer from the California Community Colleges that, upon completion, will guarantee admission as a junior to students at a California State University. AB 2302 encourages the University of California to develop a similar pathway. Passage of the legislation was only the first part of the necessary reform. Implementation will require continued oversight and input from stakeholders to ensure that a true statewide and preferred transfer pathway, that increases the number of students who earn a degree and transfer, is actualized. The Campaign will continue to work towards meaningful implementation and push additional policy solutions as necessary. Significantly increasing transfer and Associate Degree attainment are critical steps towards the one million more college graduates needed to meet workforce needs and remain economically competitive.

<http://www.collegecampaign.org/our-work/policy/transfer-pathway-reform/>

Increasing Student Success at California Community Colleges: *Divided We Fail: Improving Completion and Closing the Racial Gap in California's Community Colleges*, a study by the Institute for Higher Education Leadership & Policy (IHELP) commissioned by the Campaign, shows that only three in ten degree seeking students earn a certificate, associate degree, or transfer to a four year university after six years. The Campaign has drawn policy and media focus on the need to improve student success and will continue to keep press for policy and institutional solutions that improve outcomes for students. One key effort to improving college completion rates is by pressing for budget and policy reforms that reward colleges for improved outcomes and provide flexibility to college leaders so that they can be innovative in offering student support services in order to improve college completion rates.

<http://www.collegecampaign.org/our-work/policy/community-college-finance-reform/>

Early Commitment to College: Becoming law in 2008, Early Commitment to College creates a tool for California school districts with the greatest levels of poverty to voluntarily motivate and support middle and high school students to understand the opportunities available to them to pursue a higher education and access financial aid. To date, 119 school districts participate. In Los Angeles, 65 middle schools are participating (out of 69 total middle schools in the district).

<http://www.collegecampaign.org/our-work/early-commitment-to-college/>

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## Education Associations and Education Policy

### Organization

#### College Board

### Description

[The College Board](#) is a mission-driven, not-for-profit membership organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education.

### Organizational Efforts

Each year, the College Board helps millions of students prepare for a successful transition to college through programs and services in college readiness and college success— including the [SAT](#)<sup>®</sup> and the [Advanced Placement Program](#)<sup>®</sup>.

#### College Readiness Programs:

- The [PSAT/NMSQT](#)<sup>®</sup> helps identify academically outstanding Hispanic/Latino high school students recognized through the [National Hispanic Recognition Program](#) (NHRP). In October 2010, approximately 235,000 juniors identified themselves as Hispanic/Latino, and nearly 5,300 of those went on to achieve NHRP status.
- Latinos made up 15% of [SAT](#)<sup>®</sup> test-takers in 2011, as compared to 53% white and 13% African American test-takers. The largest increase in test-takers between 2007 and 2011 was by Latinos (45%).
- Latinos taking at least one [AP](#)<sup>®</sup> Exam before graduation has increased over the past 10 years, from 48,354 in 2001 to 136,717 in 2010.
- Close to 35,000 Latino students took a College-Level Examination Program<sup>®</sup> ([CLEP](#)<sup>®</sup>) exam last year.
- More than 7 million [ACCUPLACER](#)<sup>®</sup> diagnostic and placement exams were administered in academic year 2010 at community colleges nationwide.

**Professional Development:** Prepare™: Educating Latinos for the Future of America serves over 600 educators each year. Professional development opportunities through AP Equity Colloquium, Pre-AP, AP, SAT, PSAT/NMSQT, Springboard<sup>®</sup>, College Board Schools, CollegeEd<sup>®</sup> and Hispanic Focused counselor workshops support educators who serve Latino students.

**Advocacy:** The College Completion Agenda: Latino Edition Progress Report and State Policy Guide— developed in collaboration with the [National Council of La Raza](#) and *Excelencia in Education*— measure the educational progress of Latino students and offer a series of recommendations for addressing the challenges they face. The College Board also supports the Dream Act. <http://completionagenda.collegeboard.org/latino/>

**Fee Waivers and Bilingual Resources:** More than \$53 million invested in free programs and services this past year – 1 out of every 5 students who took the [SAT](#)<sup>®</sup> utilized fee waivers. Resources for Spanish speaking parents are available at <http://www.collegeboard.com/padres/>

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## Education Associations and Education Policy

### Organization

#### Complete College America

### Description

Complete College America is a national nonprofit working to significantly increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations. The organization was founded to focus *solely* on dramatically increasing the nation's college completion rate through state policy change, and to build consensus for change among state leaders, higher education, and the national education policy community.

### Organizational Efforts

#### Completion Innovation Challenge Grant

This was a grant competition of 10 million dollars to 10 states (in 1 million dollar increments) to increase college completion amongst underrepresented students. The competitive grant program is designed to inspire and enhance efforts to significantly boost college completion and close attainment gaps. Complete College America has invited Governors from all 50 states to take up the Completion Innovation Challenge by submitting proposals to win one of ten \$1 million, 18-month implementation grants. Grants will be awarded to states that produce the best plans to develop and deploy innovative, state-wide strategies to substantially increase college completion. [http://www.completecollege.org/path\\_forward/innovation\\_challenge/](http://www.completecollege.org/path_forward/innovation_challenge/)

#### Certificates Count

Complete College America focuses on community colleges and certificate programs of a year or longer. This report advocates for a national goal to double the number of long-term certificates produced within the next five years, and then double that number again over the subsequent five years. Complete College America makes five key recommendations: 1) Count certificates toward attainment goals, 2) The federal government should set aggressive goals for long term certificate production, 3) Reward long-term certificates, 4) Collect outcomes data, and promote labor-market alignment and consistent program offerings, and 5) focus on program completion. [http://www.completecollege.org/path\\_forward/certificates\\_count\\_release/](http://www.completecollege.org/path_forward/certificates_count_release/)

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## Education Associations and Education Policy

### Organization

#### Council for Opportunity in Education

### Description

The Council for Opportunity in Education is a nonprofit organization, established in 1981, dedicated to furthering the expansion of college opportunities for low-income, first-generation students and students with disabilities throughout the United States. Its membership includes more than 1,000 colleges and agencies. Through its numerous membership services, the Council works in conjunction with colleges, universities, and agencies that host TRIO programs to specifically help low-income students enter college and graduate. More than one million low-income and disabled students each year receive college access and retention services through our member colleges and agencies.

### Organizational Efforts

TRIO is a set of seven federally-funded educational opportunity outreach programs and one staff training program that seek to motivate and support students from disadvantaged backgrounds, namely low-income, first-generation students. TRIO programs, currently serving nearly 840,000 students from middle school through post-graduate study across America, provide academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary for educational access and retention.

A couple of notable programs within TRIO include: (1) Talent Search, which focuses on low-cost, early intervention, working with students deemed to have “college potential” in grades 6-12. Students receive information about college admissions, scholarships, and various student financial aid programs. Most students are from families that make less than \$34,000 a year and have parents that have never been to college. 79% of Talent Search participants go on to postsecondary education; (2) Upward Bound, an intensive intervention program that prepares students for higher education through various enrichment courses. College campus-based Upward Bound programs provide students instruction in literature, composition, mathematics, science, and foreign language during the school year and during the summer. Upward Bound also provides intensive mentoring and support for students as they prepare for college entrance exams and tackle admission applications, financial aid, and scholarship forms. 77% of all participants went on to go on to postsecondary education.

[http://www.coenet.us/ecm/AM/Template.cfm?Section=What\\_is\\_TRIO&Template=/CM/HTMLDisplay.cfm&ContentID=9193](http://www.coenet.us/ecm/AM/Template.cfm?Section=What_is_TRIO&Template=/CM/HTMLDisplay.cfm&ContentID=9193)

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## Education Associations and Education Policy

### Organization

#### Educational Testing Service (ETS)

### Description

The Educational Testing Service's mission is to help advance quality and equity in education by providing fair and valid assessments, research and professional development for all people worldwide. ETS develops, administers and scores more than 50 million tests annually – including the TOEFL and TOEIC tests, the GRE General and Subject Tests and *The Praxis Series* assessments – in more than 180 countries, at more than 9,000 locations worldwide.

### Organizational Efforts

Sponsor of the American Association of Hispanics in Higher Education (AAHHE) annual conference

ETS shares AAHHE's mission to increase the numbers of Latinos in higher education and in education policy and administration. The annual conference gathers administrators, graduate students and others who share that mission. The Student Success Institute documents and disseminates best practices in higher education that help attract and retain Hispanics. The doctoral dissertation competition, now in its fifth year, recognizes scholarship while providing role models and inspiration to others.

Supports Hispanics Inspiring Students' Success & Achievement (HISPA)

A Senior Vice President of ETS is a member of the Board of Directors of HISPA, an organization that provides mentors to Latino middle school students. The goal is to encourage students to excel, remain in school and go on to higher education. ETS plans to work with HISPA to conduct research on mentorship outcomes.

### ETS Research

ETS conducts and disseminates world-class research on higher education assessments with data on race and ethnicity for research purposes. It also develops and administers teacher certification tests throughout the country. ETS and National Education Association recently completed a study on white-minority gaps in pass rates for teacher certification tests. ETS also works closely with the American Association of Community Colleges and its League for Innovation project.

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## Education Associations and Education Policy

### Organization

#### Florida College Access Network (Florida C.A.N.)

### Description

Florida C.A.N. is a statewide network established to promote college readiness, access, and success for Latinos, African-Americans, and other underrepresented students through non-partisan research, communication, advocacy, and support.

### Organizational Efforts

#### Know How 2 Go Florida

Know How to Go Florida is a dual-component initiative with website and re-granting elements, respectfully. The website provides resources for parents, high school and middle school students and mentors on the process to get into college – many parts of the website are also available in Spanish. Florida C.A.N. also partners with community-based organizations and provides them with grant dollars to use the Know How 2 Go website, its message and materials, and interface it with what they're doing on the ground. 12 Know How 2 Go community-based partners have successfully completed the College Access Program application.

<http://knowhow2goflorida.org/>

#### College Goal Sunday Florida

This one-day event helps parents complete federal student aid applications for their children, with 45 different locations in Florida in 2010. The event is designed to help limited-income college bound students pay for college by providing free expert advice and assistance completing the Free Application for Federal Student Aid (FAFSA) online. The total number of attendees in 2010 were about 2,300 individuals. [www.collegesundayflorida.org](http://www.collegesundayflorida.org)

#### Florida Student Education Policy Conference

College students from across the state of Florida convened from February 24<sup>th</sup> – February 27<sup>th</sup>, 2011 in Orlando, for the third annual Student Education Policy Conference to deliberate the state of public education in Florida and recommend means by which it can be improved. Students were selected through a competitive application process by faculty leaders at ten participating universities and state colleges. Students study and debate critically important education policy issues. <http://floridaeducationnetwork.org/>

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## Education Associations and Education Policy

### Organization

#### Institute for Higher Education Policy (IHEP)

### Description

The Institute for Higher Education Policy (IHEP) aims to increase access and success in postsecondary education around the world through unique research and innovative programs that inform key decision makers who shape public policy and support economic and social development. IHEP supports Latino student success through its work with institutions, policy research, and facilitation of networks that foster college success.

