

 **EXAMPLES OF**  
*iExcelencia!*



WHAT WORKS FOR LATINO  
STUDENTS IN HIGHER EDUCATION  
COMPENDIUM

— | 2016 | —



The following organizations support the 2016 Examples of *Excelencia* demonstrating their belief in the abilities and talents of Latino students to succeed in higher education.



## FOREWORD

The ambitions of America's young and fast growing Latino community provide energy that fuels this country. While all institutions of higher education and communities have the opportunity to engage and serve Latino students, too few achieve the positive educational results necessary to meet our future workforce and civic leadership needs. *Excelencia* in Education created Examples of *Excelencia* to change that trend and has committed time, resources and expertise to identify and promote the use of programs that have demonstrated effectiveness in accelerating higher educational achievement for Latino students.

The origins for the Examples of *Excelencia* initiative began with First Lady Hillary Clinton's 1999 Convening on Latino Youth, a historic, first-ever White House gathering on Latino youth in education. Sarita Brown and Deborah Santiago, then executive director and deputy director, respectively, of the White House Initiative on Educational Excellence for Hispanic Americans, worked with First Lady Clinton's staff to develop the convening and produce the first "What Works for Latino Youth" compendium. When co-founding *Excelencia* in Education as a national nonprofit organization dedicated to accelerating Latino student success in higher education Sarita and Deborah built on this methodology to launch the Examples of *Excelencia* initiative and catalyze educators, institutions, and community leaders to reject the status quo and strive for success for Latino students.

For over 11 years *Excelencia* in Education has presented Examples of *Excelencia* — the only national initiative to recognize evidence-based programs across the country increasing academic opportunities and improving achievement for Latino students in higher education. The annual *Celebración de Excelencia* is held in nation's capital to showcase outstanding programs as the year's Examples of *Excelencia* and to elevate the goal of accelerating Latino student success to public prominence.

This compendium of the 2016 Examples of *Excelencia* and finalists, along with the additional information available online, provides you with the means to learn about effective practices, programs and strategies that better serve Latino students. Equally important is your opportunity to work with the educators profiled who view the growth of Latino enrollment and graduation as the growth of a national asset.

*Excelencia* in Education remains committed to providing critical information and facilitating collaboration among educators, policy makers, grantmakers, and community leaders. By working together we will build the momentum to ensure America's brightest future enriched with the talents, skills, and contributions of greater numbers of Latino college graduates.

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## EXAMPLES OF EXCELENCIA

Examples of *Excellencia* uses a multi-step, results-driven process, and a committee of national experts to identify evidence-based programs at the associate, bachelor, and graduate levels. In 2014, recognition for community-based programs that accelerate Latino student success in higher education was added. Through Examples of *Excellencia*, *Excellencia* in Education compiles information about these evidence-based practices and serves as a resource for educators, institutions and community-based organizations considering efforts to improve their services to Latino students.

## OVERVIEW

Every year *Excelencia* in Education announces a national call for nominations to help identify programs increasing Latino student success. In our 11th year, *Excelencia* received over 190 nominations from 33 states, the District of Columbia and Puerto Rico. This year, we identified 20 programs as finalists through analysis based on the following criteria:

- ☑ Intentionally including Latino students in their efforts
- ☑ Strong record of retention, progress, and completion for Latino students
- ☑ Leadership committed to accelerating Latino student success by measuring their progress, confronting obstacles to their achievement, and implementing practices and policies to attain specific goals.
- ☑ Strong networks with other schools and colleges, community-based organizations, and professionals.
- ☑ Professional staff addressing the needs of Latino students among all served
- ☑ Culturally competent services that enhance Latino student’s navigation between their homes, school, communities, and potential professions
- ☑ Rationale for the services the program offered and an appropriate budget
- ☑ Quantitative and qualitative evidence of the effectiveness of the program services.

The profiles of the 20 finalists were shared with a committee to select one Example of *Excelencia* at each level. The committee included the following colleagues and stakeholders all committed to increasing Latino student success:

Member	Title	Organization
Alex Chough	Vice President for Government Relations	National Council for Community & Education Partnerships (NCCEP)
Amy Kerwin	Vice President – Community Investments	Great Lakes
David Ortiz	Project Director and Assistant Professor School of Graduate Studies and Research	University of the Incarnate Word
Estela López	Interim Provost at the Board of Regents for Higher Education	Connecticut State Colleges & Universities
Jo-Ann Rullan	Director	Univision
Kevin Christian	Senior Program Associate for Diversity Inclusion and Equity	American Association of Community Colleges
Mark Hugo López	Director of Hispanic Research	Pew Research and Hispanic Trends Project
Melissa Corrigan	Vice President, K-Career Continuum Strategy	American College Testing (ACT)
Rosita Ramirez	Director of Constituency Services—Education	National Association of Latino Elected & Appointed Officials (NALEO) Education Fund
Susan Albertine	Vice President, Office of Engagement, Inclusion & Success	Association of American Colleges & Universities (AACU)

All 20 programs selected as Examples of *Excelencia* and finalists are included in this compendium. The compendium provides a snapshot of each program that includes:

**Year:** The duration of the program implies program sustainability

**Issue area:** Identifies the purpose of the program

**Program focus:** Recognizes the focus of the program

**HSI:** Whether or not the program is at an Hispanic Serving Institution (HSI) – Programs (with the exception of CBO programs) are described as:

Yes: Has at least 25% Latino undergraduate enrollment

No: Does not have at least 25% Latino undergraduate enrollment

Emerging: Has 15-24.9% Latino undergraduate enrollment

**# of Students:** The number served shows the program's scale

**Estimated Annual Budget:** The annual cost to operate the program shows the financial resources the program has available.

The compendium provides a brief overview of the program, their mission and goals, and some of their evidence of effectiveness. These program overviews are not intended to be exhaustive, but provide insight into their efforts increasing Latino student success. To find out more about each program, please contact the key personnel listed at the end of each summary. Information on these programs along with others recognized through Examples of *Excelencia* is accessible online via our Growing What Works database ([www.EdExcelencia.org/growing-what-works](http://www.EdExcelencia.org/growing-what-works)).

For 2016, the Examples and finalists had several of the following common characteristics or practices that illustrate their strategies to increase Latino student success:

- Integrated services such as advising, tutoring, mentoring, and research opportunities.
- Sustained institutional changes including changes to faculty teaching strategies
- Provided undergraduate research opportunities
- Used research-based strategies to recruit, prepare, retain, and propel Latino students to graduation
- Provided seamless pathways and improved on-time degree completion
- Addressed community needs by increasing Latinos in specific career fields
- Ensured institutional commitment and leadership to serve Latino students
- Invested in the long-term viability of program activities and allocated resources to sustain activities in the institution

## ASSOCIATE LEVEL

### WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

#### 2016 EXAMPLE OF EXCELENCIA – ASSOCIATE LEVEL

##### **Pathway to the Baccalaureate**

*Northern Virginia Community College – Annandale, VA*

Through partnerships at different academic levels, this program supports a pathway between high school, community college, and a four-year institution.

#### FINALISTS

##### Bridge Program

*Mt. San Antonio College – Walnut, CA*

This summer program for first-time freshmen provides support to basic skill students so they successfully progress to college level courses.

##### Design for Completion

*Odessa College – Odessa, TX*

This is an institution-wide effort that aims to reduce the number of dropouts and provides a series of high-engagement teaching strategies.

##### Equity Mentoring Program and Concurrent Enrollment

*Community College of Aurora – Aurora, CO*

In the institution's math department, this program looks to improve the quality of their faculty and provide college level math credits to high school students.

##### Learning Enhanced through Accelerated Paths (LEAP)

*Union County College – Cranford, NJ*

This program reduces time to completion by accelerating developmental coursework and progressing their students to college level courses.

##### TRiO Scaffolds to Success Learning Communities

*Yakima Valley College – Yakima, WA*

This first year experience program ensures students have the right resources to persist through completion.



## Pathway to the Baccalaureate Program

### COLLEGE/UNIVERSITY

Northern Virginia Community College, VA  
[www.nvcc.edu/pathway](http://www.nvcc.edu/pathway)

Year started: 2005	At an HSI?: Emerging
Issue area: Transfer	# of students served: 11,000
Program focus: Pathway	Estimated annual budget: \$3.2M

### DESCRIPTION AND HISTORY:

Pathway to the Baccalaureate was launched to support the growing population of traditional-aged students in Northern Virginia Community College (NOVA) who demonstrate substantial barriers to college access and completion. Funding, services and in-kind support from ten K-16 partners provides selected students with a coordinated, inter-institutional service network to address academic and navigational barriers to higher education. Students are provided with a seamless transition from high school diploma to an associate's degree at NOVA to baccalaureate completion at George Mason University (GMU) or another university of the student's choice. Pathway's service model builds social capital through peer, family, and community engagement, coupled with intrusive, case management advising and a career pathways framework. The program has grown from 14 high schools in two school systems to 60 high schools in nine school systems across Northern Virginia and the District of Columbia. Of the 11,000 participants in Pathway, 93% represent one or more underserved student populations, and 45% self-identify as Latino. Through the joint efforts of institutional partners, they have demonstrated a strong, collective impact that paves the pathway to college access, success, and excellence for Northern Virginia's underserved student populations.

