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EXAMPLES of EXCELENCIA

Advancing What Works to Intentionally Serve Latino Students: Opportunities for Action 2024

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20 YEARS OF SERVICE
2004-2024

Excelencia In Education Accelerates Latino Student Success in Higher Education by Linking Research, Policy, and Practice.

ADVANCING WHAT WORKS TO INTENTIONALLY SERVE LATINO STUDENTS:

OPPORTUNITIES FOR ACTION – 2024

April 2024

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***Excelencia* in Education** accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policy, and advancing institutional practices while collaborating with those committed and ready to meet our mission. Launched in 2004 in the nation's capital, *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 engaged civic leadership. For more information, visit: www.EdExcelencia.org.

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TABLE OF CONTENTS

FOREWORD 4

Sharing What Works for Latino Students in College 5

Engagement to Prepare Students and Families for College 6
- Center for Educational Partnerships 6
- College Success Program - Hyde Square Task Force 7
- Influence Student Potential and Increase Representation in Education (INSPIRE) 7
- Latino Initiative 8
- Latinx Leadership and College Experience Camp (LLCEC) 8
- Latino U Scholars 9
- TuFuturo 9

First-Year Experiences Building Strong Foundations for Success 10
- Connect4Success (C4S) 10
- CSUN Bridge to the Future Scholars Program 11
- Educational Opportunity Fund (EOF) Program 11
- Engage. Develop. Grow. Empower. (EDGE)/plEDGE Program 12
- Gaining Access 'N Academic Success (GANAS) 12
- Learning Framework Course 13
- Personalized Achievement Contract (PACT) Program 13

Bilingualism Enhancing Academic and Career Connections 14
- Ánimo Latinx Counseling Emphasis 14
- Bachelor of Social Work (BSW) 15
- English for Academic Purposes (EAP) Program 15
- Latinx Leadership Initiative (LLI) 16
- Medical Spanish Minor 16
- PIONERAS (Professional Improvement through Optimization of Native-language Education and the Realization of Academic/familial Symbiosis) 17
- Supera Spanish Speaking Program (SSP) 17

Experiences & Partnerships Building Career Pathways 18
- Bachelor of Science in Health Science 18
- Engineering Program at Wright College 19
- Higher Education Administration and Leadership (HEAL) 19
- Institute of Interdisciplinary Research (IIR) 20
- M.S. in Environmental Science 20
- Spanish Community Translation and Interpreting Program 21
- Wood Technology Program 21

Gender-Based Learning Communities to Support Success 22
- ¡Adelante Latina! 22
- Con Mi MADRE 23
- Encuentros Leadership Preparatory Academy 23
- Hispanic Mother-Daughter Program (HMDP) 24
- Project Mentoring to Achieve Latino Educational Success (MALES) 34
- Mathematics Intensive Summer Session (MISS) 25
- Sam Houston Establishing Leadership In and Through Education (SH ELITE) 25

FOREWORD

In 2004, we launched *Excelencia* in Education in the nation's capital to put a Latino lens on critical issues in postsecondary education and to provide intentional, strategic and tactical responses to meeting the challenge of accelerating Latino student success. We have built a portfolio that links research, policy, and practice to support Latino students' achievement in higher education. In the process, we created venues and opportunities to examine critical issues from new perspectives and reconsider traditional efforts in a post-traditional context that can benefit all students.

Premier in *Excelencia's* work is Examples of *Excelencia*, the only evidence based national initiative to identify and bring positive attention to programs that increase Latino student success in postsecondary education. It functions, in part, as an organizing and communication campaign that redirects the field from the repetitive focus on problems to striving for student success solutions. Over the years, Examples of *Excelencia* has created new energy, increased awareness of what works, and started a network within higher education to discover and implement innovations that are effective with all students.

The programs being profiled in *Advancing What Works to Intentionally Serve Latino Students: Opportunities for Action* are at the forefront of meeting the challenge of improving higher educational achievement for Latino students. By sharing what works we hope to support educators, community leaders, funders, and policymakers to take an asset-based approach to serving Latino students. Ultimately we strive to inspire and support replicating, and bringing to scale evidence-based practices that serve Latino students and thus the country.