### Organizational Efforts

#### Collaborative Alliance for Postsecondary Success (CAPS)

As part of a grant received by the Lumina Foundation for Education, IHEP runs a partnership between California State University Monterey Bay and two community colleges; Hartnell College and Cabrillo College in CAPS. The project goal is to improve developmental math and writing courses critical to student success at all three institutions, where many students arrive unprepared for college-level work in these areas. The CAPS project brings faculty together from across campuses and disciplines to align student learning outcomes and explore and implement practices that will enable students to complete their developmental work and move on to complete their degrees. Connections are being built across campuses through faculty institutes, collaborative research and assessment activities, and cross-campus observations to promote sustainable collaborations.

#### FIU-MDC Dual Degree Program

Another program run as part of a grant received by the Lumina Foundation for Education, the FIU-MDC Dual Degree Program is a collaboration between Florida International University (FIU) and Miami Dade College (MDC) for students who apply to FIU, but lack the academic readiness for full admission. The team is examining factors that promote success for transfer students. Additionally, FIU is conducting research in three areas: Dual degree, transfer, and first-year experience to identify areas for improvement between and within FIU and MDC as well as providing models for student success for Hispanic and other minority students including transfer students.

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## Education Associations and Education Policy

### Organization

#### Jobs for the Future (JFF)

### Description

Jobs for the Future identifies, develops and promotes new educational and workforce strategies that help communities, states, and the nation compete in a global economy.

### Organizational Efforts

#### Early College Designs

JFF designs, advocates, and supports innovative secondary school designs and pathways that prepare all students – especially underrepresented youth -- for college success. These educational models, which JFF has termed *Early College Designs*, feature early access to college-level coursework, and include transition supports to postsecondary education. In support of this goal, JFF seeks to expand the number of successful *Early College Designs* serving and preparing underrepresented students to reach a college-ready standard, and research and scale up *Back on Track to College*, an *Early College Design*, that improves high school graduation and postsecondary success rates for young people who are not on track to graduate or are out of school altogether. <http://www.jff.org/media/news-releases/2011/accelerating-college-readiness-through-e/1201>

#### Accelerated Pathways For Underrepresented Youth

JFF designs, advocates and supports the wide-scale implementation of accelerated pathways for underprepared youth and adults to sub-baccalaureate postsecondary credentials that have value in the labor market, i.e., provide a living wage. In service of this goal, JFF seeks to build effective models that help low-skill youth and adults prepare for, enter, and succeed in sub-baccalaureate pathways, assist states to remove barriers and implement policies, practices and incentives that enable scale-up of effective sub-baccalaureate models, and finally to promote the use of data to guide the implementation of, and advocate for, effective program designs that increase sub-baccalaureate degree and credential attainment.

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## Education Associations and Education Policy

### Organization

#### Midwestern Higher Education Compact (MHEC)

### Description

The Midwestern Higher Education Compact was founded in 1991 as an interstate compact agency with the mission of advancing higher education through cooperation and resource sharing. MHEC fulfills this mission through efforts in three core areas: cost savings programs, student access initiatives, and policy research. The 12 member states in the compact are Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

### Organizational Efforts

#### New Approaches to Improving College Access, Persistence, and Success: Three Exemplary Postsecondary Opportunity Programs

This report, the second in an occasional series published by MHEC in partnership with the Wisconsin Center for the Advancement of Postsecondary Education details postsecondary opportunity programs (POPs) – state, county, municipal, institutional and private programs and partnerships that aim to increase educational attainment by confronting barriers to postsecondary access, persistence, and success. The report specifically offers a definition for these programs to help researchers and policymakers describe, compare, analyze, and evaluate them. The report also focuses on three exemplary programs – the Illinois Promise at the University of Illinois at Urbana-Champaign; the state-run All Iowa Opportunity Scholarship and Campus and Community: Together for Good, and partnership between Finlandia University and Hancock Public Schools in Hancock, Michigan – providing brief descriptions of each, the characteristics that establish them as promising practices, and the lessons they offer other programs. <http://mhec.org/pdfs/jan2010pp.pdf>

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## Education Associations and Education Policy

### Organization

#### National Association for College Admission Counseling (NACAC)

### Description

The National Association for College Admission Counseling (NACAC) is dedicated to supporting the work of counseling and enrollment professionals as they advance student access to postsecondary education. NACAC is committed to promoting high professional standards that foster ethical and social responsibility.

### Organizational Efforts

#### National College Fairs

Every year, more than 500,000 students attend National College Fairs seeking information about colleges, universities and other postsecondary institutions. Free and open to the public, National College Fairs and Performing and Visual Arts College Fairs allow students to interact with admission representatives from a wide range of postsecondary institutions to discuss course offerings, admission and financial aid requirements, college life in general, and other information pertinent to the college selection process. National College Fairs span the US from coast to coast and visit every major metropolitan area nationwide. NACAC will continue to grow and add to their network of markets to meet the needs of students, and will measure the participation of Latino students in the Fairs as an indicator of interest in and planning for postsecondary education. Information can be found in Spanish, as well.

<http://www.nacacnet.org/EventsTraining/CollegeFairs/ncf/students/spanish/Pages/default.aspx>

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## Education Associations and Education Policy

### Organization

#### National Center for Family Literacy (NCFL)

### Description

The National Center for Family Literacy inspires and engages families in the pursuit of education and learning together. Comprehensive family literacy services that target whole families build the pipeline to college enrollment and completion. Children whose families participate in four component family literacy programs or in other parent-child educational programs that reach families in their homes or community-based organizations are much more aware of the postsecondary opportunities available to them and are inspired to invest in furthering their education. Parents and other adult family members also make strides in improving their own educational levels.

### Organizational Efforts

#### En Camino

This new publication from the NCFL has new informational tools to help parents and families prepare for college. The new set of multi-media resources will help people unfamiliar with navigating the U.S. college system gain access and information necessary for preparing and succeeding in college and beyond. *En Camino* is a set of five online modules with activities for Spanish-speaking families to help increase their investment in and pursuit of educational opportunities. <http://www.familit.org/free-resources/myfamilygoestocollege>

#### Toyota Family Literacy Program

Since 1991, Toyota has been a partner of the NCFL and has committed more than \$36 million to establish model literacy programs. NCFL's concept for combating illiteracy is a simple and effective one: parents and children learn best when learning together. The Toyota Family Literacy Program increases basic language and literacy skills among Hispanic and other immigrant families by bringing parents to their child's classroom. To date, Toyota has funded 256 family literacy sites in 60 cities and 30 states that have impacted the lives of more than one million families. <http://www.familit.org/program-profiles/toyota-family-literacy/toyota-family-literacy-program/>

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## Education Associations and Education Policy

### Organization

#### National College Access Network (NCAN)

### Description

The National College Access Network's mission is to build, strengthen, and empower communities committed to college access and success so that all students, especially those underrepresented in postsecondary education, can achieve their educational dreams. NCAN currently has 295 member organizations across the country dedicated to achieving this mission.

### Organizational Efforts

#### KnowHow2GO

KnowHow2Go is a national college access campaign – funded by the Lumina Foundation for Education – that encourages and prepares low-income 8th through 10th graders to actively pursue higher education. The KnowHow2GO state partners work to coordinate efforts statewide, many through the development of college access networks. NCAN serves as a technical advisor for some of the statewide campaigns: CT, ID, FL, IN, IA, IL, LA, MI, MT, NE, OH, Southern CA, TN, WA and WI. Several of these states have developed state versions of the KH2G website and some states have developed Spanish versions of the website.

<http://www.knowhow2go.org/>

#### Houston Preparing to Dream Initiative

The National College Access Network, Houston A+ Challenge and teams from five Houston-area school districts (Aldine, Cypress-Fairbanks, Goose Creek, Houston and Spring Branch) participate in a data-driven effort to transform school policies and priorities toward a stronger college-going culture, especially for low-income, first generation, and /or minority students. The project tracks graduates through postsecondary completion at Achieving the Dream schools in the Houston area. As the program winds down in late 2011, preliminary results are showing that several of the districts more than doubled their “college-ready” percentages for Latino students. Other dramatic increases have been seen in Latino students enrollment rates in dual credit options and early college programs. The percentage of Recommended High School graduates in all categories of students is on the rise. This work has been funded by The Houston Endowment. [http://www.collegeaccess.org/Houston\\_Preparing\\_to\\_Dream.aspx](http://www.collegeaccess.org/Houston_Preparing_to_Dream.aspx)

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## Education Associations and Education Policy

### Organization

#### **National Council for Community and Education Partnerships (NCCEP)**

### Description

The mission of the National Council for Community and Education Partnerships is to develop and strengthen broad-based partnerships throughout the education continuum, from early childhood through postsecondary education. NCCEP seeks to help improve public K–16 education by creating education/community partnerships, linking schools and communities, developing new research-based college access programs, and supporting the implementation of proven educational strategies.

### Organizational Efforts

#### Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

A federally funded initiative for which NCCEP serves as the national technical assistance provider, GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students. Through GEAR UP, the U.S. Department of Education and NCCEP work to meet the challenge of helping more low-income students become academically and financially prepared to enroll and succeed in college.

<http://www2.ed.gov/programs/gearup/index.html>

#### ENgaging LATino Communities for Education (ENLACE)

ENLACE is a multi-year W.K. Kellogg Foundation initiative designed to strengthen the education pipeline and increase opportunities for Latino students to enter and complete college. ENLACE aims to strengthen partnerships and create coalitions among Hispanic-serving institutions (colleges and universities with 25 percent or more Hispanic enrollment, as defined by the federal government) and other qualifying higher education institutions, K-12 school districts, communities, businesses, and others who are working to increase opportunities for Latinos to enter and succeed in college. <http://www.edpartnerships.org/Template.cfm?Section=ENLACE>

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## Education Associations and Education Policy

### Organization

#### Nexus Research and Policy Center

### Description

As an independent, nonprofit, nonpartisan organization, Nexus Research and Policy Center is organized to conduct educational research—such as in the fields of the learning sciences, assessment and measurement—and to prepare action-oriented analyses of pressing policy issues facing states and the nation regarding the improvement of educational efficiency, effectiveness and degree completion success, especially on behalf of underserved student populations and the institutions that provide them access to higher education. In particular, Nexus seeks to do research and promote policies that improve the for-profit education sector and that contribute to a better understanding between the for-profit and traditional sectors of higher education.

### Organizational Efforts

Nexus, in an advising role, is working with the University of Phoenix—a higher education system serving over 350,000 students—as it prepares its plan to address the education needs of Hispanic adult learners. Included in this process has been the completion of two studies on the facilitation of access. Once the plan is put in place, future studies will include research into progress made and best practices in the areas of retention, progression and completion of Latino/a students at UOPX. In addition, Nexus has participated in a number of forums concerning higher education in California. In conjunction with these Nexus is working on the development of consortia in California between public 2- and 4-year institutions and private not-for-profit and for-profit colleges in order to help students complete their studies in a timely manner despite the limited capacity problems California is facing.