### GOALS AND MISSION

Pathway's mission is to ensure students in their region who demonstrate the desire and capacity to achieve a baccalaureate degree, but who have barriers to post-secondary attainment are provided with the individualized, structured resources and support they need to pave their own pathway to college success and excellence. The goals are:

- 1) To facilitate successful college transition, retention, and completion.
- 2) To facilitate retention and completion in high attrition programs of study.
- 3) To facilitate successful transfer, post-secondary, and career outcomes, including university retention and baccalaureate completion of transfer students at GMU.
- 4) To enhance social capital through targeted family, peer, and community-based programming and external, wrap-around services.

### EVIDENCE OF EFFECTIVENESS

Pathway participants significantly exceed college and national benchmarks in college transition, retention, academic success, completion, and transfer, with measured outcomes for Latino students equivalent or better than other Pathway students.

- Of participants in cohorts 1-10, 97% graduated from high school on time, and 88% successfully transitioned into post-secondary education.
- Over 98% of Pathway students earned transferable college credit in the first year.
- 70% of Pathway students were in good academic standing after the first semester.
- The retention rates for the general Pathway population and the Latino student population are identical, with 90% persisting from the first-to-second semester, and 81% persisting on an annual basis.
- The associate's completion rate for Pathway participants is more than 50% above the college's completion rate, and participants who transfer to GMU demonstrate a 93% retention rate, with 82% completing a baccalaureate degree within three years of transfer.

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## Bridge Program

### COLLEGE/UNIVERSITY

Mt. San Antonio College, CA  
[www.mtsac.edu/bridge/](http://www.mtsac.edu/bridge/)

Year started: 1998                      At an HSI?: Yes  
Issue area: Support Services              # of students served: 367  
Program focus: Summer bridge              Estimated annual budget: \$641K

### DESCRIPTION AND HISTORY

The Bridge Program was initiated to address the educational and support needs of incoming, first-time freshmen who place into the lowest basic skills levels at Mt. San Antonio College (Mt. SAC). The program supports basic skill students to successfully progress to college level courses. The program utilizes culturally sensitive learning communities to organize students into cohort groups by linking course instruction, with counseling courses. Program components include supplemental instruction, peer mentors, counseling, bilingual parent orientations and culturally relevant guest speakers. The program creates a strong partnership between student services and instruction, as well as a pro-active counseling approach, which includes academic progress monitoring and electronic educational plans. Between 1998 and the most recent 2015-2016 year, the fall and spring Bridge learning communities has served over 1,000 students.

### GOALS AND MISSION

The program's mission is to provide basic skills students with the academic tools and self-confidence to succeed in college. Goals include:

- 1) Students will pass gatekeeper courses in basic skills.
- 2) Faculty will utilize effective, culturally sensitive practices.
- 3) Persistence and successful pass rates will exceed other students.
- 4) Students will experience a successful transition into college and receive an educational plan to reach their goals.
- 5) Student success rates will rise.

### EVIDENCE OF EFFECTIVENESS

From its first cohort of 82 students in 1998, the Summer Bridge Program served 367 students in 2015 (92% Latinos). Of the 2015 cohort:

- Almost all (97%) completed an abbreviated educational plan and 97% persisted to fall 2015.
- The course success rates (93%) and retention rates (99%) were high, especially among Latino students.
- Cohort students achieved higher success (73%) and retention rates (92%) in Bridge courses, than in non-Bridge courses (62% and 87% respectively).
- Latino cohort students earned higher success rates in Bridge courses (73%) than in non-Bridge courses (61%).

2010 Cohort Tracking Project indicates:

- Fall to spring persistence was higher for Summer Bridge students than other freshmen. At the end of their freshman year, 70% of Bridge students were in good standing compared to only 57% of other freshmen students.
- Bridge students' progression to college level English (73%) was higher than the control group (57%).
- Achievement of associate degree/certificate/transfer to four-year combined, Summer Bridge students earned higher completion rate at a faster pace than the control group students; by winter 2015, 16% of Summer Bridge students reached the transfer ready status while 10% of the control group students attained as such.

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## Design for Completion

### COLLEGE/UNIVERSITY

Odessa College, TX  
www.odessa.edu

Year started: 2011      At an HSI?: Yes  
Issue area: Retention      # students served: 13,900  
Program focus: Institutional change      Estimated annual budget: \$70K

### DESCRIPTION AND HISTORY

Design for Completion (D4C) is a system-wide redesign of educational pathways, a reinventing of institutional roles, and a re-imagining of the vision of Odessa College. Two main interlocking initiatives under D4C are the Drop Rate Improvement Program and AVID. The first initiative, introduced in 2011, focuses on keeping Hispanic students in the classroom through four faculty commitments that target student-faculty connection. The second initiative, introduced campus-wide in 2012, provides a series of high-engagement teaching strategies to develop skills in writing, inquiry, collaboration, organization, and reading. Associate dean positions were converted to utilize Drop Rate Improvement Program initiative data and design AVID-infused professional development to improve instruction. The Teaching and Learning division was created in 2015 in an effort to standardize these approaches and facilitate communication between key stakeholders.

### GOALS AND MISSION

The mission of D4C is to improve the college-going, college-completion culture of students in their region. Their goals are to increase in-class retention, graduation and success rates (defined as earning a grade of A, B, or C).

### EVIDENCE OF EFFECTIVENESS

- In-class retention rates have increased from an average of 88% before the Drop Rate Improvement Program (13,908 unduplicated students) to an average of 93% in the four years post implementation (13,943 unduplicated).
- Hispanic in-class retention rates during the same period increased from an average of 83% to an average of 93%, similar to white students who have averaged 93%.
- Success rates have increased from an average of 71% in the three years before full AVID implementation (13,885 students), to an average of 76% in the three years post introduction (14,215 students).
- Over the first three years of AVID, Hispanic student success rates have increased from an average of 68% to 78% in fall 2015, comparing favorably with white students' average of 80%.
- In face-to-face classes that maximize student-instructor interactions in fall 2015, Hispanic males had a 79% success rate and white males had an 80% success rate.
- In 2014-2015, the number of Hispanic graduates (473) increased 184% over 2010-2011 and increased 139% for white students (326).

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## Equity Mentoring Program and Concurrent Enrollment

### COLLEGE/UNIVERSITY

Community College of Aurora, CO  
www.ccaurora.edu

Year started: 2010      At an HSI?: Emerging  
Issue area: Academic Program      # of served: 11 students/40 faculty  
Program focus: Institutional change      Estimated annual budget: \$5K

### DESCRIPTION AND HISTORY

The Equity Mentoring Program was developed in the Math Department as a result of the Equity in Excellence Project, which brought the Equity Scorecard from USC's Center for Urban Education (CUE) to Community College of Aurora (CCA). The scorecard uses inquiry as a strategy to identify and change the practices and beliefs of institutions that lead to inequitable outcomes for students in terms of race/ethnicity. They took the Equity Scorecard a step further by applying it to individual faculty. In addition to course success rates being disaggregated by race/ethnicity, individual faculty members have their success rates disaggregated to identify inequitable outcomes and set goals for improvement. The Concurrent Enrollment Program provides college credit for high school students in their own school, a program resulting from state legislation in 2010. Since then, the Math Dept. has gone from 22 enrollments in two high schools to more than 1,100 enrollments in eleven, many of whom have a high proportion of Hispanic students.

### GOALS AND MISSION

The goal of the Equity Mentoring Program is to work with individual faculty to transform the department and the practices used by faculty. By using the Equity Scorecard, they found faculty whose classes performed well and used them to help others learn from their practices. The goal of the Concurrent Enrollment Program is to get students into the kinds of math classes that will lead to high-demand and high-paying careers in STEM fields. An example of their strategy is to get students into College Algebra by modifying a high school Algebra II course, which already covers 75% of the content. Completing this course and Trigonometry successfully allows students to enter the calculus sequence, a gateway to STEM fields.