Excelencia in Education is releasing this publication at Prepárate™ 2024 hosted by the College Board to highlight the strides being made toward advancing educational opportunity for Latino students. Those attending Prepárate™ are committed to serving their students and this convening offers a unique opportunity to present strategies that address evidence-based practices, key data, and research to drive measurable actions to ensure access to opportunity. Together, we champion asset-based approaches that uplift the unique strengths of Latino students guiding them towards achieving their dreams of higher education.

We hope you will continue to share what is working and learn from others who are intentionally SERVING Latino, and all, students to meet their educational goals and enhance their lifelong opportunities.

Deborah A. Santiago
CEO

Sarita E. Brown
President

SHARING WHAT WORKS FOR LATINO STUDENTS IN COLLEGE

For nearly two decades, Examples of *Excelencia* has led the charge in highlighting and supporting the success of Latino students. Examples of *Excelencia* is the only national data-driven effort to recognize programs at the associate, baccalaureate, graduate, and community-based organization levels with evidence of effectiveness increasing Latino student success. Since its inception, *Excelencia* has received over 2,000 program submissions for consideration and highlighted over 400 of those with robust evidence of effectiveness. This is a significant aggregation of existing practices increasing Latino student success across the country and serves as a resource for other institutions and community-based organizations considering efforts to improve their services to Latino students.

Excelencia seeks to broaden the scope of knowledge surrounding effective practices for Latino students and bring attention to the noteworthy work that may be overlooked by traditional best-practices models. Evidence-based practices use data and storytelling to show student success in ways unique to each program— demonstrating what intentionally serving Latino students looks like at institutions and community-based organizations across the country.

Our efforts also emphasize cultural responsiveness and asset-based approaches to serving Latino and other post-traditional students. This publication highlights programs at various academic levels and geographic regions that represent this work across the following areas:

- Engagement to Prepare Students and Families for College;
- First-Year Experiences Building Strong Foundations for Success;
- Bilingualism Enhancing Academic and Career Connections;
- Experiences & Partnerships Building Career Pathways; and
- Gender-Based Learning Communities to Support Success.

To be considered, each program submitted a program profile that shared their mission and goals, history and practices, staff and budget, and evidence of the program's effectiveness. While not exhaustive, the summaries in this compilation are based on that information and provide some insight into successful programs and the key characteristics essential to Latino student success.

To find out more about each of the programs, please contact the key personnel listed in the summary. In addition, information on all of these programs along with other active programs recognized through Examples of *Excelencia* is accessible online via our Growing What Works Database **(www.EdExcelencia.org/growing-what-works).**

ENGAGEMENT TO PREPARE STUDENTS AND FAMILIES FOR COLLEGE

PROGRAM FOCUS: COLLEGE PREPARATION

According to *Excelencia*'s latest research, 21% of Latinos (ages 18 to 34) were enrolled in higher education and 28% of Latino adults (25 and over) had earned an associate degree or higher.[1] Given the degree attainment needed to ensure the country's economic and civic future, there is an opportunity to expand and enhance the engagement of students and their families in the college going process. Through strategic partnerships, bilingual services, mentoring, and high touch outreach, the following programs ensure students and their families are informed and supported as they navigate opportunities for post-secondary education.

Center for Educational Partnerships

Overview: The Center for Educational Partnerships provides opportunities for middle and high school students to successfully progress on to college, navigate higher education, and supports undergraduate students through post-baccalaureate preparation. The Center leads campus efforts through four intersegmental partnerships, seven federal grants, and five initiatives with non-profit community-based organizations. Leveraging federal programs (like GEAR UP, Upward Bound, and Talent Search), the Center works with partners to intentionally develop early interventions and practices that prepare students for a range of college and career options. All programs provided are culturally-sensitive and recognize the need to engage Latinx families as a whole and provide bilingual services.