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## Education Associations and Education Policy

### Organization

#### Project Grad USA (GRAD)

### Description

The mission of Project GRAD USA is to ensure a quality public school education for all at-risk children in economically disadvantaged communities so that high school graduation rates increase and graduates are prepared to enter and be successful in college.

### Organizational Efforts

#### Walk for Success in Pennsylvania High Schools

The Project GRAD program in Pennsylvania engages many Latino parents in the life of a school through the Walk for Success. These are walks in communities where volunteers visit the homes of students to inform parents about the school's program and, at the 9th grade level, ask them to sign a contract committing to support their children in graduating from high school and going to postsecondary education. In addition, Parent Universities offer parents courses to support their children's academic path, or their own personal development, such as GED preparation. Independent evaluations show, over time, the Walk For Success resulted in a significant increase in parent involvement in GRAD schools in Houston, Texas. Further, in Knoxville, Tennessee, it was shown that GRAD students had a significant reduction in student mobility attributable to increased parent satisfaction with their schools.

<http://www.projectgradhouston.org/walkForSuccess/index.php>

#### Algebra and Robotics Summer Institute

To prepare middle school students in the Los Angeles Unified School District for success in algebra, Project GRAD has hosted an Algebra and Robotics Summer institute for the last three years. The 160 students who participate in this rigorous program each year are selected primarily because they were at risk of not enrolling in 8<sup>th</sup> grade algebra in the upcoming fall. During the 4-week Institute, students spend the morning learning about algebraic concepts and the afternoon applying those algebraic concepts to building and programming Lego robots. In addition to this important academic enrichment, students participate in college awareness and leadership development activities as well as field trips highlighting careers in the sciences. After the pilot 2007 Algebra and Robotics Summer Institute, every student tested well enough that fall to place in Algebra 1. After their first semester enrolled in Algebra 1, the 2007 Institute students passed at unprecedented rates, with 85% of the students earning a grade of "C" or better. After three years, Institute students are achieving at even greater levels with 90% of these students passing their first semester of Algebra 1 with a "C" or better.

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## Education Associations and Education Policy

### Organization

#### Single Stop USA

### Description

A national not-for-profit organization, Single Stop USA implements innovative solutions in order to help students and families move towards economic mobility. As an intermediary, Single Stop USA also increases efficiencies and facilitates coordination of available resources on the ground, enhances the internal capacity of its partners and builds local infrastructure in times of increased demand.

### Organizational Efforts

#### Community College Outreach Strategy

Single Stop USA provides their services, including free tax preparation services, full benefits access, comprehensive legal services and financial counseling at community colleges to students and student households in need in an effort to increase the percentage of those able to stay on through completion (currently below 40 percent nationally). By partnering with community colleges and fully integrating Single Stop USA's successful economic empowerment model with student service centers and financial aid departments, Single Stop USA seeks to harness two of the country's most effective anti-poverty tools: coordinated access to America's safety net and a post-secondary education.

With community college sites in four states and system-wide partnerships with three of the nation's largest community college systems - the City University of New York, the City College of San Francisco and Miami Dade College - Single Stop USA expects to provide services to more than 10,000 students in 2011, helping them access benefits and services valued at more than \$20 million. Initial data shows that students who receive Single Stop USA services are more likely to stay in school. Latino/Hispanic individuals make up the largest ethnicity of individuals we serve. Including tax and benefits clients, 47 percent of Single Stop clients identify as Hispanic or Latino.

Single Stop USA is working to transition its community college initiative into a national education and economic empowerment model. To accomplish this, Single Stop USA has partnered with the Association of Community College Trustees (ACCT) to propose a national strategy to leverage existing federal and state resources and build the capacity of our nation's community colleges to improve post-secondary success.

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## Education Associations and Education Policy

### Organization

#### Southern Regional Education Board (SREB)

##### Description

The Southern Regional Education Board is a nonprofit, nonpartisan organization that works with 16 member states to improve public pre-K-12 and higher education. Founded by the region's governors and legislators in 1948, SREB was America's first interstate compact for education. Today it is the only regional education compact that works directly with state leaders, schools and educators to improve teaching, learning and student achievement at every level of education.

### Organizational Efforts

#### Adult Learners

SREB's Student Access Programs and Services encompass several programs that focus on helping college students of all ages take courses and earn degrees — no matter where they live and work. Several initiatives provide a gateway to online and blended learning programs and services designed for adult learners who started, but never completed, their college degree, including the Academic Common Market, the Regional Contract Program, and the Electronic Campus. To support adult learning, SREB also works with states to further outreach to adults who need to complete high school diplomas, GED credentials, and college degrees or career certificates. [http://www.sreb.org/page/1273/adult\\_learning.html](http://www.sreb.org/page/1273/adult_learning.html)

#### College Completion Initiative

SREB has challenged the southern states to increase significantly the numbers of students who complete postsecondary career certificates and associate's and bachelor's degrees, so that 60 percent of each state's adults ages 25 to 64 will have one of these credentials by 2025. With the recent release of two major reports: *No Time to Waste: Policy Recommendations for Increasing College Completion* and *Promoting a Culture of Student Success: How Colleges and Universities Are Improving Degree Completion*, SREB is asking states and their public postsecondary institutions to scale up promising practices in degree completion and increase completion rates, especially among populations that have historically been underrepresented, both in enrollments and completion, of higher education.

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## Education Associations and Education Policy

### Organization

#### State Higher Education Executive Officers (SHEEO)

### Description

The State Higher Education Executive Officers' (SHEEO) mission is to help members and the states develop and sustain excellent systems of higher education. SHEEO pursues its mission by organizing conferences to advance and disseminate knowledge about effective state policies and practices, maintaining regular systems of communication among its members and providing ready access to relevant studies and publications, and representing the perspective of state higher education leaders on national, federal and international education initiatives, among other things.

### Organizational Efforts

#### College Readiness Project

SHEEO is partnering with the American Association of State Colleges & Universities and the Council of Chief State School Officers to promote adoption and implementation of the Common Core State Standards (CCSS) by facilitating meaningful dialogue on implementing CCSS among state and local education leaders; identifying strategies to improve college readiness; working with in-service high school teachers to identify and address existing problem areas in preparing high school graduates to be ready for college-level work; and incorporating the new common core standards across teacher preparation programs.

#### Pathways to College Network

SHEEO is part of the alliance of over 30 national organizations and funders committed to advancing college access and success for underserved students, including those who are the first generation in their families to go to college, low-income students, underrepresented minorities, and students with disabilities. <http://sheeo.org/access/pathway.htm>

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## Education Associations and Education Policy

### Organization

#### Western Interstate Commission for Higher Education (WICHE)

### Description

The fifteen member states of the Western Interstate Commission for Higher Education work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy among states and institutions, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

### Organizational Efforts

#### Educational Equity and Postsecondary Student Success: A CUE and WICHE Partnership For Policy Research and Analysis

WICHE is working with the Center for Urban Education (CUE) at the University of Southern California to assist with a project to progress the equity agenda in state-level policymaking. The goal is to help make racial equity more transparent in states' policy and programmatic efforts to increase degree completion. Ultimately, the project intends to familiarize state leaders with tools and techniques to enable them to better monitor the state of equity in college completion, create a cohort of professionals with these capabilities, and strengthen the development and use of benchmarks and metrics for assessing and tracking equity in college completion. In particular, the project aims to scale up strategies that have worked to reduce equity gaps at the institutional level and to focus on reducing those gaps with cost-effective strategies. Work has been completed in one state – Nevada – and WICHE and CUE are pursuing additional funding to take this model program to additional states in the West and elsewhere.

[http://cue.usc.edu/projects/a\\_cue\\_and\\_wiche\\_partnership\\_for\\_equity\\_and\\_policy.html](http://cue.usc.edu/projects/a_cue_and_wiche_partnership_for_equity_and_policy.html)

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## Government/Elected Officials

### Organization

#### **National Association of Latino Elected & Appointed Officials (NALEO) Educational Fund**

### Description

The National Association of Latino Elected and Appointed Officials (NALEO) Educational Fund is the nation's leading nonprofit organization that facilitates the full participation of Latinos in the American political process, from citizenship to public service. The NALEO Educational Fund is a nonpartisan organization first established in 1981 to carry out NALEO's mission through programs that integrate Latinos fully into American political society, provide professional development opportunities and technical assistance to the nation's more than 6,000 Latino elected and appointed officials, and monitor and conduct advocacy on issues important to the Latino community and political participation.

### Organizational Efforts

#### NALEO Educational Fund Postsecondary Success Strategy

The NALEO Educational Fund provides policymakers with the tools and information necessary to champion a multi-faceted policy approach to raise the number of students who enter and complete postsecondary degrees with inherent marketplace value. Their governance and leadership trainings focus on best practices and effective policies for accelerating Latino student access and success in higher education, such as need-based student aid targeted for first generation college students, dual/concurrent enrollment, early college schools, alignment of K-12 and higher education systems, and institutional funding incentives for increased retention and graduation of historically underserved students in science, technology, engineering and mathematics. <http://www.naleo.org/naleoeducationalfund.html>

#### NALEO Education Leadership Initiative (NELI)

The NALEO Education Leadership Initiative (NELI) was established in 2001 as a response to education consistently being ranked as one of the top public policy priorities for its constituency of Latino elected and appointed officials. The overarching goal of NELI is to provide Latino policymakers with the enhanced capacity and governance skills they need to become effective advocates for their students, families and communities. NELI provides a continuum of effective trainings that deliver practical tools and knowledge, and ultimately promotes policymaking, reform, and investments in our nation's schools. Since its inception, NELI has provided comprehensive leadership development training and resources to over 2,000 Latino school board members, community trustees, and state legislators. <http://www.naleo.org/NELI>

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## Government/Elected Officials

### Organization

#### National Conference of State Legislatures (NCSL)

### Description

The National Conference of State Legislatures is a bipartisan organization that serves the legislators and staffs of the nation's 50 states, its commonwealths and territories. NCSL provides research, technical assistance and opportunities for policymakers to exchange ideas on the most pressing state issues. NCSL is an effective and respected advocate for the interests of state governments before Congress and federal agencies. The leadership of NCSL is composed of legislators and staff from across the country.

### Organizational Efforts

#### Investing in Higher Education for Latinos: Trends in Latino College Access and Success

This brief provides state-by-state demographic and education-related data. Every state faces unique challenges and opportunities to support Latino student success and improve overall college attainment rates. This brief offers an overview of achievement gaps in each state and highlights the areas that could be targeted to improve Latino student access and success.