### EVIDENCE OF EFFECTIVENESS

During the Equity Scorecard, faculty success rates were so consistently low that removing a single individual from the data could result in a 4% increase in overall success rates. This called into question why students bear the brunt of labels such as "at-risk" as opposed to faculty.

- Of the 11 faculty with below average success rates, eight experienced overall increases.
- A Calculus teacher, with a history of low performing Hispanic students, went from an overall success rate of 58% over a 7-year period to a success rate of 77% (+19%); his increase in Hispanic success went from 58% to 81% (+23%).
- The two lowest levels of developmental math were redesigned so students could take a college level math course after one semester, leading to an increase from 24% to 45% of reaching college level. White students experienced an increase of 40% while Hispanic students only experienced an increase of 14%. To gain better results, an additional two hours per week with their instructor in a support lab was added. The results were immediate with Hispanic students experiencing a much more comparable increase of 33% this fall.
- The Concurrent Enrollment Program, over the last three years, saw an increase in Hispanic students among those enrolled in math while in high school; 28% of College Algebra and 39% of Calculus students. Moreover, these students are passing at a very high rate.
- 24% of on-campus College Algebra students are Hispanic (vs. 14% in '08-'09) as are 24% of Calculus I (vs. 6%) students.
- 500 Hispanic students have taken College Algebra with an 86% passing rate. These students are now enrolling at CCA.

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## Learning Enhanced through Accelerated Paths [LEAP]

### COLLEGE/UNIVERSITY

Union County College, NJ  
[www.ucc.edu/admissions/leap/](http://www.ucc.edu/admissions/leap/)

Year started: 2012	At an HSI?: Yes
Issue area: Academic Program	# of students served: 400
Program focus: Developmental education	Estimated annual budget: \$550K

### DESCRIPTION AND HISTORY

LEAP (Learning Enhanced through Accelerated Paths) was established in fall 2012 to address a challenge faced by 75% of incoming Hispanic students at Union County College — the requirement of developmental courses that delay degree completion. LEAP encourages timely graduation by providing first-time students the opportunity to complete accelerated developmental courses in English, mathematics or ESL. Through the LEAP courses, students are able to complete remediation in fewer credit hours and begin college-level courses up to two semesters earlier than in traditional pathways. The learning community course structure pairs classes for an integrated, engaging learning environment. To further support student success, LEAP designates academic advisors to provide intentional academic and career planning, tutors for in-class support, and coordinates a student leadership program. The accelerated courses and student development program have resulted in substantial student success during the four years of LEAP, with over 400 students participating in courses and 200 in review sessions.

### GOALS AND MISSION

The mission of LEAP is to improve the retention, academic success, and persistence of Hispanic and other low-income first year students in developmental mathematics, developmental English, or ESL courses. LEAP works toward the mission through three goals:

- 1) Accelerated paths in developmental mathematics, developmental English, and ESL within a learning community model;

- 2) Executing an enhanced student development program, including in-class support tutoring, intrusive academic/career counseling, student orientation program, early warning alert, peer mentoring, and leadership development and
- 3) Implementing a cutting-edge professional development program for faculty and staff focused on innovative pedagogy, student retention and persistence, and data based decision-making.

### EVIDENCE OF EFFECTIVENESS

Students enrolled in LEAP courses reflect campus diversity and 41% of students are Hispanic/Latino. Students complete their developmental math, developmental English, or ESL coursework in less time than those in the traditional course pathway at Union County College.

- About 58% of students in LEAP development English courses complete remediation in one year compared to 33% of the baseline control group.
- About 60% of students in LEAP math courses complete development math in one year compared to 5.36% of baseline students.
- Overall 75% of students in the LEAP ESL courses complete ESL within one year, compared to 20% of baseline students.
- 55% of participants improving their initial English or math placement with the placement test review sessions and have reduced time in dev. courses.
- In the fall 2013 cohort of LEAP students, 66% were retained the following year.
- 75% of students meet with their advisors multiple times throughout the academic year.

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## TRiO Scaffolds to Success Learning Communities

### COLLEGE/UNIVERSITY

Yakima Valley College, WA  
[www.yvcc.edu/resources/StudentSupportServices](http://www.yvcc.edu/resources/StudentSupportServices)

Year started: 2009      At an HSI?: Yes  
Issue area: Support Services      # of students served: 139  
Program focus: Developmental education/First year support      Estimated annual budget: \$295K

### DESCRIPTION AND HISTORY

The Yakima Valley College (YVC) TRiO staff created the Scaffolds to Success (SsS) program to increase the persistence, graduation, and transfer rates of incoming students who are low-income, first-generation, and academically under-prepared. All qualifying students are informed about the program; approximately one-third of qualifying students self-select into the program each fall quarter. The demographic of the SsS cohorts over the last six years has been 64% Latino. The program offers a highly structured first-year experience that begins with a two-part New Student Orientation and a first-quarter Learning Community that combines developmental English with student success courses and encourages enrollment in developmental math. SsS provides wrap-around support to encourage persistence, helping students plan educational pathways, develop financial literacy, and leverage resources. The curriculum of the learning communities focuses on developing critical thinking skills, resiliency, and understanding of college culture. They use a success coaching protocol to have regular contact with participants after the first quarter and to strategize and provide interventions as needed to help students persist within quarters, between quarters, and across years. They provide tutoring, book loan, grant aid scholarships, and transfer events for all SsS students.

### GOALS AND MISSION

Their mission is to ensure qualifying students complete AA degrees and transfer to BA-granting institutions. First year objectives include completing developmental English and Freshman Composition, staying continuously enrolled in developmental Math, and completing at least

15 college-level credits. Second year objectives include completing the quantitative requirement for their chosen degree, taking coursework through the general education distribution, and completing at least another 30 college-level credits. Third year objectives include progress towards degree completion and/or transfer.

### EVIDENCE OF EFFECTIVENESS

139 SsS students were compared to a matched cohort of 334 students from the 2010-2013 cohorts (four years). SsS students performed at higher rates for all compared measures:

- First quarter retention of 95% was 14 points higher;
- First to second year retention of 71% was 20 points higher;
- Completion of developmental English of 89% was 24 point higher;
- Entering English 101 the second quarter of 76% was 35 points higher;
- Enrolling in math in the first quarter of 84% was 12 points higher and continuing in math of 76% was 25 points higher.
- The four year graduation rate was 26% for the SsS cohort and 24% for the matched cohort, but nearly 20% of SsS continued to be enrolled thereafter while only 5% of the matched cohort did.

In addition, SsS students report increased efficacy for student success on efficacy surveys and advocate that all students should experience the SsS entering student model to help them understand how to be successful in college during focus groups for under-prepared students. Several SsS students have served as leaders for the Associated Students of YVCC, student clubs, tutoring, and Diversity Series programs.

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## BACCALAUREATE LEVEL

### WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

#### **2016 EXAMPLE OF EXCELENCIA – BACCALAUREATE LEVEL**

##### **Bachelor of Social Work**

*St. Augustine College – Chicago, IL*

By creating opportunities for Latino social workers, this program aims to increase the number of Latino and bilingual social workers in their area.

#### **FINALISTS**

Clinical Laboratory Science Program

*University of Texas Rio Grande Valley – Edinburg, TX*

This program provides students with the knowledge necessary to enter clinical laboratory careers.

Cumbres Teacher Preparation Program

*University of Northern Colorado – Greeley, CO*

This academic program prepares teachers to work with and support linguistically and culturally diverse students in K-12 public education.

Joaquin Bustoz Math-Science Honors Program

*Arizona State University – Tempe, AZ*

This is an honors math summer program that prepares students for college level courses.

Sam Houston Establishing Leadership In and Through Education  
[SH ELITE]

*Sam Houston State University – Huntsville, TX*

This leadership program targets minority males and provides them with support services throughout their college career.



## Bachelor of Social Work

### COLLEGE/UNIVERSITY

St. Augustine College – Chicago, IL  
www.staugustine.edu

Year started: 1980                      At an HSI?: Yes  
Issue area: Academic Program       # of students served: 61  
Program focus: Bilingual/Workforce   Estimated annual budget: \$281K

### DESCRIPTION AND HISTORY

This is one of three Bachelor of Social Work (BSW) programs in Chicago. It is the only BSW program of its kind in a Midwest college with a bilingual curriculum. The BSW program started in response to a need for bilingual social workers in local agencies, and a more empowered Latino community. A 2004 Survey by the National Association of Social Workers, found only 4% of licensed Social Work respondents in Illinois were Hispanic. Latinos represent only 11% of the BSW graduates nationally and only 9% of the MSW graduates (CSWE, 2013). Students progress from an AA degree, to BSW degree, and are eligible after graduation for an accelerated Master of Social Work degree. This BSW program provides access to higher education (90% of students start college with remedial English and Math). The college has the lowest tuition of any private Chicago college. Students pay \$9,840 per year from their PELL grant and financial awards for 12 credit hours per semester. The college provides very low cost childcare, free parking, and free tutoring.