Evidence: As of 2019, the Center has served over 26,000 students of which 70% have been Latino. Among the Upward Bound scholars, 97% enrolled in an institution of postsecondary education immediately after high school graduation compared to 66% of all 2019 California graduating high school students. Similarly, 85% of their Talent Search scholars in 2019 enrolled in an institution of postsecondary education immediately after high school graduation. Among their 2018-19 GEAR UP students, 91% reported they were knowledgeable about CA A-G requirements and more than 80% were confident in their knowledge about college entrance requirements.

More about the program:

INSTITUTION: California State University, Fullerton

LOCATION: Fullerton, CA

LEVEL: Baccalaureate

KEY PERSONNEL: Adriana Badillo (Director)

EMAIL: abadillo@fullerton.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/center-educational-partnerships

1 *Excelencia* in Education Analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2021 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

College Success Program - Hyde Square Task Force

Overview: The College Success Program helps students—a majority of whom are Latino— transition into college, persist, and graduate through one-on-one coaching beginning senior year of high school and ending at college graduation. At the beginning of each semester, coaches provide intensive support to students as they adjust to their course schedules and other potential challenges. At the end of the semester, support pivots to help students prepare for finals. Coaches aim to interact with 1st and 2nd year college students twice per month and at locations or with methods that meet students' needs. These touchpoints are critical for their first-generation Latino college students who are unfamiliar with college policies and procedures.

Evidence: For the Class of 2018, 100% of graduates from their high school pipeline program enrolled in college, in contrast to 74% of Boston Public Schools (BPS) graduates who indicated that they planned to attend a postsecondary program. Among participants in the College Success Program from the classes of 2012-2018, 63% have either graduated or are still actively pursuing compared to 47% of BPS Latinx students in the class of 2011 who had earned a postsecondary degree within 6 years. Between 65-70% of College Success Program cohorts are Latinx.

More about the program:

ORGANIZATION: Hyde Square Task Force

LOCATION: Boston, MA

LEVEL: Community-Based Organization

KEY PERSONNEL: Brenda Rodriguez-Andujar (Director)

EMAIL: brenda@hydesquare.org

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/college-success-program-0

Influence Student Potential and Increase Representation in Education (INSPIRE)

Overview: INSPIRE is an eight-week mentoring and applied research program designed to build the pipeline for underrepresented in medicine students pursuing higher education in the fields of science and biomedical research. Its primary purpose is to provide hands-on biomedical research opportunities and mentoring to promising high school and college students. INSPIRE students conduct original biomedical research under the direction of a graduate student mentor and faculty advisor. The program includes weekly presentations on careers in the health sciences as well as mandatory academic and professional enrichment sessions to improve student performance in language arts, mathematics, science, and workplace etiquette. While in the program, students will be introduced to a wide range of health professions and interprofessional research opportunities.

Evidence: As of 2020, all INSPIRE participants were Hispanic and among high school participants, 74% improved or maintained their grade point average in the sciences after their first year of participation in the program. Among their graduating high school seniors, 100% had matriculated into college. In a similar time frame, 100% of INSPIRE students gained a basic understanding of research pursued by their assigned laboratories, as demonstrated through a PowerPoint presentation and mentor evaluation during their final week in the program.

More about the program:

INSTITUTION: Rosalind Franklin University of Medicine and Science

LOCATION: North Chicago, IL

LEVEL: Graduate

KEY PERSONNEL: Hector Rasgado-Flores (Program Chair)

EMAIL: hector.rasgado@rosalindfranklin.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/influence-student-potential-and-increase

Latino Initiative

Overview: The Latino Initiative started in 2007 to fulfill an institutional need to provide access and equitable opportunities to increase the number of Latino students who graduate from Utah Valley University (UVU). The program has established strong K-16 and community partnerships to serve thousands of students and their families. The program provides 14-20 Latino parent open houses in a year, Latino student conferences, free summer bridge programs for high students where over 850 students have received 5-6 college credits, and events where the experiences of Latino students are validated.

Evidence: The Latino Initiative reaches out to approximately 6,000 - 7,000 Latino students and their parents per year. Since its inception, the Latino Initiative has increased Latino student enrollment by 361% and Latino graduation headcount by 425%. UVU's Latino student enrollment accounts for 22% of the overall Utah Board of Higher Education's Latino student enrollment.