<http://www.ncsl.org/documents/educ/TrendsInLatinoSuccess.pdf>

#### Investing in Higher Education for Latinos: Payoffs for State Economies

This brief focuses on how improving college completion rates for Latino students can be a catalyst for stronger economies. The brief provides examples of states that are ensuring Latinos have the education and training to find jobs in high-demand, high-paying fields and become positive contributors to the economy.

<http://www.ncsl.org/documents/educ/PayoffsForStateEconomies.pdf>

#### 50-State Interactive Maps

Two separate interactive maps were created as supplements to the above briefs, one focusing on the intersection of Latino education and workforce development and the other on overall trends in Latino college access and success.

<http://www.ncsl.org/default.aspx?TabId=23239>

<http://www.ncsl.org/default.aspx?TabId=23297>

#### What Works: Improving Latino College Completion

A workshop was held in San Antonio, Texas with a group of about 40 legislators and legislative staff from 18 states who came together to analyze specific trends and issues in states and hear what works to support Latino students. Sessions included an overview of the rapid growth of the Latino population and its implications for education, state specific data on Latino education outcomes, lessons on what works from research and practice, and innovative and effective state policies addressing Latino educational success. <http://www.ncsl.org/?tabid=23454>

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## Government/Elected Officials

### Organization

#### Texas House of Representatives, Representative Joaquin Castro

### Description

Joaquin Castro represents a portion of Bexar County in the Texas House of Representatives, which includes the cities of San Antonio and Leon Valley. Joaquin, along with his identical twin brother Julian - the current mayor of San Antonio - are among the vanguards of a new class of Latino leaders that are emerging across the country. Joaquin is currently serving his fifth term in the Texas Legislature and serves as the Vice Chairman of the Higher Education Committee and is a member of the Judiciary and Civil Jurisprudence Committee. In the Legislature, he has passionately fought to improve the quality of higher education in Texas and to expand access and affordability for students. He has also worked tirelessly to improve literacy rates, combat teen pregnancies and reform the juvenile justice system.

### Organizational Efforts

#### Trailblazers College Tour

After a fundraising and awareness campaign in San Antonio, 8 students are able to visit 4 Ivy League Schools (Columbia, UPenn, Harvard, NYU) to view college life first-hand and network with other students. This offer is available to high school juniors and seniors.

#### National College Advising Corps

Rep. Joaquin Castro serves on the National College Advising Corps. Advisors in 18 high schools in Texas will expand to 120 high schools with advisors. With this expansion, there has been a 27% increase in common applications to colleges – statewide, it is at 15%. The National College Advising Corps anticipate bigger leaps in the future, as well.

<http://www.advisingcorps.org/>

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **California Community Colleges, Chancellor's Office**

### **Description**

The mission of the California Community Colleges Board of Governors and the state Chancellor's Office is to empower the community colleges through leadership, advocacy, and support.

### **Organizational Efforts**

#### ESL/Basic Skills Professional Development Initiative

The commitment of California Community Colleges to facilitate institutional improvement, enhance student support services, provide opportunities for focused staff development, and make developmental education an organizational priority continues to be evident from reviews of ESL/Basic Action Plans. Most colleges are implementing strategies to ensure a highly coordinated developmental education program, providing a fulltime Basic Skills Program Coordinator or Faculty Co-coordinators, and strengthening the college mission to build basic skills instruction into a critical institutional priority. Activities are focused to the needs of basic skills students and are appropriately supported to sustain them as ongoing efforts.

#### SB 1440 / Transfer Associate Degree

Governor Arnold Schwarzenegger recently signed the historic Senate Bill 1440 (Padilla). The bill creates a streamlined transfer pathway between the California Community Colleges (CCC) and California State University (CSU) systems. SB 1440, for the first time in California history, promises community college students who complete an associate degree designated for transfer a clear and guaranteed pathway for admission to the California State University system with junior status. Initial implementation begins Fall 2011.

<http://www.cccco.edu/ChancellorsOffice/Divisions/StudentServices/TransferArticulationHome/SB1440StudentTransfer/tabid/1809/Default.aspx>

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **California State University (CSU) System**

### **Description**

The California State University system is a leader in higher education; with 23 campuses, almost 412,000 students, and 43,000 faculty and staff, it is the largest, the most diverse, and one of the most affordable university systems in the country. The CSU system offers many opportunities to help students achieve their goals, and prepares graduates for the workforce.

### **Organizational Efforts**

#### Parent Engagement Education Program

The Parent Engagement Education Program is one of the Parent Institute for Quality Education (PIQE) initiatives, which has been active for 5 years and is one of PIQE's most prolific. True to the CSU system's mission, the program educates parents on how to foster a positive educational environment for their children both at home and at school. The program lasts 9 weeks and is free to parents. Classes are taught in one of 16 different languages by professional PIQE facilitators, who are members of the communities they serve. In 2010, 121 middle schools and high schools were served, and 188 parents were graduated from the PIQE program. Since the program's inception in 1987, more than 475,000 parents have graduated from PIQE's programs. [http://www.piqe.org/prog\\_parentengage.php](http://www.piqe.org/prog_parentengage.php)

#### Es El Momento Education Fair

The Es El Momento Education Fair is part of Univision's long-term education campaign to increase parent involvement in their children's education and facilitate their understanding of the U.S. educational system from pre-kinder to college. This one day event lasts 6 hours and serves more than 25,000 individuals who attend. Last year, around 8 CSU state colleges participated – in attendance were 37 colleges and universities in total. At the end of the tour, parents and students alike went through a college financial aid seminar in which, out of 300 people interviewed, 90% learned that they qualified for full financial aid. Of this number, only 86% were aware that they qualified. The Es El Momento College Fair is the largest Spanish-speaking college preparation event in the country, in large part because of its advertisement on radio and television on Univision leading up to it over a month prior.

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **City Colleges of Chicago (CCC)**

### **Description**

Through its seven colleges, the City Colleges of Chicago delivers exceptional learning opportunities and educational services for diverse student populations in Chicago. The City Colleges of Chicago is a major provider of postsecondary education and adult education for Hispanic students in Chicago. Overall, in fiscal year 2010, the seven City Colleges of Chicago served a total of 44,566 students of Hispanic origin. This represents 35 percent of the total student population at CCC.

### **Organizational Efforts**

#### *Carreras en salud*

"Careers in Health" is a Chicago Bilingual Healthcare Partnership and a career pathways program. The program addresses the need for bilingual healthcare professionals in the workforce and provides a multi-entry, fully-supported career path for nursing and other allied health occupations to bilingual/bicultural individuals, bridging them from unemployment or low-skill, low-wage jobs with limited growth and advancement opportunities, to high-demand healthcare positions. Currently, Latinos make up one quarter of the population of Chicago, but less than 2% of its licensed practical and registered nurses. <http://wright.ccc.edu/>

#### Manufacturing Programs at Wilbur Wright College-Humboldt Park Vocational Education Center

HPVEC offers an assortment of vocational programs, including Manufacturing programs which have recently taken a large interest in reaching Chicago's large and growing Latino population. Manufacturing Works, an organization that works closely with *Instituto del Progreso Latino* and with HPVEC, assists in placing students completing these programs in internships or jobs. For two out of its three years running, the program has experienced a 100% graduation rate for students who participate. <http://wright.ccc.edu/>

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **Florida International University (FIU)**

### **Description**

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. The university is committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with local and global communities.

### **Organizational Efforts**

#### Increasing Access to Academic Advisors – Florida International University

Despite budget reductions, FIU's Academic Advising Office has more than doubled the number of academic advisors and instituted a successful program over 3 years to help students at risk of dropping out. Research found that among students who dropped out, 75% had never applied to enter a major. The program targets at risk students who had earned more than 60 credits but were not admitted to a major. Students are required to meet with an advisor before registering for courses. In the program's first semester of implementation, over 2,800 at-risk students met with advisors and were guided into entering appropriate majors. Of those students admitted to a major, 87% have graduated. <http://undergrad.fiu.edu/advising/>

#### Department of Dietetics and Nutrition Coordinated Program

The Department of Dietetics and Nutrition is comprised of over 55% Latino or Hispanic students. It provides the students with the opportunity to major in Dietetics through Undergraduate, Masters and PhD level coursework. Individual and group mentoring by faculty and peers is a part of our ongoing commitment to train future dietetics professionals. During the supervised practicum, students are sent out into the community to gain training in the three areas of our profession: food service, community nutrition and clinical nutrition. In the last 5 years the department has graduated approximately 250 students. 55% on average were Hispanic and 110 followed the Coordinated Program (CP) and have become RD eligible. All students after their internship in the CP are eligible to sit for the National Examination to become RDs. Nearly all of the graduates find suitable jobs in health care. <http://chua2.fiu.edu/dietetics-nutrition/BSCPPProgram.htm>

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **Maricopa Community Colleges**

### **Description**

The mission of the Maricopa Community Colleges is to provide access to higher education for diverse students and communities. The system focuses on learning through University transfer education, general education, developmental education, workforce development, student development services, continuing education, community education, civic responsibility, and global engagement.

### **Organizational Efforts**

#### Achieving a College Education (ACE) Program

The Achieving a College Education (ACE) Program is nationally recognized for success in improving outcomes for at-risk high school students. The program targets students who may not consider college and attaining a baccalaureate degree to be an achievable goal. Upon graduation from high school an ACE student may earn up to 24 transferable college credits. The ACE program is designed to help students make a smooth transition from high school through the community colleges onto a university and completion of a bachelor's degree. ACE served 6,442 students between 1994 and 2008, and 58% of these (3,736) are Hispanic. The ACE program recently received a \$1 million federal grant to focus on supporting Latino student success in science, mathematics, engineering, and technology areas.

<http://www.maricopa.edu/studentaffairs/ACE.php>

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## Institutions of Higher Education/Systems

### Organization

#### Miami Dade College (MDC)

### Description

The mission of Miami Dade College is to change lives through the opportunity of education. As democracy's college, MDC provides high quality teaching and learning experiences that are accessible and affordable to meet the needs of their diverse students, and prepare them to be responsible global citizens and successful lifelong learners. The College embraces its responsibility to serve as an economic, cultural and civic beacon in their community.

### Organizational Efforts

#### American Dream Scholarship

Miami Dade covers the in-state portion of tuition for two years of courses (60 college-level credits) for all Miami-Dade high school graduates who qualify. The scholarship covers only in-state tuition and class fees remaining after all other scholarships and financial aid have been applied. Applicants must reside in Miami-Dade County, have earned a high school diploma, GED or home schooled diploma in Miami Dade during the May-August 2011 period, have cumulative high school weighted GPA of 3.00 or above, meet minimum course placement scores, and complete a FAFSA. First run of this scholarship will begin in the fall of 2011.