### GOALS AND MISSION

The mission of this Bachelor of Social Work (BSW) program is to prepare graduates for entry into generalist social work practice with diverse urban populations. It aspires to fill cultural, educational, and socioeconomic gaps, beginning with those in the multi-cultural and multi-linguistic neighborhoods of Chicago. Program goals include:

- 1) Advocacy for social justice and individual well-being on behalf of oppressed and vulnerable people;
- 2) A commitment to life-long learning and professional development;

- 3) The program must demonstrate competency in 10 domains of social work practice (with 41 practice behaviors) to maintain CSWE accreditation.

### EVIDENCE OF EFFECTIVENESS

Current program enrollment has 61 students and 90% are Latino.

- Graduation rates in 2013 were 58% for BSW students two years after they earned a pre-requisite AA degree.
- The graduation rate increased to 90% for students 4 years after the AA degree.
- The college graduation rate was 25% in 2013 (IPEDS 2013-14).
- More than 350 students graduated since the program began. Although graduation takes our students longer they are indeed persistent non-traditional Latino students.

Students' BSW internships are in local social, health, educational, and community agencies. Thirty-two of the agencies approved and used for internships are agencies serving the Latino populations of Chicago.

- A sample of graduates who contacted advisors in Dec. 2012-May 2013 showed that 56% of 57 students reported having employment in Latino serving social, educational, or health agencies.
- Also 32% of the same group reported applying to MSW programs.
- The number of MSW applicants grows each year. It is estimated that 15% of BSW students continue for the MSW degree.

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## Clinical Laboratory Science Program

### COLLEGE/UNIVERSITY

The University of Texas Rio Grande Valley, TX  
[www.utrgv.edu/hbs/undergraduate-programs/cls/index.htm](http://www.utrgv.edu/hbs/undergraduate-programs/cls/index.htm)

Year started: 1976                      At an HSI?: Yes  
Issue area: Academic Program       # of students served: 23  
Program focus: STEM/Workforce    Estimated annual budget: \$454K

### DESCRIPTION AND HISTORY

The Clinical Laboratory Science Program, established in 1976, is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. The Hispanic population has traditionally been under represented in allied health fields such as clinical laboratory science. Students in the program are primarily Hispanic, first generation, college students. Many are migrants, single parents or recent immigrants with a strong commitment to remain in the area. The program has a number of supports to help students succeed academically. Examples include:

- An orientation at the beginning of the program, which includes former students, current seniors, as well as laboratory managers
- A peer mentoring program which matches senior and junior students
- A faculty mentoring program
- A White Coat Ceremony symbolizing the code of ethics and responsibility students will assume as members of the health care team.
- An open house to bring families into the educational process since support is crucial to student success and integral to the Hispanic culture. In addition, the program obtained a 4-year, \$1,375,000 Scholarships for Disadvantaged Students grant through HRSA. This encourages students to devote more time to their studies instead of working part time.

Since 1978, the program has grown from 10 students and 2 clinical sites to 23 students and 8 clinical sites a year. Graduates are eligible to sit for the national medical laboratory science certification exam.

### GOALS AND MISSION

The mission of the Clinical Laboratory Science Program is to provide a quality educational experience, which prepares clinical laboratory scientists for leadership roles in a multicultural health care system. Excellence in teaching is enhanced by faculty engaged in research, creative activities as well as professional service to the Profession, the University and the Community. The goals are:

- 1) To provide a quality education to students enrolled in the clinical laboratory science program that will allow them to perform as competent career entry professionals.
- 2) To provide a flexible curriculum, which meets the needs of the traditional as well as the non-traditional student.
- 3) To provide a curriculum that presents opportunities for students to develop leadership skills

### EVIDENCE OF EFFECTIVENESS

The Clinical Laboratory Science Program accepts 23 students every fall semester. These students take 59 credit hours in 15 months.

- Since the inception of the program, there have been approximately 508 graduates and 418 are identified as Hispanic.
- Success on the national certification exams has been excellent. Since 2010, the program has a first time pass rate of 94%.
- In 2000 and again in 2007 a graduate of the program achieved the top score for their exam.
- The cohort graduating in December 2014 and taking the exam from January – December 2015 had a 100% pass rate.
- This cohort also had a graduation rate of 96% and a 96% job placement rate.
- The cohort slated to graduate December 2015 won 2nd place at the Texas Association for Clinical Laboratory Science Student Bowl competition and had 8 out of 21 (38%) students graduating with honors.

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- Students in the program sponsored 2 blood drives during the year and participated in More Health and Operation Lone Star. They also performed glucose testing as a community service project in Alamo, Texas in Fall 2015.

The majority of the students have remained in the Rio Grande Valley and many are now in leadership positions within local healthcare facilities. Twelve healthcare entities were polled:

- 14 out of 17 Lab Directors or Assistant Lab Directors are graduates of the program.
- 30 out of 37 supervisors are graduates of the program.

Several graduates hold administrative positions at other levels in health care facilities. Such as infection control directors, director for Quality Management and Statistics, Vice President for Ambulatory Services, and Chief Administrative Director for a local hospital.

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## Cumbres Teacher Preparation Program

### COLLEGE/UNIVERSITY

University of Northern Colorado, CO  
[www.unco.edu/cumbres](http://www.unco.edu/cumbres)

Year started: 1996      At an HSI?: Emerging  
Issue area: Support Services      # of students served: 73  
Program focus: Learning Community      Estimated annual budget: \$130K

### DESCRIPTION AND HISTORY

Cumbres uses a cohort model to support education majors committed to becoming English as a Second Language (ESL) endorsed and Culturally and Linguistically Diverse (CLD) teachers by having them live together, take classes as a group, and providing access to mentor teachers, advising and job placement guidance. Students are offered scholarships to ensure persistence in the program. Applicants are interviewed individually; the program looks for students that are committed to becoming ESL teachers and agents of change for underrepresented and ESL K-12 students. The focus is heavily on leadership and social justice to help scholars be effective teachers and role models to English language learners and other underrepresented students in their school districts.

### GOALS AND MISSION

The Cumbres Teacher Preparation Program recruits, supports and mentors Latina/o and other undergraduate students who pursue a degree in education (Early Childhood, Elementary, Secondary or Special Education) and who also declare an endorsement or emphasis in English as a Second Language (ESL), to work with and support the growing numbers of linguistically and culturally diverse students in K-12 public education. Cumbres graduates are licensed in ESL education and prepared to serve as excellent teachers and role models for underrepresented students.

### EVIDENCE OF EFFECTIVENESS

The Cumbres Teacher Preparation Program at UNC has served and supported Latina/o students' success in higher education since its inception. According to the UNC's Fall 2015 Census, only 18% of the entire undergraduate student population at UNC self-identified as Latina/o students. However, the percentage of Latina/o students recruited, retained, and supported by the Cumbres Teacher Preparation program is over 40 percent.

- Since 1997, 314 students have graduated from the Cumbres program (as of December, 2015). Cumbres is comprised of 44% self-identified Latino/a students, 52% Caucasian, and 4% other ethnicities, and 85% identify as female.
- There are currently 73 students in the program, and 58% of them identify as first-generation.
- The average GPA of Cumbres students is 3.25, and the retention rate is about 75%.
- Approximately 90% of Cumbres students who graduate with licensure are hired within a month of graduation and 95% of students remain in the region following graduation.

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## Joaquin Bustoz Math-Science Honors Program

### COLLEGE/UNIVERSITY

Arizona State University, AZ  
www.jbmsHP.asu.edu

Year started: 1985      At an HSI?: Emerging  
Issue area: Access      # of students served: 2,653 since 1985  
Program focus: STEM      Estimated annual budget: \$751K

### DESCRIPTION AND HISTORY

The Joaquin Bustoz Math-Science Honors Program (JBMSHP) at Arizona State University (ASU) is a summer residential mathematics program intended for mature and motivated high school students who are interested in academic careers requiring mathematics, science, or engineering-based coursework and who are typically underrepresented in those fields of study. Fifty percent (50%) of all JBMSHP alumni since 1985 have been Hispanic. The structure of the JBMSHP facilitates interaction among diverse students from high schools throughout the state of Arizona, in an academically challenging environment. Students join a community of peers with similar interests. The program's structure includes dedicated and experienced faculty and staff who interact with the participants and closely monitor their progress. The philosophy of the JBMSHP is that success in mathematics is predicated on discipline and hard work. Students who participate in the JBMSHP learn about commitment, self-discipline, and perseverance. The JBMSHP creates an environment where students can focus on their studies, develop a strong, academic work ethic, and become familiar with the university environment, resources, and faculty.