More about the program:

INSTITUTION: Utah Valley University

LOCATION: Orem, UT

LEVEL: Baccalaureate

KEY PERSONNEL: Elizabeth Nield (Program Director)

EMAIL: latinos@uvu.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/latino-initiative

Latinx Leadership and College Experience Camp (LLCEC)

Overview: Created in 2006, the Latinx Leadership and College Experience Camp (LLCEC) provides youth with an intensive college/career preparation, social justice education, and leadership development program that includes mock college classes, college/career planning sessions, and social justice arts and science-based project classes. Additionally, the program themes and curriculum are further developed during peer mentoring sessions, health and wellness activities, and follow-up mentoring and outreach throughout the school year, including full "familia" gatherings and place-based high school or community visits.

Evidence: In Kentucky, only 25% of Latinos over the age of 25 have an associate's degree or higher. The program has served over 1,200 students; of those who have completed high school, 84% have enrolled in college and nearly half have graduated from college with at least an associate's degree. By Fall 2011, Latino student enrollment at Bluegrass Community and Technical College (BCTC) had increased by 130%.

More about the program:

INSTITUTION: Bluegrass Community and Technical College

LOCATION: Lexington, KY

LEVEL: Associate

KEY PERSONNEL: Erin Howard (Director)

EMAIL: erin.howard@kctcs.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/latino-leadership-and-college-experience-camp

Latino U Scholars

Overview: Latino U College Access (LUCA) aims to increase college enrollment and completion for low-income, high-achieving, Latino youth who are the first in their family to go to college. LUCA partners with four school districts in Westchester County, NY that are 50% or more Hispanic. LUCA supports Scholars for 6 years, in and through college, supporting transitions and providing mentoring and career readiness preparation. LUCA engages families through bilingual, culturally relevant information sessions on how to prepare for, search for, and pay for college. Scholars benefit from a Summer College Knowledge orientation week on a college campus, free 8-week SAT test prep, essay writing workshops, and 1-1 mentoring.

Evidence: As of 2019, 100% of scholars had applied to college and 99% were enrolled and on track to graduate within 4 years. Among LUCA Scholars, 100% graduated high school and entered college compared to 59%-85% of Hispanics from LUCA target schools that attended college.

More about the program:

ORGANIZATION: Latino U College Access (LUCA)

LOCATION: White Plains, NY

LEVEL: Community-Based Organization

KEY PERSONNEL: Shirley Acevedo Buontempo (CEO)

EMAIL: sab@latinou.org

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/latino-u-scholars

TuFuturo

Overview: The Latino Education Outreach Program TuFuturo (Your Future) is a cross-sector collaboration providing a full suite of services to Latinos and their families. The Latino College and Career Readiness Coaches and the Latino Mentor Program work to increase student interest in the academic and career planning process as well as to ensure students have the skills and information they need. They also coach and educate parents on the importance of education and how they can support their children. Additionally, TuFuturo organizes and facilitates workshops, conferences, and events to engage students, parents, and the community with a lens on the transition from high school to college or work.

Evidence: The program increased Latinx high school graduation rates from 64% in 2007 to 83% in 2021. The program also increased the percentage of Latinx students who transition to postsecondary education by 13%. In 2011 just 39% of the Latinx high school grads enrolled in postsecondary education, but by 2019 it increased to 52%.

More about the program:

ORGANIZATION: Community Education Coalition

LOCATION: Columbus, IN

LEVEL: Community-Based Organization

KEY PERSONNEL: Luz Elena Michel (Latino Education & Outreach Manager)

EMAIL: lmichel@educationcoalition.com

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/tufuturo

FIRST-YEAR EXPERIENCES BUILDING STRONG FOUNDATIONS FOR SUCCESS

PROGRAM FOCUS: FIRST YEAR SUPPORT

Latinos made up 51% of first generation students in 2019-2020, signaling that the majority of Latino students and their families are navigating the college experience for the first time.[2] Institutions have the opportunity to be proactive with first-year students to ensure they not only enroll but stay with them. Intentional, well-designed, first-year support programs can have a significant impact on students transitioning to college or university, particularly Latino students. The following programs demonstrate such impact through practices like summer bridge programs, financial support, and academic planning. By providing additional services such as individualized mentoring, career exploration, bilingual services, and leadership development these programs not only support but empower students to navigate the complexities of college life with confidence and a sense of belonging.