[www.mdc.edu/main/americandream/](http://www.mdc.edu/main/americandream/)

#### Tools for Success

*Tools for Success* is a five-year program (2007-08 to 2011-12) funded by the National Science Foundation to increase graduation rates of minority students who are interested in the high demand fields of science, technology, engineering and mathematics (STEM). Each cohort of students in the *Tools for Success* program- 60 students per year- receives academic and financial support to complete an associate degree in a STEM-related field within a two-year period. The overall retention rate for *Tools for Success* thus far (2007-2009) is 77%, compared to the average retention rate of 19% for all STEM majors while also reflecting a 75% graduation rate in two years, which is especially impressive considering that the average two-year graduation rate for all STEM majors is 27%. [www.toolsforsuccess.org](http://www.toolsforsuccess.org)

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **Pennsylvania State System of Higher Education (PASSHE)**

### **Description**

The Pennsylvania State System of Higher Education (PASSHE), with 14 universities and nearly 117,000 students, is the largest higher education provider in Pennsylvania. PASSHE's mission is to increase the intellectual wealth of the Commonwealth, to prepare students at all levels for personal and professional success in their lives, and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation.

### **Organizational Efforts**

The Pennsylvania State System of Higher Education (PASSHE), with 14 universities and nearly 117,000 students, is the largest higher education provider in Pennsylvania. PASSHE's mission is to increase the intellectual wealth of the Commonwealth, to prepare students at all levels for personal and professional success in their lives, and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation.

### **Organizational Efforts**

#### Latino Business Resource Center

As part of Kutztown University's Small Business Administration program in 2006, the university created the Latino Business Resource Center (LBRC) in response to the growth of the Hispanic business community, and the need for services to promote and sustain Hispanic-owned businesses while boosting economic development.

The LBRC provides free business consulting, research, tools, and educational workshops, both live and via Kutztown University's bilingual online learning library. Currently, Kutztown has the largest free online learning library in the United States. The center serves five counties: Berks, Chester, Dauphin, Lancaster and Lebanon.

The LBRC is committed to serving three core constituencies: Entrepreneurs (clients from the community), and Kutztown University graduate students and undergraduate students. The model is strengthened by the interactions of their constituents and is unique in its approach.

<http://www.kutztownsbdc.org/default.asp>

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **Universidad del Sagrado Corazón (USC)**

### **Description**

The *Universidad del Sagrado Corazón's* mission is to educate students in intellectual freedom and moral conscience to willingly engage in social transformation to promote solidarity, justice and peace. USC promotes a participatory, active, personalized education relevant to today's social and cultural realities. It emphasizes the humanistic, scientific, technological, and professional formation of its students and helps them develop a strong language competency in Spanish and in English as a Second Language.

### **Organizational Efforts**

#### USC's Two-Dimensional Approach to Increase Latino Student Success

The first dimension of USC's approach has focused on curricular initiatives designed to ensure the educational experience is pertinent to the real world. To accomplish this objective USC has established "across the curriculum" initiatives which include integrating theory and practice through internships and service-learning projects, developing bilingual Spanish-English professionals through the "Languages across the Curriculum" Project, and by expanding opportunities to learn through the development of projects and undergraduate research experiences.

The second dimension to increase Latino student success focuses on initiatives to make the best utilization of the time students spend on campus. USC believes the campus experience, both in and outside the classroom, is critical for retention; thus, they have taken action to minimize the time students will need to get traditional "9 through 5" support services: academic, personal and administrative. To this end, the University is implementing a web-based 24/7 student support system so that students are provided services when they need them regardless of time and place. During 2006-08, USC focused on retention issues and identified a significant number of cases where students were failing or dropping from courses as a result of conflicting work schedules. Seeing this percentage grow called for the design of a new strategy to meet the needs of these students.

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **University of California (UC) System**

### **Description**

The University of California (UC) system is dedicated to teaching, research, and public service. The University's 10 campuses are located in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Cruz, and Santa Barbara. The campus Chancellors report to President Mark G. Yudof, who provides system-wide leadership at the UC Executive Office in Oakland. The campuses offer premier educational and research opportunities and serve as home to hundreds of libraries, museums, performing arts spaces, botanical gardens, and marine centers. The U.S. Department of Education recently designated UC Merced and Riverside as Hispanic-Serving Institutions, and UC Los Angeles, Santa Barbara, and Santa Cruz are recognized as Emerging Hispanic-Serving Institutions.

### **Organizational Efforts**

#### Student Life Advising Services/Educational Opportunity Program at UC Berkeley

The Student Life Advising Services and Educational Opportunity Program at UC Berkeley provides low-income, first-generation and underrepresented students with assistance that ensures progress toward graduation, including academic counseling, peer advising, and career exploration services.

#### Casa César Chávez at UC Irvine (residence hall)

The Casa César Chávez improves the retention of Chicano/Latino students through the provision of educational, social and cultural activities, including lectures, student-faculty socials, poetry readings, and films in a supportive residential living environment.

#### Center for Excellence in Engineering and Diversity at UC Los Angeles

The Center for Excellence in Engineering and Diversity at UCLA Engages over 200 Latino and other underrepresented and disadvantaged undergraduate engineering students in an academic learning community designed to increase retention and develop students who can successfully transition into industry or advanced studies.

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **University of Texas, Brownsville**

### **Description**

The mission of The University of Texas at Brownsville and Texas Southmost College (UTB/TSC) partnership is to provide accessible, affordable, postsecondary education of high quality, to conduct research that expands knowledge and to present programs of workforce training and continuing education, public service and cultural value. The partnership combines the strengths of the community college and those of a university by increasing student access and eliminating inter-institutional barriers while fulfilling the distinctive responsibilities of each type of institution.

### **Organizational Efforts**

#### **Brownsville Early College High School**

This collaborative effort between Brownsville Independent School District and UTB/TSC has a total enrollment of 400 students across grades 9-12. Eligible students are from low socioeconomic backgrounds, are achieving within the middle of their class, and are the first in their families to attend college. Students take full college loads in grades 11 and 12 and graduate with an associate degree or 2 years of college credit. The first class will graduate in 2012 with both a high school diploma and an associates degree. So far, of these students, 99 percent of them passed the English-language arts and reading portions of the Texas Assessment of Knowledge and Skills. 93 percent of the students passed the test's mathematics portion. <http://www.bisd.us/bechs/>

#### **Student Employment Initiative**

Student employment opportunities on campus will be a part of UTB/TSC's student retention and time to graduate strategy. On a commuter campus, where most students are employed either full or part-time while enrolled, creating jobs on campus enables them to earn money while they learn, it strengthens their relationships with university faculty and staff, and adds greater unity to their educational experience. Each year, approximately 80 students will participate in the Student Employment Initiative. They will serve in virtually every department at UTB/TSC and perform a myriad of duties vital to the school's success. Participants in the Student Employment Initiative in the spring of 2007 had a GPA of 3.2 on average, whereas non-participants graduated with a 2.57. <http://blue.utb.edu/career/SEI/contact.htm>

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **University of Texas, El Paso (UTEP)**

### **Description**

The University of Texas at El Paso is dedicated to the advancement of the El Paso region through education, creative and artistic production, and the generation, interpretation, application, and dissemination of knowledge. UTEP embraces its role as an intellectual, cultural, and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to the quality of life. As the nation's only doctoral research-intensive university with a majority Mexican-American student population, UTEP is proud to serve its growing population of over 22,500 students and the El Paso community.

### **Organizational Efforts**

#### College Office of Undergraduate Research Initiatives

UTEP opened the Center of Undergraduate Research Initiatives (COURI) in September of 2010. Initial operations started in the College of Science with plans to expand university-wide by 2014. COURI's mission is to enrich the undergraduate experience of students by facilitating, enhancing and showcasing their research training and scholarly activities. Two main COURI objectives are to increase undergraduate participation in research and scholarly activities and to provide professional training that enhances curricular work. <http://www.science.utep.edu/couri/>

#### Early College High School (ECHS) Transition to the Baccalaureate

El Paso area ECHS students are graduating with an associate's degree from El Paso Community College (EPCC) with or even before completing their high school diploma ready to enter upper division coursework at UTEP at the ages of 17 and 18 years old. Issues of academic readiness, admissions, academic advising, financial access, and many others are being addressed for these predominantly first generation, low income, Hispanic students who are achieving excellence in ways unimaginable only several years ago and providing them with the opportunity to complete their baccalaureate one to two years after completing their high school diploma opening opportunities for graduate and professional study. [www.utep.edu/echs](http://www.utep.edu/echs)

#### El Paso Collaborative for Academic Excellence

This K-16 initiative, designed to raise aspirations and preparation of students in the El Paso region through partnerships among area school districts, EPCC, UTEP, and the community, has for over 20 years been the foundation of many successes among the education partners in El Paso County. Cooperative efforts enhanced by the Collaborative include the El Paso College Readiness Council, the EPCC / UTEP Articulation Committee, and the ECHS Leadership Council. The atmosphere of trust and cooperation among the educational partners in the El Paso area has contributed to El Paso leading the state metropolitan areas in high school graduates completing recommended and advanced high school programs at 90%, leading the state's regions in the number of economically disadvantaged high school graduates who enrolled in universities at 21.1%, and producing a 79% growth in undergraduate degrees awarded by UTEP in the last decade. [www.epcae.org](http://www.epcae.org)

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## **Institutions of Higher Education/Systems**

### **Organization**

#### **University of Texas System**

### **Description**

The mission of The University of Texas System (UT System) is to provide high-quality educational opportunities for the enhancement of the human resources of Texas, the nation, and the world through intellectual and personal growth.

### **Organizational Efforts**

To help bring about a better future, UT System will continue to look for new ways to encourage participation, ensure affordability, and foster completion. As a system, the focus is on supporting the efforts of campus presidents and their institutions. The collaboration between system and campus administration has been successful:

#### Enrollment

- 65% increase in Hispanic enrollment at UT academic campuses between 2000 and 2010.
- 50% of all Hispanics enrolled in a public 4 year institutions of higher education in Texas attended a UT academic institution in 2009.

#### Affordability

- 57% of UT System's full-time resident undergraduate Hispanic students at UT academic institutions received grant/scholarship aid, making a quality higher education more affordable (AY 2009).
- Hispanic students receive more financial aid because Hispanic students have more financial need: 70% of Hispanics who received grant aid had family incomes of less than \$40,001.

#### Graduation Success

- 85% increase in bachelor's degrees awarded to Hispanic students at UT academic institutions between 2000 and 2009.
- For academic year 2008-2009, more than half of all bachelor's degrees earned by Hispanics in Texas public 4 year institutions were awarded by UT academic institutions.

#### New Collaborations

UT System Chancellor Cigarroa and UT San Antonio President Ricardo Romo were appointed by President Obama to serve on the President's Advisory Commission on Educational Excellence for Hispanics. This is just one of the many ways in which the UT System is working on the educational forefront to increase access and enhance student success.

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## Latino Advocacy

### Organization

#### The ASPIRA Association

### Description

ASPIRA'S goal is to promote the development of the Puerto Rican and Latino community through advocacy and the education and leadership development of its youth. The organization consists of a confederation of statewide ASPIRA organizations in Connecticut, Delaware, Florida, Illinois, Massachusetts, New Jersey, New York, Pennsylvania and Puerto Rico.