### GOALS AND MISSION

The mission of the JBMSHP is to increase access, persistence, and success of students who are underrepresented in the mathematics and science fields and encourage and assist them in attending a college or university and complete a college degree. The JBMSHP aims to do this by:

- 1) Providing quality programming for the JBMSHP participants to ensure the attainment of the quality curriculum.
- 2) Expanding participation in the JBMSHP by increasing access of underrepresented students while maintaining quality and enhancing diversity.
- 3) Implementing a program of assessment, evaluation, and improvement for the program participants, faculty, tutors, graders, and staff.

- 4) Providing a safe and successful university experience for underrepresented high school students while participating in the JBMSHP.
- 5) Increasing university graduation rates at ASU to 75% of all JBMSHP alumni by 2020 (currently, 70% of all JBMSHP alumni who attend ASU graduate with a bachelor's degree.)

### EVIDENCE OF EFFECTIVENESS

- All JBMSHP alumni have graduated from high school and since 2005.
- 99% of all alumni have attended college or university after high school graduation.
- Since 1985, 58% of program participants have attended ASU after high school graduation. Of those students, 31% were pursuing or had completed degrees in engineering; 32% had declared majors or completed degrees in liberal arts and science; 56% were women and 52% were Hispanic.

As of August 2015:

- 970 past participants in the JBMSHP completed an undergraduate or graduate degree program at ASU.
- JBMSHP alumni have earned 156 graduate degrees at ASU.
- Outside of ASU, alumni have gone on to attend and graduate from some of the most prestigious schools in the country such as MIT, Stanford, and Yale.
- Two hundred and thirty-one (231) JBMSHP alumni are currently enrolled at a non-ASU college or university; 36% of those students are Hispanic. In addition, 839 JBMSHP alumni have earned degrees from a non-ASU college or university; 46% of those students are Hispanic.
- 61% of the graduates completed degrees with a GPA of 3.0 or higher; 10.5% with a GPA of 3.75 or higher. The average GPA of JBMSHP graduates is 3.15.
- At ASU, JBMSHP alumni also earn higher grade point averages than their non-JBMSHP counterparts.

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# Sam Houston Establishing Leadership In and Through Education [SH ELITE]

## COLLEGE/UNIVERSITY

Sam Houston State University, TX  
[www.shsu.edu/samcenter/shelite](http://www.shsu.edu/samcenter/shelite)

Year started: 2010      At an HSI?: Emerging  
Issue area: Retention      # of students served: 70 since 2010  
Program focus: Males      Estimated annual budget: \$100K

## DESCRIPTION AND HISTORY

The SH ELITE Program is a male, minority initiative designed to promote the retention and graduation of male, minority (i.e., Hispanic and African American) students at Sam Houston State University (SHSU). Established as a one-year, freshmen program, it has now evolved into a four-year comprehensive program that serves freshmen through senior students. Incoming Hispanic and/or African American, male, first-time freshmen are recruited during freshmen orientation to be in SH ELITE with the option of continuing through graduation. Students in the program meet once per week in small groups where peer mentors preside over each group to provide academic resources and support. Students go through study skill instruction, workshops that promote resource management, and speaker sessions that provide networking opportunities. Members are encouraged to attend various social activities, receptions, and special events. There is also a professional speaker series that students are required to attend once per month to enhance their networking skills.

## GOALS AND MISSION

The mission of SH ELITE is to improve the graduation and retention rates of minority, male students at Sam Houston State University. The program aims to have over 200 active members within the next 2-3 years. The goal of the program is to fully develop and implement programming that goes past developing and maintaining a strong academic foundation during freshmen year. The sophomore through senior programming will focus on interviewing resources and preparation, internship resources, public speaking

resources and development, graduate school resources, and post-graduation development.

## EVIDENCE OF EFFECTIVENESS

Students in SH ELITE are compared to a control group and all other minority, male, first-time, freshmen (MMFTF) at Sam Houston State University. The number of participants has increased over time arriving at 70 participants for FY15, 35 of the 70 SH ELITE students were Latino. For FY15:

- SH ELITE Latino students had a statistically significant higher course completion rate (95%) than both the control group (82%) and all other MMFTF (81%).
- Latino SH ELITE members had a statistically significant higher GPA (3.02) than both the control group (2.42) as well as all other MMFTF (2.39)
- SH ELITE Latino students have retention rates that ranged from 67%-82%; similar to those found for the control group as well as all other MMFTF. However, available 4-year and 5-year graduation data shows that Latino SH ELITE members are graduating at a 3.67 times higher rate than the control group as well as all other MMFTF.
- Additionally, qualitative data from semester program evaluations demonstrate that students attribute their success to program resources such as study skills, and personal and academic accountability (i.e., peer mentors, small groups, and grade check forms).

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## GRADUATE LEVEL

### WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

#### 2016 EXAMPLE OF EXCELENCIA – GRADUATE LEVEL

**EPOCHS: Enhancing Postbaccalaureate Opportunities at CSUF for Hispanic Students**

*California State University – Fullerton, CA*

A program that provides support to graduate students and aims to increase the number of Latino students pursuing post-baccalaureate degree.

#### FINALISTS

Combined BA/MD Degree Program

*University of New Mexico – Albuquerque, NM*

Undergraduate freshmen are admitted into the program with a conditional place reserved for them at the UNM School of Medicine.

The ENLACE Leadership Institute

*Northeastern Illinois University – Chicago, IL*

A graduate fellowship program for Latinos pursuing an MA in Educational Leadership with a Higher Education concentration.

Maximizing Access to Research Careers-Undergraduate Student Training for Academic Research [MARC-U\*STAR] Program

*California State University – Fullerton, CA*

An undergraduate research training program that prepares students for doctoral degree programs.

# EPOCHS: Enhancing Postbaccalaureate Opportunities at CSUF for Hispanic Students

## COLLEGE/UNIVERSITY

California State University Fullerton, CA  
[www.fullerton.edu/graduate](http://www.fullerton.edu/graduate)

Year started: 2010	At an HSI?: Yes
Issue area: Retention	# of students served: 1,091
Program focus: n/a	Estimated annual budget: \$480K

## DESCRIPTION AND HISTORY

The EPOCHS program provides services to Latino/a graduate students and activities to improve campus climate and improve retention and graduation rates. In 2009, though 33% of undergraduate students at CSUF self-identified Hispanic (consistent with regional demographics), only 15% of graduate students were Hispanic. Achievement gap existed for Hispanic grad students: Hispanics had lower graduation rates and disparately high percentage on academic probation and disqualification. EPOCHS' services to students include: new grad student orientation with Spanish workshops for families, grad student handbook, bilingual English/Spanish newsletter, tutoring and academic skills workshops, graduate student assistant program, faculty/grad student mentoring program, and grants to support grad student research. EPOCHS' activities to improve campus climate: faculty advisor workshops on cultural competency (faculty is 66% white) and outreach activities (events, workshops, tabling) with community groups (high schools, community colleges, non-profits). EPOCHS is designed and marketed for Latino/a students, but its services are open to all students. Managed from the Graduate Studies Office, EPOCHS is well integrated into the Office's daily operations, and has built partnerships in Student Affairs, IT, Human Resources, and Faculty Affairs.

## GOALS AND MISSION

The overarching goal is to increase the number of Latino/a students who achieve a master's degree at CSU Fullerton by increasing enrollment and improving persistence and graduation rates. EPOCHS' meets goals with pervasive, campus-wide student support services (new grad student orientation, tutoring, workshops, handbook) and engagement activities (faculty mentoring, community outreach, graduate assistantships, grants, bilingual newsletter), plus improved campus culture in faculty training on cultural competency and issues of inclusion in higher education.

## EVIDENCE OF EFFECTIVENESS

- Because of EPOCHS, enrollment of Hispanics in CSUF graduate degree programs increased by 57% (400 students) from 2010 to 2015: 691 Hispanic students to 1,091 Hispanic students. (This increase at CSUF of Hispanic grad students occurred despite an overall decline in grad student enrollment at Southern California CSU's by all ethnicities.)
- Hispanic graduate student representation improved from 15% to 20% (2010-15).
- Graduation rates increased:
  - 2-year graduation rate: 30% of Hispanic students in the 2010 entering class and 44% of Hispanic students in the 2013 entering class graduated in 2 years.
  - 3-year graduation rate: In 2010, 51% of Hispanics had graduated in 3 years, compared to 63% of Hispanics in 2015. This is nearly on par with the rate of White students (66%).