Connect4Success (C4S)

Overview: Miami Dade College (MDC) and Florida International University have collaborated to create the Connect4Success (C4S) program. High transfer numbers from MDC to FIU were the main catalyst for creating a structured, seamless process for students to transfer to MDC's partner institution. MDC already offered flexible course options and affordable tuition, but this program offers wraparound services beginning with a comprehensive onboarding. Students benefit from appreciative advising (from advisors at both institutions), extensive co-curricular opportunities, and career and transfer workshops. Participants gain guaranteed admission to FIU, excluding limited access programs, with the completion of an AA degree within three years.

Evidence: Since 2011, over 8,000 First-Time-in-College Direct Entry students have enrolled in the program after high school graduation, with 80% of participants identifying as Hispanic. Historically, C4S students have higher fall-to-spring retention rates than the average for the institution overall, 95% for C4S students versus 83% and fall-to-fall retention rates of 88% versus 65%, respectively. Over 70% of C4S graduates who complete an AA at MDC within 3 years matriculate at FIU, and 80% of these graduates are Hispanic.

More about the program:

INSTITUTION: Miami Dade College (MDC)

LOCATION: Miami, FL

LEVEL: Associate

KEY PERSONNEL: Adam Porro (Executive Director)

EMAIL: aporro@mdc.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/connect4success-miami-dade-college

2 *Excelencia* in Education analysis of U.S. Department of Education, National Center for Education Statistics, 2019-20 National Postsecondary Student Aid Study.

CSUN Bridge to the Future Scholars Program

Overview: Bridge to the Future (B2F) seeks to close the gap in educational access for youth in the community of Canoga Park, California, a community where half of the members identify as Latino/a and is a large first-generation immigrant population. Each year, B2F provides a tuition-free, 4-year California State University, Northridge (CSUN) education to 25 students. B2F Scholars have their own space on campus with access to program-sponsored mentoring, tutoring, and leadership development activities. Bilingual tutoring and mentoring are available and programming is developed in conversation with Scholars, focusing on service projects grounded in their community and that resonate with cultural history. This supports the 20 hours of community service each semester that B2F scholars have to complete in their community.

Evidence: B2F Scholars are 83% first-generation college students, 80% Latino/a, and 68% female-identifying. Among the six cohorts of B2F Scholars from 2017-present, Latino students have been retained at a rate of 96% at CSUN (96% for the overall program) compared to 82% for the institution. They have collectively achieved a 3.27 GPA higher than the 3.23 for the overall program. Graduation data is recently available for the program's first two cohorts. The first class graduated with a 72% 4-year graduation rate and 100% will graduate within 6

years. The second class of B2F Scholars graduated with a 46% 4-year graduation rate and a 95% 5-year graduation rate, both much higher than the institution's overall rates.

More about the program:

INSTITUTION: California State University, Northridge

LOCATION: Northridge, CA

LEVEL: Baccalaureate

KEY PERSONNEL: David Boyns (Director, Bridge to the Future Scholars Program)

EMAIL: david.boyns@csun.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/csun-bridge-future-scholars-program

Educational Opportunity Fund (EOF) Program

Overview: For decades, The Educational Opportunity Fund has been supporting first-generation students with a special focus on Latino students, its largest group at 62% of its student population. The early years of the program provided academic support, workshops, mentorship, guidance navigating the college, and a scholarship. The program evolved to a comprehensive, holistic support system that fosters persistence to graduation, academic achievement, and personal and leadership development. Today, services include recruitment, summer bridge/college readiness program, parent orientations, individual academic/social counseling, pre-advisement, academic planning, transfer assistance, professional mentorship, and online academic support.