### Organizational Efforts

#### Youth Leadership Development Clubs

Clubs is an after-school program for middle and high school youth that provides a four year leadership development curriculum and student-directed activities to develop self-esteem, academic achievement, cultural pride, and community service. The program also offers a host of college access activities, including information and direct assistance to students on: career options; colleges and college admissions; SAT/ACT prep; and financial aid. Over 22,000 students from over 200 middle and high schools in 76 communities participated in 2010.

<http://www.aspira.org/manuals/aspira-leadership-clubs>

#### ASPIRA Charter Schools

ASPIRA operates 12 charter schools: three high schools and one middle school in Chicago; one elementary, two middle schools and one high school in Philadelphia; three middle schools in South Florida and one elementary school in Wilmington, DE. By supporting these schools, ASPIRA is using charter schools as models to improve education in public schools for underserved children who may have dropped out otherwise. Total enrollment: 7,500 students.

<http://www.aspira.org/charter-schools>

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## Latino Advocacy

### Organization

#### **Congressional Hispanic Caucus Institute (CHCI)**

### Description

The Congressional Hispanic Caucus Institute is the only national Latino organization that offers a wide range of programs and activities to support the educational and professional aspirations of Hispanic youth from high school through graduate school and into their chosen careers. CHCI consistently turns out highly prepared, workforce-ready, young Latinos who are fully prepared to take a leadership role in whatever career they choose and have an aspiration to achieve and serve their communities - students whose skills and ethics are well-aligned with the needs of business and government for the future.

### Organizational Efforts

#### Keeping the Promise: Educational Partnerships for Latino Education Success Initiative

This new initiative was launched by CHCI in April 2011, in conjunction with *Excelencia* in Education, NALEO, and Univision to address challenges and promising practices for improving Latino educational outcomes. The forum brought together leading education experts, advocates, local elected officials, and practitioners—all with a critical role to play to increase Latino education success. CHCI plans to expand the conversation beyond the education community and further discuss the roles of other important stakeholders, including philanthropic foundations, corporate America, small businesses, media and entertainment, among others—all who will be critical in increasing Latino college completion rates and working to achieve the 60 percent national college completion goal. <http://www.chci.org/donate/page/keeping-the-promise-2>

#### Ready to Lead (R2L) Program

CHCI's Ready to Lead (R2L) program serves over 1,000 students annually and helps Latino high school students and their families enter post-secondary education by providing them with college admission and financial aid information, motivating them to complete high school, empowering them to serve and lead in their communities, and instilling a belief that a college education is achievable. The program offers students the tools and training they need to prepare for college. [http://www.chci.org/ready\\_to\\_lead/](http://www.chci.org/ready_to_lead/)

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## Latino Advocacy

### Organization

#### Congressional Hispanic Leadership Institute (CHLI)

### Description

CHLI is the premier organization founded by Members of Congress to advance the Hispanic community's economic progress with a focus on social responsibility and global competitiveness. Founded in 2003, CHLI is a non-profit and non-partisan organization dedicated to fostering a broader awareness of the diversity of thought, heritage, interests and views of Americans of Hispanic and Portuguese descent. CHLI seeks to advance the diversity of social and cultural thought among the United States' growing community, and offer a vision of the American Dream that focuses upon self-reliance, education, entrepreneurship and family values.

### Organizational Efforts

#### Global Leaders Internship and Fellowship Program

CHLI's Global Leaders Internship and Fellowship Program provides qualified undergraduate and graduate students with an opportunity to spend 12-15 weeks in the fall and spring semesters working with Congress and corporations in Washington, D.C., and taking classes at George Washington University (GWU). Students can receive up to six academic credit hours for the work they put in at GWU, and must also submit a 10-15 page public policy paper which is included in a special CHLI publication at the conclusion of the program each year.

<http://www.chli.org/?page=Internship>

#### Tuck Business Bridge Program

The Tuck Business Bridge Program is designed for non-business majors and is open to sophomores, juniors, seniors, and recent graduates. Students who are selected to the program will participate in a four-week career focused fast track to mastery of business essentials at the Tuck School of Business at Dartmouth. The rigorous integrated curriculum includes: 1) Business essentials such as corporate finance, financial accounting, managerial economics, marketing, management communication, spreadsheet modeling, decision making, problem solving, and presentation skills; 2) Teamwork and leadership training emphasizing an intensive company-valuation project that culminates in presentations to industry executives and faculty; 3) Career guidance including coaching in interview techniques, networking skills, and resume preparation, all leading to various networking opportunities and a daylong Career Bridge event.

<http://www.chli.org/?CHLITuckProgram>

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## Latino Advocacy

### Organization

## Hispanic Association of Colleges and Universities (HACU)

### Description

Hispanic Association of Colleges and Universities is known for championing Hispanic higher education success by promoting the development of member colleges and universities; improving access to and the quality of post-secondary educational opportunities for Hispanic students; and meeting the needs of business, industry and government through the development and sharing of resources, information and expertise.

### Organizational Efforts

#### HACU Scholarship Program

The HACU Scholarship Program awards \$300,000 to \$400,000 annually to students at one of their member institutions. Although HACU member institutions in the U.S. represent less than 10% of all higher education institutions nationwide, together they represent more than two-thirds of all Hispanic college students. Students interested in applying for a scholarship must demonstrate financial need and must be eligible for Federal Financial Aid, as well as meet the criteria for the specific scholarships to which they are applying.

#### HACU National Internship Program

This HACU program fosters academic and career advancement by placing students in paid internships with federal agencies or national corporations. Since 1992, over 9,500 placements have been made. The program is the nation's largest Hispanic internship program and places more than 600 students in paid internships annually.

#### The Walmart Student Success Collaborative

The Walmart Student Success Collaborative is a joint program with Historically Black Colleges and Universities (HBCUs) and Tribal Colleges and Universities (TCUs) to identify successful intervention strategies for supporting student success; disseminate and support implementation of these strategies; build a community of practice among participating MSIs around student success; and assist participating institutions to increase their number of students completing their academic programs. Six Hispanic Serving Institutions are currently participating along with equal numbers of HBCUs and TCUs.

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## Latino Advocacy

### Organization

#### Hispanic College Fund (HCF)

### Description

The Hispanic College Fund's mission is to develop the next generation of Hispanic professionals. The organization accomplishes their mission by providing Hispanic high school and college students from families of low socioeconomic status with the vision, resources, and mentorship needed to become community leaders.

### Organizational Efforts

#### Hispanic Youth Institute

The Hispanic Youth Institute provides students with the vision and resources to apply for and get accepted into college. HCF offers students resources while they are still in high school that helps them think about, and then apply for, college. 90% of HYI alumni enroll in college. This is seen as the first step in the HCF pipeline, followed by the College and Career Institute and Professional and Academic Support System (PASS). <http://www.hispanicfund.org/programs/hyi>

#### College and Career Institute

The College and Career Institute is one of HCF's newest strategies to increase Latino completion. Through the institute, students who receive scholarships are now provided with individualized retention support. It augments the scholarships they provide by tracking their progress through the higher education system and assisting them with any questions they have, and supplies these students with the guidance they may need.

#### Professional and Academic Support System

During students' college years, HCF's Professional and Academic Support System, or PASS, provides financial support in the form of scholarship supplemented by mentoring, monthly personal development e-mails, and connections to community and corporate leaders, all designed to empower students to graduate from college and achieve their professional goals. Over 93% of PASS scholars report that they plan to graduate on time.

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## Latino Advocacy

### Organization

#### Hispanic Heritage Foundation (HHF)

### Description

Established in 1987 by the White House to commemorate the creation of Hispanic Heritage Month, the Hispanic Heritage Foundation (HHF) is a nonprofit leadership organization which leverages established programs, effective platforms, and influential relationships to meet America's priorities in the classroom, community and workforce. HHF also provides role models, cultural pride and a promising future through public awareness campaigns and special events.

### Organizational Efforts

#### Youth Awards

Since 1998, the Youth Awards have celebrated the achievements of vetted Latino high school seniors in various categories including: Science, Math, Engineering, Business, and Education. The recipients' average GPA is more than 3.50 and the young leaders are promoted as role models in their communities. After more than 10,000 applications are collected (April – June) through a national search, regional committees select three awardees in each of the categories in each of the 10 regions. Regional Ceremonies take place in the fall at universities, hosted by the Congressional Hispanic Caucus. The ceremonies are attended by an influential audience of 150-250 business and community leaders, elected officials, families and students, and other leadership. Students are awarded grants at ceremonies, which are covered by the media and provide sponsors with meaningful high-profile platforms in communities.

<http://www.hispanicheritage.org/youth.php>

#### Mi Mentors

Mi Mentors was created to assure Latino college students graduate from college after beating the odds of making it into higher education. By providing underclassmen with upperclassman support, the Mentors (members of HHF's leadership network) focus on five main areas: academic, cultural, financial aid, social, and career paths. The Mentors receive educational grants for participating and are assigned up to 15 underclassmen each after being trained by the American School Counselor Association and HHF. The college "mentees" are provided with a "safe space" where they will feel comfortable coming together and discussing the challenges they face in college while being buoyed by a support group of other students going through the same challenges. The sessions, called "Charlas," take place monthly but communication is constant with the Mentor and other underclassmen through social networking which is facilitated by HHF.

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## Latino Advocacy

### Organization

#### Hispanic Scholarship Fund (HSF)

### Description

The Hispanic Scholarship Fund believes that the country prospers when all Americans have access to the opportunities a college education can afford. As the nation's leading Hispanic higher education fund, HSF works to address the barriers that keep many Latinos from earning a college degree. In addition to scholarship opportunities for deserving Latino students, HSF offers a broad range of outreach and educational programming to help students and their families navigate through the rigors of college life.

### Organizational Efforts

#### Your Words Today

To address the growing discrepancy in educational attainment, HSF embarked on a multi-faceted, nationwide campaign to dramatically increase the number of Hispanic Americans with college degrees. This new effort began with a national, multimedia Ad Council campaign, in English and Spanish, designed to reach 2.5 million Latino families. The multi-year campaign, *Your Words Today*, launched in 2010 urges parents to take a more active role in encouraging their children to go to college. The campaign directs parents to an HSF website; from there, they can access online resources, including free bilingual DVDs containing helpful information about preparing for and gaining admission to college. <http://www.yourwordstoday.org/>

#### Generation 1<sup>st</sup> Degree

This Hispanic Scholarship Fund Initiative aims to close the "degree gap" that exists between Hispanic students and their peers. The strategy aspires to put one degree in each Latino household in an effort to get that individual to help others in the family achieve the same level of education. The goal is to add more than 14 million new Hispanic college graduates by 2025, a number that would bring the degree attainment rate to 60 percent and help close the projected educational disparity that is likely to develop if current trends continue.