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- Hispanic students are now less likely to be on probation or to be academically disqualified. In 2009 Hispanics were 15% of graduate students, but 18% of those on probation and 19% of disqualified students. In 2014, 20% of graduate students were Hispanic. They were 14% of students on probation and 15% of those academically disqualified.
- EPOCHS' performance targets exceeded: by 250% for Hispanic students in academic tutoring in 2014 and 2015; by 100% for Hispanics participation at new grad orientation.
- EPOCHS' Mentoring Program: annually (2010-16), 50-70 faculty apply for 25-35 mentor positions; 95% of the mentees (120) reported being "very satisfied" with the Program.
- EPOCHS' Faculty Development: workshops increased in 2014 from 4 to 16 and then to 20 workshops in 2015 to accommodate faculty interest. 100% faculty attending workshops reported increase in understanding of challenges faced by Hispanic students; 31% said this increase was "vast."

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## Combined BA/MD Degree Program

### COLLEGE/UNIVERSITY

University of New Mexico, NM  
[www.som.unm.edu/EDUCATION/bamd/index.html](http://www.som.unm.edu/EDUCATION/bamd/index.html)

Year started: 2006                      At an HSI?: Yes  
Issue area: Academic Program       # of students served: 28  
Program focus: Pipeline                Estimated annual budget: \$3.8M

### DESCRIPTION AND HISTORY

The Combined BA/MD Degree Program addresses the physician shortage in New Mexico by admitting a class of diverse students committed to becoming doctors and practice medicine in underserved communities across New Mexico. Each year 28 diverse students from New Mexico and the Navajo Nation are admitted as freshmen into the program through a holistic review process, with a conditional place reserved for them at the UNM School of Medicine. Students are provided with: full-cost scholarships for the first four years at UNM, academic advisement (with low student to advisor ratios) with program-specific counselors that are tenure-track faculty hires with joint-appointments to the program. They receive cohort-only math and science courses in state-of-the-art active learning classrooms, a summer Foundations in Science course required of incoming BA/MD freshmen with an ACT score of 25 or less; low class size for BA/MD students in core; program-dedicated pre-med classes; and a Summer Practicum (service learning) requirement between students' second and third years, where they live and work in a rural community, shadow local physicians and work on a community engagement project with local health organizations. Additionally, a specialized curriculum entitled Health, Medicine, and Human Values was also developed to educate students on the healthcare needs of New Mexico and the social aspects of medicine. Faculty also attend workshops focused upon the specific needs of BA/MD students.

### GOALS AND MISSION

The BA/MD Program's mission is to address NM's physician shortage, particularly in rural areas. BA/MD advisors navigate students through their degree programs, and help them transition from home to University, high school graduate to adult, small town to major city, undergraduate to medical student, and beyond.

### EVIDENCE OF EFFECTIVENESS

The UNM BA/MD Program produces a diverse group of physicians for New Mexico.

- The program has been successful in recruiting underrepresented students; 44% of students have been Hispanics.
- Forty-one students from their first three cohorts have graduated from medical school. Of these: 30% were Hispanic.
- Twenty-six graduates are now completing post-medical school graduate training in New Mexico, and upon completion the majority of the BA/MD physicians will return to the state to practice.

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## The ENLACE Leadership Institute

### COLLEGE/UNIVERSITY

Northeastern Illinois University  
[www.homepages.neiu.edu/~enlace/](http://www.homepages.neiu.edu/~enlace/)

Year started: 2000      At an HSI?: Yes  
Issue area: Academic Program      # of students served: 17  
Program focus: Workforce      Estimated annual budget: \$58K

### DESCRIPTION AND HISTORY

The ENLACE Fellows initiative funds the tuition of 10-15 individuals for enrollment in the Master of Arts in Educational Leadership with a Higher Education concentration every two years. The MA program has a curriculum and specific coursework focused on the educational needs of an increasingly diverse college student population. The program aims to support promising students to work as culturally competent and critical staff and administrators at institutions of higher education immediately after they graduate, aiding first-generation college students, economically challenged students, immigrants, and students from underrepresented groups, particularly at urban HSIs like Northeastern Illinois University.

### GOALS AND MISSION

The mission of ENLACE is to invest in the preparation of leadership in higher education that will create transformative change responsive to the educational needs of an increasing U.S. Latino population in colleges and universities. The program goals include:

- 1) Supporting promising students to work as culturally competent and critical staff and administrators at such institutions of higher education immediately after they graduate.
- 2) Educating students about the Latino educational pipeline and Hispanic Serving Institutions.
- 3) Preparing highly qualified students from underrepresented groups for further graduate study and research in doctoral programs so they may pursue a path to tenured faculty and senior administrator positions at colleges and universities across the nation.

### EVIDENCE OF EFFECTIVENESS

- From 2000 to 2015, the program graduated 65 students over 6 cohorts of which 92% were Latino. There are currently 17 students enrolled in the program, 16 of whom are Latino.
- One hundred percent of students received a full fellowship funding their education.
- Two-thirds of graduates work in higher education, while the remainder work in K-12 education, in social services, in government, and a small minority in business.
- Several graduates have reached high levels of higher education administration, including an Assistant Dean for Academic Services & Programs, an Assistant Dean of Diversity at Augustana College, and a Director of Government Relations.
- All students complete a practicum in higher education as part of the program. These practicum include efforts both on and off of Northeastern Illinois University's campus, serving mainly Latino students at the middle, high school, and college level.
- Students have also conducted parent workshops in English and Spanish aimed at increasing access to college for Latinos. Together, over 5000 students and families have been reached by these outreach activities.

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# Maximizing Access to Research Careers-Undergraduate Student Training for Academic Research [MARC-U\*STAR]

## COLLEGE/UNIVERSITY

California State University Fullerton, CA  
[www.marc.fullerton.edu/](http://www.marc.fullerton.edu/)

Year started: 1996      At an HSI?: Yes  
Issue area: Support Services      # of students served: 70 since 1996  
Program focus: STEM      Estimated annual budget: \$403K

## DESCRIPTION AND HISTORY

This is a two-year program that provides research training to first-generation, low-income and underrepresented minority undergraduates, to place them into respected PhD programs, and to ensure the future success of MARC graduates in those programs. To achieve this, students are provided with a solid curriculum, strong research experiences, career and academic advisement, and experience presenting their data at national meetings. One of the hallmarks of the MARC Program is that scholars have the opportunity to work with outstanding CSUF faculty, as they develop a MARC thesis project. Initially funding covered six scholars each year, and now the program can support twelve. In 2006, the student base beyond expanded from biology and chemistry, to math, engineering, computer science and psychology. They also provide a one-year pre-MARC program to enhance the entry of freshman and transfer students in STEM disciplines into MARC and other research programs on campus. The program is typically composed of 50-75% Latino students.

## GOALS AND MISSION

The mission is to recruit and prepare first-generation, low-income and underrepresented minority students in the biomedical and behavioral sciences for graduate school (PhD or MD/PhD) and a career in research. The short-term goals are to:

- 1) Prepare the scholars for admission to, and success within, PhD programs;
- 2) Develop skills for doing scientific research;
- 3) Develop written and oral communication skills;

- 4) Develop an understanding and appreciation of professional integrity issues encountered in a research career;
- 5) Provide career and academic advice; and
- 6) Prepare scholars for the demands of a research career as underrepresented scientists.

## EVIDENCE OF EFFECTIVENESS

Since 1996:

- 58 students have graduated from the MARC program. Six scholars (50% Latino) graduated in May 2016, bringing the number to 64.
- A new cohort of six was recently appointed for the 2016-2018 cycle.
- These 70 scholars (3% Native Americans, 9% African Americans, 57% Hispanics, 10% Filipinos/Pacific Islanders, 11% Asians, 7% White, and 3% Multiracial) reflect the ethnic makeup of CSUF undergraduates.
- 82% of the students are in or have been accepted to PhD programs.

Most graduates from the MARC program are postdoctoral researchers. Others work in industry, government, or hold faculty positions at colleges or universities. Three former scholars expect to enter PhD programs after completing PREP or Master's programs, bringing the total to 95%. This success rate comes from careful selection, long term support, and comprehensive mentoring. Financial support also allows students to focus on their academics.

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## COMMUNITY-BASED ORGANIZATION LEVEL

### WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

#### **2016 EXAMPLE OF EXCELENCIA – COMMUNITY BASED ORGANIZATION LEVEL**

##### **College Success Program**

*Barrio Logan College Institute – San Diego, CA*

A program that creates a college going culture in their community by providing services to families and students as early as the third grade.