<http://www.hsf.net/innerContent.aspx?id=3626>

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## Latino Advocacy

### Organization

#### Intercultural Development Research Association (IDRA)

### Description

Intercultural Development Research Association aims to create schools that work for all children. Through their InterAction framework, IDRA seeks to advance a seven-part strategy to expand higher education access for success of Latino students: (1) Preparing students; (2) college access; (3) institutional persistence; (4) affordability; (5) institutional resources; (6) graduation; and (7) graduate and professional studies. InterAction emphasizes the need for linkages and policy solutions across the pre-K to higher education spectrum and among education, family and community partners.

### Organizational Efforts

#### TECNO 2.0

Community-based technology centers project, which provided key college information to 11<sup>th</sup> and 12<sup>th</sup> graders in Edgewood, Texas. This project was designed to support first-generation Hispanic high school students and their families by helping them recognize their potential to attend college, navigate college entrance exams, and complete college and financial aid applications. Preliminary numbers show that more than 2,000 pre-kindergarten through grade 16 students, parents and community members used the centers during the six-month period. Surveys found that 95% of students who were provided services felt the information was helpful and would help them attend college. <http://www.idra.org/Services/TECNO/>

#### IDRA Coca-Cola Valued Youth Program

This cross-age tutoring program recruits secondary school students, who are considered at risk of dropping out of school, as tutors to elementary school students. As of this year, the program has been implemented in 550 schools in the continental United States, Puerto Rico, the United Kingdom, and Brazil, benefiting more than 30,000 secondary students and impacting the lives of 650,000 parents, teachers and youth. Valued youth tutors stay in school, improve their literacy and thinking skills, develop self-esteem, feel they belong in school, and enhance their class attendance. The Coca-Cola Valued Youth Program keeps 98% of participating tutors in school. Building on its success in dropout prevention, the program is also opening paths to higher education through college tours, college information and mentoring for middle and high school students. [http://www.idra.org/Coca-Cola\\_Valued\\_Youth\\_Program.html/](http://www.idra.org/Coca-Cola_Valued_Youth_Program.html/)

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## Latino Advocacy

### Organization

#### Latin American Youth Center (LAYC)

### Description

The Latin American Youth Center's mission is to meet low-income young people where they are and support them to make a successful transition to young adulthood. LAYC achieves its mission by operating a regional network of youth centers and public charter schools. With a razor sharp commitment to youth development, LAYC supports academic achievement, promotes healthy behaviors, and guides youth toward successful adulthood. LAYC provides multi-lingual, culturally sensitive programs in five areas: educational enhancement, workforce investment, social services, art and media, and advocacy.

### Organizational Efforts

#### Upward Bound

Upward Bound is a program funded by the Department of Education. Upward Bound is designed to prepare students for post-secondary education by offering academic skills development, college counseling and support, and motivation in order to excel in all aspects of their lives. Students meet on Saturdays during the academic year and participate in a six-week program at the George Washington University campus during the summer. This program was designed to assist groups typically underserved by federal programming: the Latino, language-minority community. <http://www.layc-dc.org/index.php/programs/education/upward-bound.html>

#### LAYC's Bard College

LAYC's Bard College helps students get 6 humanities credits for college while they are still in high school. Open to adults up to the age of 50, as well. The students must commit to the whole year or they don't get the credits at all, making it an "all or nothing" situation. <http://www.layc-dc.org/index.php/programs/education/bard-college.html>

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## Latino Advocacy

### Organization

#### League of United Latin American Citizens (LULAC)

### Description

The League of United Latin American Citizens is the largest and oldest Hispanic organization in the United States. LULAC advances the economic condition, educational attainment, political influence, health and civil rights of Hispanic Americans through community-based programs operating at more than 900 LULAC councils nationwide. The organization involves and serves all Hispanic nationality groups.

### Organizational Efforts

#### LULAC National Education Service Centers

The National Education Service Centers were created in 1973, centralizing LULAC's educational effort in a network of sixteen counseling centers coordinated by an office in Washington, DC. LNEC's mission is to increase educational opportunities for Hispanic Americans through the development and implementation of effective programs in Hispanic communities throughout the United States. LNEC serves more than 18,000 students each year, providing educational counseling, scholarships, mentorships, leadership development, and literacy programs through its network of sixteen educational centers. Since 1973, LNEC has assisted over 300,000 students, sent 140,000 on to college, and awarded over \$8 million in scholarships to more than 12,000 students. <http://www.lnesc.org/>

#### LULAC National Scholarship Fund

The LULAC National Scholarship Fund (LNSF) was established in 1975 to provide scholarships to Latino students attending colleges and universities. Under the LNSF program, local LULAC Councils, in partnership with local and national businesses, award scholarships to students in their communities. In 2010-2011, the LNSF awarded more than \$600,000 to approximately 1,000 recipients. 79 LULAC Councils from across the US participated in the program, with over 50 percent from Texas. [http://www.lnesc.org/index.asp?Type=B\\_BASIC&SEC=%7BA9E53D4E-6ADF-431B-A59A-E92DEDD44793%7D](http://www.lnesc.org/index.asp?Type=B_BASIC&SEC=%7BA9E53D4E-6ADF-431B-A59A-E92DEDD44793%7D)

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## Latino Advocacy

### Organization

#### National Council of La Raza (NCLR)

### Description

The National Council of La Raza's education component is dedicated to increasing educational opportunities, improving achievement, and promoting equity in outcomes for Latinos. In keeping with this mission, education component efforts build the capacity and strengthen the quality of the community-based education sector and inform the broader public education system.

### Organizational Efforts

#### Charter School Development Initiative (CSDI)

In 2001, as a direct response to the increasingly alarming educational outcomes of Latino students and to the growing involvement of NCLR Affiliates in offering educational services and programs to students in their communities, NCLR launched an initiative to support the development of 50 charter schools throughout the country. As a means to significantly increase educational opportunities and high school graduation rates for Latinos, the NCLR Charter School Development Initiative advocates for the academic success of Latino students.

[http://www.nclr.org/index.php/issues\\_and\\_programs/education/se/charter\\_school\\_development/](http://www.nclr.org/index.php/issues_and_programs/education/se/charter_school_development/)

#### Early College Project (ECP)

As a means to significantly increase educational opportunities and to increase high school and college graduation rates for Latinos, the National Council of La Raza (NCLR) is implementing the Early College Project, which was created to increase the number of Latinos with a postsecondary education by developing 12 Early College High Schools across the country. An Early College High School is a school in which students will not only graduate with a high school diploma, but will also earn a two-year undergraduate associate degree, or complete two full academic years of credit toward a bachelor of arts or bachelor of science degree. The cohort of schools is a mix of start-up and conversion or expansion high schools. They include charter schools as well as traditional public schools or university-sponsored schools which meet the participation criteria. All schools serve low-income students; seven serve adjudicated/overage students; and seven serve over 25% English-language-learner (ELL) students and over 10% special education students.

[http://stage.nclr.org/index.php/issues\\_and\\_programs/education/se/early\\_college\\_project/](http://stage.nclr.org/index.php/issues_and_programs/education/se/early_college_project/)

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## Latino Advocacy

### Organization

#### **National Hispana Leadership Institute (NHLI)**

### Description

The National Hispana Leadership Institute is a Washington, DC based nonprofit, established in 1987 to address the underrepresentation of Latinas in the corporate, nonprofit and political arenas. NHLI's mission is to develop Hispanas as ethical leaders through training, professional development, relationship building and community activism. NHLI is the only national organization providing executive leadership programs for Latinas in the U.S.

### Organizational Efforts

#### Latinas Learning to Lead (LLL)

LLL is a mentoring and community engagement program which uses its network of Latina role models to contribute to the success and educational achievement of young Latinas. Program evaluation data demonstrates that approximately 75% of the LLL participants credit the program with motivating them to stay in school and 85% of participants report that they will be enrolled or have graduated college by 2012. 65% indicate completing a graduate degree or are currently enrolled. 75% have a mentor or have had one in the past. 85% pay their gratitude forward and currently mentor a younger Latina. [http://www.nhli.org/latinasp/lead/lll\\_program.html](http://www.nhli.org/latinasp/lead/lll_program.html)

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## Media

### Organization

#### Univision

### Description

Univision Communications Inc. is the premier Spanish-language media company in the United States with an unprecedented reach among Hispanics. Its core mission is to inform, entertain and empower the Hispanic community and has a long tradition of supporting a wide range of community initiatives including education, health and civic engagement.

### Organizational Efforts

#### Es El Momento

In February 2010, Univision launched a multi-year, comprehensive, corporate education initiative called *Es El Momento (EEM - The Moment is Now)* in partnership with the Bill & Melinda Gates Foundation, the U.S. Department of Education, educators and civic and community leaders from around the country. The EEM campaign is aimed at improving academic achievement among K-12 Hispanic students-- focusing on college readiness, high school and college completion. Efforts include national and local PSA's providing information on college readiness and financial preparedness, regularly scheduled segments on national programs including *Despierta América*, *Primer Impacto*, *Noticiero Univision* and Dra. Isabel's weekly one-hour education radio show, a dedicated site which offers users essential information needed to be college ready including financial aid, links to universities and colleges, expert advice from organizations on being academically and financially prepared, and many other elements. [www.eselmomento.com](http://www.eselmomento.com)

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## Philanthropy

### Organization

#### Edwin Gould Foundation

### Description

The Edwin Gould Foundation invests in programs that inspire young people to achieve their personal best while contributing to a stronger, more compassionate society. The Foundation's mission is to reduce the achievement gap by empowering motivated yet underserved students through support of programs that provide academic remediation, enrichment, and leadership life skills resulting in their entrance to and graduation from college.

### Organizational Efforts

#### Breakthrough New York (BNY)

Breakthrough New York provides extended-day academic programs to motivated yet underserved middle school students in New York City public schools. Classes focus on aiding students in entering and succeeding in college-bound high schools, through a rigorous academic curriculum. BNY implements a unique students-teaching-students model in which trained high school and college students interested in pursuing careers in education teach middle school students. 37% Latino population of 141 students served annually.

<http://www.breakthroughnewyork.org/>

#### The Bronx Institute

ENgaging LATino Communities for Education (ENLACE) is a multi-year, out-of-school program working to improve the educational outcomes of promising Latino students from low-income families in the Bronx. ENLACE's goals are improving college readiness, access, retention, and graduation rates. ENLACE is part of The Bronx Institute located on the campus of Lehman College. 2010 funding is for Operating Support of the program. 100% Latino population of 149 students served annually. <http://www.thebronxinstitute.org/>

#### Legal Outreach

Legal Outreach provides law-related curricula and programs for students at the middle and high school levels including: The College Bound Program: a selective, four-year, comprehensive academic enrichment and college-prep program. The Summer Law Institute: an intensive 5-week summer cohort program preparing rising 9th graders for academic excellence and providing a recruitment tool for the College Bound Program. <http://legaloutreach.org/>

#### The Opportunity Network

The Opportunity Network provides higher achieving, lower-income high school students with influential networks, a career fluency program and college access and success services. The program curriculum includes robust internships, formal networking curriculum, and extensive college counseling including one-on-one assistance researching colleges, coming up with a well-balanced college list, completing applications, and navigation of the complex world of financial aid and scholarships. 2010 funding supports Operating costs. 40% Latino population of 103 students served annually. <http://www.opportunitynetwork.org/>

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## Philanthropy

### Organization

#### Ford Foundation

### Description

The Ford Foundation believes the best way to help all people reach their full potential, contribute to society, and have a voice in the decisions that affect them is to encourage initiatives by those living and working closest to where problems are located; to promote collaboration among the nonprofit, government and business sectors; and to ensure participation by men and women from diverse communities and all levels of society.