#### **FINALISTS**

*College Forward – Austin, TX*

A mentoring program that aims to coach underserved high school students to access higher education

*College Match – Los Angeles, CA*

This program supports high achieving students to attend institutions of higher education and encourages them to apply to selective institutions.

*College Preparatory Academy*

*Encuentros Leadership – Vista, CA*

In order to address the community's high suspension, expulsion and dropout rates for Latino males, this program provides services for Latino males to successfully access college.

*Tackling Obstacles and Raising College Hopes (TORCH)*

*Northfield Healthy Community Initiative – Northfield, MN*

By providing multiple services to local students this program aims to increase the number of high school graduates that access college.



## College Success Program

### ORGANIZATION

Barrio Logan College Institute, CA  
[www.bhci.org](http://www.bhci.org)

Year started: 1996 # of students served: 400  
Issue area: Access Estimated annual budget: \$1.23M  
Program focus: Pathway

### DESCRIPTION AND HISTORY

Barrio Logan College Institute (BLCI) creates a college-going culture for Latino families in an area with a history of low educational attainment. BLCI gives students comprehensive college-prep services such as tutoring, career exploration, and college application guidance. BLCI is unique in that they prepare kids for college starting in 3rd grade; work directly with parents, for at least 30 hours/year; support students through their college careers; and, incorporate collaboration. Founded in 1996 as statistics showed that at-risk Latino students dropped out of high school at alarmingly high rates, and were underrepresented in higher education. In response, BLCI worked with twelve 3rd graders in one of San Diego's lowest-performing schools. In 2014, the Executive Director Leadership Council was launched, providing students with leadership opportunities focused on community service. BLCI also works with more than 60 community partners.

### GOALS AND MISSION

The mission of Barrio Logan College Institute is to prepare disadvantaged students to be among the first in their families to attend and succeed in college. Their College Success Pipeline (CSP) is focused on meeting the following objectives, at minimum, for student success:

- 1) 90% of BLCI/CSP alumni have graduated college or are retained in college toward graduation.
- 2) 95% of BLCI high school graduates enroll in colleges and universities.
- 3) 95% of BLCI high school graduates meet the "a-g" requirements for admission eligibility to the UC and the CSU system.
- 4) 80% of BLCI high school students maintain a 3.0 GPA at the end of each school year.
- 5) 80% of BLCI middle school students maintain a 3.0 GPA at the end of each school year.

### EVIDENCE OF EFFECTIVENESS

BLCI currently serves nearly 400 students, 95% of which are Latino. 23% of our students are aged 6-11 years old, 41% are ages 12-15, 26% are ages 16-24 and 10% are ages 25-30. 59% are female and 41% are male.

As of August 2015:

- 100% of BLCI 10th graders passed the California High School Exit Exam.
- 100% of high school graduates took the "a-g" courses required for public university eligibility in California, compared with 33% of Latino students who graduated "a-g" eligible statewide.
- 100% of BLCI high school graduates enrolled in colleges and universities nationwide.
- 81% of graduates enrolled directly into 4-year universities compared to 22% of Californian Latino students.
- 90% of our CSP graduates persisted in college towards graduation; nationally only 11% of first generation college students graduate college within 6 years.

In the 2014-2015 academic year:

- BLCI had a 3% attrition rate from the previous year.
- BLCI's 14 graduates submitted over 150 college applications and received over 75 college acceptances.
- In 2015, 10 BLCI alumni graduated from a 4-year university, with many taking leadership roles in their fields.

In June 2016, 8 more BLCI alumni graduated from college, bringing the total to 44 college graduates.

### POINT OF CONTACT

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## College Forward

### ORGANIZATION

College Forward, TX  
www.collegeforward.org

Year started: 2003 # of students served: 5,968  
Issue area: Retention Estimated annual budget: \$3.5M  
Program focus: College Readiness

### DESCRIPTION AND HISTORY

College Forward provides intensive, culturally-appropriate mentoring services to propel Hispanic students to collegiate success. With a goal of building and sharing effective solutions, they collaborate with other practitioners across Texas and the U.S. to combine and distill 'best practices' into highly efficient program models, supported by a student information system that both drives student outcomes and yields critical data for longitudinal research. College Forward's goal is to prove and systematize strong mentoring programs and interventions that support native-born, immigrant, and undocumented Hispanic students. College Forward has grown to serve almost 6,000 students and has scaled their campus-based partnership program, Success Partnerships.

### GOALS AND MISSION

College Forward's mission is to coach underserved, motivated students to achieve the benefits of higher education and a college degree. They are committed to ensuring that every Hispanic student has the resources and support they need to succeed in higher education. They have partnerships with school districts, postsecondary institutions, and community based organizations in order to replicate their program. In 2016-2017, College Forward will be in at least twelve postsecondary institutions. By 2018, they plan to have 50 partnerships established.

### EVIDENCE OF EFFECTIVENESS:

- College Forward currently serves 5,968 students, and 65% are Hispanic.
- 99% of College Forward's Hispanic students apply and are accepted to higher education.
- 90% matriculate, 85% persist year to year (three percentage points higher than their program average)
- 49% complete postsecondary education, more than four times the rate for Hispanic students in Texas.

In 2014, College Forward launched their first Success Partnership at Lone Star College – North Harris, one of the country's largest Hispanic Serving Institution (HSI) systems. After the first year, students receiving services demonstrated a 37% improvement in year-to-year persistence over the institutional average. In 2013 an independent evaluator concluded "College Forward appears to have a significant impact on college access and persistence for its participants."

### POINT OF CONTACT

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## College Match

### ORGANIZATION

College Match, CA  
www.collegematchla.org

Year started: 2005 # of students served: 500  
Issue area: Access Estimated annual budget: \$850K  
Program focus: College going

### DESCRIPTION AND HISTORY

College Match focuses on high achieving high school students who are low-income and primarily Latino/a. This year, College Match provided comprehensive college access services to more than 500 low-income students in 19 high schools. Each student receives two years of comprehensive services including SAT Prep classes, visits to outstanding colleges across the country, assistance with essays, college applications, financial aid, and advocacy on their behalf with colleges. Low-income, high achieving students simply do not have access to information needed to pursue their college match potential. Qualified, low-income, Latino/a students lack the supports needed to participate effectively in the competitive college admissions process and College Match seeks to provide them with that.

### GOALS AND MISSION

Their mission is to assist high-achieving, low-income public school students in Los Angeles County to get into selective colleges with significant financial aid packages. Students are provided with a high level of personalized support. They believe that if low-income students receive the same level of support as their wealthier peers that they are as capable as them to be successful in getting into selective colleges. The College Match goals and objectives include:

- 1) Get every College Match student into a four-year college.
- 2) Ensure all of their students receive sufficient financial aid.
- 3) Ensure students graduate from college.

### EVIDENCE OF EFFECTIVENESS

- Every year, 100% of College Match's students are accepted into 4-year colleges. Seniors raise their SAT scores by approximately 350 points and are high academic achievers.
- 95% of College Match students have graduated from college or are on track to do so; 80% are Latino/a.
- 111 of the 2016 seniors (73%) have been admitted to a Top 25 college/university as ranked by US News.
- In addition 97% of 2016 seniors were admitted into at least one Top 50 college or university, and 100% were admitted into a four-year institution of higher learning.
- Moreover, 11 of our seniors are undocumented, and all 11 have been admitted to at least one top-ranked school; 9 of them have been admitted into a Top 25 college or university.

Further, the majority of participating students receive financial aid to attend the college of their choice. College Match has a scholarship fund to meet gaps in financial aid packages.

### POINT OF CONTACT

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# Encuentros Leadership College Preparatory Academy

## ORGANIZATION

Encuentros Leadership, CA  
www.encuentrosleadership.org

Year started: 2006

No. of students: 474 since 2006

Issue area: Access

Estimated annual budget: \$49K

Program focus: Males

## DESCRIPTION AND HISTORY

The Encuentros Leadership College Preparatory Academy was created in response to the growing Latino male achievement gap in higher education. The overall purpose of the Academy is to significantly close the college achievement gap for Latino males. In California, the best and brightest Latino males accepted into the UC system as freshmen experience the highest dropout rate, at over 80%. The Academy was designed to increase access, improve retention, and increase baccalaureate completion for Latino males. The Academy's culturally-relevant curriculum teaches core competencies leading to improved self-esteem, self-worth, and personal confidence. Utilizing successful, experienced Latino male faculty, aspiring Latino male high school students are exposed to the daily challenges of college living.