### Organizational Efforts

#### Fairfield University Study

The Ford Foundation funded a program with Fairfield University to study the current practices of Jesuit colleges and universities with respect to undocumented students. The study involves: (1) supporting presidential leadership in higher education regarding undocumented students; (2) initiating and sustaining a dialogue with the 28 North American Jesuit Colleges and Universities around the topic of undocumented students; (3) designing and implementing a mixed-methods research study to understand the legal contexts, attitudes, and current practices, issues, and challenges for AJCU institutions in serving students who are undocumented; and (4) developing and disseminating a white paper that provides a moral argument for serving students who are undocumented and highlights the results of the research study.

#### Dream Summer

The Ford Foundation funded a program with the UCLA Labor Center (UCLA-LC) through their Underground Undergrads Project, which the Ford Foundation also supports, titled "Dream Summer," a 10-week national leadership development internship program for immigrant student leaders who are primarily Latino. The UCLA-LC is a national center for research, education and policy on undocumented immigrant students. Its many accomplishments include developing and offering the first course and publishing the first book on undocumented immigrant students and organizing more than 100 events across the country, which have provided educational and leadership development opportunities for undocumented students. The UCLA-LC is currently leading the Underground Undergrads Project, which is developing a national infrastructure to support undocumented immigrant college students and the colleges seeking to support them.

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## Philanthropy

### Organization

#### Greater Texas Foundation

### Description

The Greater Texas Foundation supports efforts to ensure all Texas students are prepared for, have access to, persist in, and complete postsecondary education. The foundation puts particular focus on helping underserved and disadvantaged populations, and pursue their mission by forming partnerships, supporting research, sharing knowledge and making grants.

### Organizational Efforts

#### Greater Texas Foundation Scholars: Early College High School Transfer Scholarship and Retention Program

The goal of this program is to increase the number of Texas early college high school graduates who successfully transfer to a four-year institution of higher education and complete a baccalaureate degree through a mix of financial and non-financial supports. Five institutions have been selected to receive funding for GTF Scholars: The University of Texas at El Paso, The University of Texas at Brownsville, Texas A&M University, University of Houston, and University of North Texas. For the 2008-2009 school year, on a statewide level, 53 percent of early college high school students were Hispanic. <http://www.thsp.org>

#### Texas Regional Action Plan for Postsecondary Completion

In 2010, the Greater Texas Foundation, Communities Foundation of Texas, Houston Endowment, and the Meadows Foundation engaged FSG Social Impact Advisors to identify and research historically underserved regions in Texas where targeted postsecondary completion efforts could be most impactful. The regions were identified based on several factors, e.g. postsecondary completion data, number of students receiving Pell grants, as well as current Hispanic population and projected growth. Drawing upon FSG's work, several state and national stakeholders are engaging in ongoing discussions about their interest in the development of a regionally-structured public-private partnership focused on improving postsecondary outcomes for students the historically underserved regions of Texas identified.

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## Philanthropy

### Organization

#### Helios Education Foundation

### Description

Helios Education Foundation is the largest nonprofit organization serving Arizona and Florida focused solely on education, and is dedicated to enriching the lives of individuals by creating opportunities for success in postsecondary education. Created through the sale of Southwest Student Services Corporation, a student loan services company, The Foundation's roots are in education and in helping individuals gain access to postsecondary programs. The Foundation's community investments are made across three impact areas: Early Childhood Education, the Transition Years (grades 5-12) and Postsecondary Scholarships. Since 2004, the Foundation has invested millions of dollars in education-related programs and initiatives across both states.

### Organizational Efforts

#### Pima Community College Performance Based Scholarship (PBS) Demonstration Program

Pima Community College is a participant in the PBS Demonstration conducted in partnership with the Manpower Demonstration Research Corporation, postsecondary education institutions and multiple funding sources. The study is intended to test the effectiveness of performance-based scholarships in addition to Pell Grants, the main federal source of need-based aid, and other existing financial aid programs which generally result in students receiving more money. PCC employs a scholarship model that specifically targets low-income Latino males who are enrolled part-time or full-time. This model is designed to incentivize persistent enrollment and emphasize full-time enrollment. Each participant is eligible to receive \$1,500.00 for three consecutive semesters. These students receive scholarship payments based on their overall academic performance and on meeting certain performance benchmarks for each academic term. The goal is to reach 1000 students over the next three years to determine the effectiveness of this model. Helios has committed \$1,807,000 for the PCC PBS demonstration. So far, 97% of those enrolled in the fall of 2010 earned initial payment by completing enrollment and orientation steps. Out of these, 79% earned some portion of final payment based on credits completed, grades earned, and overall workshop attendance.

#### University of South Florida Latino Scholarship Program

The Helios Education Foundation has partnered with the University of South Florida to support the USF Latino Scholarship with a 1.25 million endowment. The USF Latino Scholarship is a university-wide financial need based scholarship designed to assist USF in achieving and sustaining the education benefits of diversity and increasing the number of USF students interested in issues affecting the Latino community and/or likely to give back to the Latino community after graduation. The program aims to: 1) create a scholarship to Latino achievers in need of financial help; 2) provide a mentor that serves as a role model and provides exposure to professional settings; 3) increase the number of businesses, organizations and individuals who provide financial and moral support throughout a student's college career; 4) build endowments to ensure the fulfillment of dreams in perpetuity. <http://usfweb2.usf.edu/latscholar/>

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## Philanthropy

### Organization

#### The Kresge Foundation

### Description

The Kresge Foundation advances its mission to promote human progress through its efforts to influence the quality of life for future generations by creating access and opportunity in underserved communities, improving the health of low-income people, supporting artistic expression, assisting in the revitalization of Detroit, among others.

### Organizational Efforts

#### Achieving the Dream

Achieving the Dream: Community Colleges Count is a national initiative to help more community college students succeed (complete courses, earn certificates and earn degrees). The initiative is particularly concerned about student groups that have faced the most significant barriers to success, including low income students and students of color. Achieving the dream focuses colleges and others on understanding and making better use of data. It acts on multiple fronts, including efforts at community colleges and in research, public engagement and public policy.

[http://www.kresge.org/index.php/what/education/strengthening\\_institutions/](http://www.kresge.org/index.php/what/education/strengthening_institutions/)

#### Manpower Demonstration Research Corporation (MDRC) Performance-Based Scholarship Demonstration

MDRC launched the Performance-Based Scholarship Demonstration to test an innovative strategy for addressing two policy objectives: increasing the financial support available to low-income students, and creating an incentive for such students to complete their courses and make more timely progress toward degrees. The idea is to provide a supplement to existing federal and state financial aid that is contingent on enrolling in a minimum number of credit hours and making passing grades. The performance-based scholarships are paid directly to students (rather than to the colleges or universities they attend) in order to reward students for their progress and to allow them to make choices of how best to support their schooling.

<http://www.mdrc.org/>

#### Miami Dade College/Single Stop USA Partnership

With a \$1,150,000 grant from the Kresge Foundation, Miami Dade College opened MDC Single Stop centers on two campuses to provide students a unique range of financial and personal support. The centers help low-income community college students access public benefits, tax credits and services at Miami Dade College, the nation's largest producer of Latino graduates with an Associate's degree.

<http://www.singlestopusa.org/Strategies/Community-College.shtml>

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## Philanthropy

### Organization

**TG**

### Description

Created by the Texas Legislature in 1979, TG is a public, nonprofit corporation that promotes educational access and success so that students can realize their college and career dreams. TG offers resources to help students and families plan and prepare for college, learn the basics of money management, and repay their federal student loans. In addition, TG administers a competitive grant program to support other nonprofit organizations and institutions working to improve postsecondary access and completion for low/moderate income students. Since 2005, TG has awarded more than \$30 million through its Public Benefit Grant Program.

### Organizational Efforts

Although TG's philanthropic support is available to organizations and institutions across the country, two-thirds of TG's funding in direct services and organizational capacity-building is committed to Texas-based projects in each grant cycle. To that end, TG is actively working with other foundations across the state and the nation to help coordinate efforts and maximize impact in Texas, particularly in the Rio Grande Valley region, to increase Latino college completion.

#### Support for Direct Services

The majority of TG's grants support programs providing direct services to families and students. Specific to Latino student success, TG's funding in direct services has helped improve high school preparation and transitions to higher education, academic advising, STEM initiatives, first-year programs, transfer engagement, family engagement, need-based financial aid, and institutional/organizational capacity.

#### Support for Educational Research

In 2011 TG supported *Excelencia* in Education's work in examining financial aid strategies aimed at increasing enrollment, academic success and degree completion at eight Texas Hispanic-Serving Institutions (HSIs) located along the U.S.-Mexico border serving low-income communities. The findings of the brief are intended to inform the programs and services at institutions with growing Hispanic enrollment, as well as state and federal policymakers addressing the broader growth of Hispanic students throughout higher education. <http://edexcelencia.org/research/reality-check-hispanic-serving-institutions-texas-border-strategizing-financial-aid>. In addition, TG has supported *Excelencia's* prior research helping Texas border institutions develop [accelerated plans for Latino student success](#) and to examine the recruitment and retention practices at [emerging Hispanic-Serving Institutions](#).

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## Philanthropy

### Organization

#### USA Funds

### Description

USA Funds is a nonprofit corporation that works to enhance postsecondary education preparedness, access and success by providing and supporting financial and other valued services. USA Funds was established in Indianapolis in 1960 to help families finance rising college costs. During the past 50 years, USA Funds has supported a total of \$247 billion in financial aid for higher education. USA Funds has served approximately 22.4 million students and parents, as well as thousands of educational and financial institutions.

### Organizational Efforts

#### Sponsor for Hispanic Serving Institutions 2009-2010 Analysis

In 2011, USA Funds sponsored *Excelencia* in Education's work in putting together a comprehensive list, analysis and fact sheet of Hispanic Serving Institutions (HSIs) in the United States for the 2009-2010. The report also contains information regarding emerging HSIs, as well as a list of HSIs with graduate programs. <http://edexcelencia.org/research/hsi>

#### Indiana Latino Scholarship Fund Dinner

For four years (2008-2011), USA Funds sponsored the Indiana Latino Scholarship Fund dinner, a benefit which raises money for scholarships to support Indiana Latino students. In 2011 the benefit raised more than \$280,000 for deserving students, with 54 scholarships going to students in 2011. More than 200 community, governmental, and educational leaders attended.

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