## GOALS AND MISSION

The mission of the Leadership Academy is to prepare low-income Latino male high school students (grades 9-11) for successful admission to the college of their choice. The following goals define the work of the Academy:

- 1) To improve core leadership competencies,
- 2) Heighten parental engagement (fathers); to this end, in 2014 the Academy developed "Platicas: Hombre a Hombre" to improve father-son communication skills,
- 3) Facilitate a seamless transition home/high school to college,
- 4) Maintain a 100% high school graduation rate coupled with a 90% college baccalaureate degree attainment rate,
- 5) Create and nurture a growing passion for the "culture of learning" beyond the classroom, &
- 6) Instill an ethical foundation for service leadership.

The Leadership Academy promotes a strong community and personal value of giving back. Every Academy student is challenged to generate answers to the three Encuentros questions: Who Am I? Where Am I Going? How Will I Get There?

## EVIDENCE OF EFFECTIVENESS

Over the past 9 years, 474 Academy graduates have generated the following metrics/outcomes:

- 100% high school graduation rate (compared to 60% non-Academy Latino male students),
- 99% daily school attendance rate (highest among all high school students),
- An average GPA of 3.87 (compared to 2.4 for non-Academy Latino male students),
- No school referrals/disciplinary issues (Latino males historically lead all suspension and expulsion rates primarily due to behavioral problems), and,
- 97% have successfully transitioned to the college/university of their choice.
- Since 2006, 204 students have earned a baccalaureate degree and 75% have advanced into a master's degree field of study.
- 100% of Academy graduates who elected to leave their home state of California and pursue college elsewhere, persisted to earn their baccalaureate degree. The cumulative GPA of this away-from-home student group is 3.91.

The 10-year work of the Academy has produced highly effective local partnerships with K-12 school districts and 6 post-secondary colleges/universities. The dramatic improvement in Latino male high school graduation and college retention rates is attributed to the Academy's culturally and gender relevant curriculum and interventions.

## POINT OF CONTACT:

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## Tackling Obstacles and Raising College Hopes [TORCH]

### ORGANIZATION

Northfield Healthy Community Initiative, MN  
www.northfieldtorch.org

Year started: 2005 # of students served: 572  
Issue area: Access Estimated annual budget: \$170K  
Program focus: College Prep

### DESCRIPTION AND HISTORY

TORCH aims to improve the high school graduation and postsecondary participation of youth who are low-income, Latino, and/or potential first-generation college attendees. TORCH started when community members came together out of concern over the graduation rate for Latino youth in Northfield – only 27% of Latino youth were graduating from high school. In a community with an overall high school graduation rate of over 85%, more than 2 out of 3 Latino youth were dropping out of school. Working one-on-one with youth, TORCH provides academic counseling, tutoring, after school homework help sessions, college visits, internships and ACT preparation. TORCH sponsors a postsecondary education option program, where students earn college credit while still in high school. TORCH also: connects students with summer academic programming on college campuses; aids students with identifying and applying to college; and assists on the completion of financial aid and scholarship applications. Finally, TORCH conducts home visits with participating families and makes regular contact with the parents of participants.

### GOALS AND MISSION

The mission of TORCH is to improve the graduation and postsecondary participation rates of Northfield's minority, low-income students, and youth who would be first-generation college attendees. Latino youth make up the vast majority of Northfield's minority students (over 90%). The goal of TORCH is to increase the number of Northfield minority students and low-income youth graduating from high school, enrolling in post-secondary institutions, and earning post-secondary degrees.

### EVIDENCE OF EFFECTIVENESS

The program began with 17 students in 2005. Since TORCH began, the four-year high school graduation rate for Latino youth in Northfield has grown from 27% in 2005 to 83% in 2015.

Results from 2014-15 (most recently completed year) speak to TORCH's impact:

- TORCH served 572 youth. This included 132 middle school and 263 high school youth, and 177 graduates. Two-thirds of TORCH youth are Latino and 53% come from homes where English is not the primary language spoken.
- 98% of TORCH's seniors graduated (including 100% of TORCH's Latino seniors).
- 81% of the seniors applied to college (including 96% of TORCH's Latino seniors).
- 100% of the TORCH seniors who applied to college were accepted at 1 or more schools.
- Graduating seniors were awarded more than \$634,000 in scholarships last year.
- TORCH has maintained a graduation rate over 95% for participants since inception.

### POINT OF CONTACT

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## 2017 Examples of *Excelencia* Call for Nominations

Is there a program you think deserves to be recognized next year?

Nominate a program (or your own) for consideration as a 2017 Example of *Excelencia*!

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

### WHO CAN I NOMINATE?

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

### WHAT TYPE OF AWARD WILL THEY RECEIVE?

As an Example of *Excelencia*, your program will receive:

- National recognition for your efforts and use of effective practices;
- A \$5,000 financial contribution to be used to support your program;
- Recognition at our annual *Celebración de Excelencia* held in Washington DC;

- Invitation to be part of a panel to discuss your work at the Accelerating Latino Student Success (ALASS) Workshop;
- Inclusion in the 2017 edition of *What Works for Latino Students in Higher Education Compendium* widely distributed online to *Excelencia* in Education's constituents, including key funders, educational organizations, and leaders,
- Inclusion in the Growing What Works Database, our online searchable database shared to promote effective institutional practices like yours; and
- Complimentary one year enrollment to *Excelencia in Action*, a national network to sustain dialogue in accelerating Latino student success in higher education."

**LEARN MORE** in January 2017 on our website:  
<http://EdExcelencia.org/Examples-of-Excelencia>

**CONTACT:** [Examples@EdExcelencia.org](mailto:Examples@EdExcelencia.org)

*Excelencia's* Growing What Works database (GWW) is an online searchable database of programs across the country that use evidence based practices to increase Latino student success in higher education. These programs have been previously recognized through Examples of *Excelencia* and demonstrate effective practices that work for Latino students. Part of our mission is to bring attention to these programs and their practices



through the GWW. The database continues to grow each year as more programs are nominated and are recognized by *Excelencia*. We hope to connect these programs with those interested in learning about what works for Latino student success in higher education.

To find a program from the 2016 compendium, or others in your state, explore the GWW at [www.EdExcelencia.org/Growing-What-Works](http://www.EdExcelencia.org/Growing-What-Works)



## Celebración de *Excelencia*

WE ARE DELIGHTED TO CELEBRATE THE **OUTSTANDING PROGRAMS**  
THAT ARE **IMPROVING THE LIVES** OF HISPANIC STUDENTS  
ALONGSIDE OUR PARTNER, *EXCELENCIA* IN EDUCATION

**80%** of Hispanic Students  
expressed interest  
in Postsecondary Education

Only **15%** of them  
reach college-readiness  
benchmarks

Despite Hispanic Students' stall in readiness, from  
2011-2015 the number of ACT test-taking  
Hispanic graduates has increased by about **50%**

There has only been a **4%**  
increase in college readiness since 2011

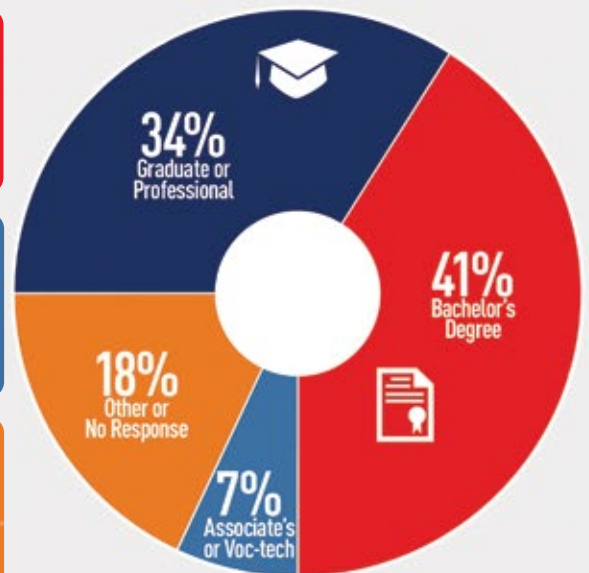
Research shows that **Hispanic students are making gains in Career and College Readiness, but still have room for improvement – that's why partnerships like ours are critical to success.**



Together, we can make equity in learning a reality for all our students.  
Juntos, podemos hacer que la equidad en el aprendizaje sea una realidad para todos los estudiantes.

ACT's new Center for Equity in Learning is helping underserved learners and working learners achieve education and career success.

[EquityInLearning.ACT.org](http://EquityInLearning.ACT.org)



Percentage of Hispanic High School Graduates' Educational Aspirations by Degree Type

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