Evidence: Students in the EOF program exceed the college's graduation and retention rates. Three-year graduation rates for Latinos in the 2016-2018 cohorts are significantly higher in the program than Latinos at the college overall, 54% to 27% respectively. Among Latino students in academic years 2018-2021, the average retention rate for the program is around

70% with the more recent years 2 to 4 percentage points higher than all Latino students at the college.

More about the program:

INSTITUTION: County College of Morris

LOCATION: Randolph, NJ

LEVEL: Associate

KEY PERSONNEL: Pamela Marcenaro (AVP – Enrollment Management)

EMAIL: jpmarcenaro@ccm.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/educational-opportunity-fund-eof-program

Engage. Develop. Grow. Empower. (EDGE)/plEDGE Program

Overview: The goal of the Engage. Develop. Grow. Empower. (EDGE) program is to increase student success and mitigate achievement gaps in access, retention, persistence, and completion. EDGE provides students with a structured onboarding process, a summer bridge component to prepare for college and college-level coursework, comprehensive wrap-around support services, and financial support (plEDGE) for students' first two years of college. The program also provides extensive outreach services in English and Spanish to their local high schools and the community at large to increase access and educational attainment within their service area.

Evidence: As of 2020, students who attended the program had a 15% higher fall-to-spring persistence rate compared to students who did not attend the EDGE/plEDGE Program. EDGE/plEDGE students complete more units in their first semester (9.5) compared to their non-EDGE/plEDGE counterparts (7 units). Additionally, EDGE/pLEDGE students complete more units in their first year (17.2 units) compared to their non-EDGE/plEDGE counterparts (12 units). plEDGE students also have a higher 3-year completion rate (14%) compared to their non-plEDGE counterparts (9%). The EDGE/plEDGE Program serves 87% Hispanic/Latino students, a rate well above the overall student population.

More about the program:

INSTITUTION: College of the Desert

LOCATION: Palm Desert, CA

LEVEL: Associate

KEY PERSONNEL: Katie Chartier (Director, Student Success and Outreach)

EMAIL: kchartier@collegeofthedesert.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/engage-develop-grow-empower-edgepledge-program

Gaining Access 'N Academic Success (GANAS)

Overview: GANAS is an innovative access and retention program that targets and serves newly arrived community college transfer students. While open to all students, it provides a supportive environment that focuses on Latina/o and multicultural content. Once students successfully transfer to CSU East Bay, they participate in a one-year, cohort-based learning community that is paired with a success seminar, intrusive academic counseling, and peer mentoring. Their cohort model establishes a sense of familia among its members and builds their academic and social support networks. By completing the required GANAS courses, students fulfill their upper division GE requirements.

Evidence: The program's first-year persistence rate is 96%, compared to 86% of non-GANAS transfer students. The graduation rate of transfer students who take part in GANAS is 78% in 3 years, compared to 66% for overall transfer students. GANAS students graduate at a faster rate, within 1 to 2 years, compared to non-GANAS students. GANAS students' graduation rate for 4-years is 90% and 91% for 5-years. Over 87% of GANAS participants are Latina/o.

More about the program:

INSTITUTION: California State University, East Bay

LOCATION: Hayward, CA

LEVEL: Baccalaureate

KEY PERSONNEL: Gerado Ureno Sotelo (GANAS Coordinator)

EMAIL: gerardo.sotelo@csueastbay.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/gaining-access-n-academic-success-ganas

Learning Framework Course

Overview: The Learning Framework course at UTRGV assists first-year students early on in their college experience and is designed for students to understand the psychology of learning and its application to their own university experience and to their chosen major/profession. The course is required for first-year students who could benefit from intentional skill building in a learning community. Mentoring, academic advising, social, emotional, and academic support are also provided to students.

Evidence: In 2017-2018, students required to take the Learning Framework course had a 30% higher retention rate than similar peers who did not. Participants averaged a 2.5 GPA compared to the average 1.9 GPA of non-participants. In 2018-2019, students required to take the Learning Framework course had a 23% higher retention rate than similar peers who did not. Participants averaged a 2.5 GPA compared to the average 2.2 GPA of non-participants.

More about the program:

INSTITUTION: The University of Texas Rio Grande Valley

LOCATION: Edinburg, TX

LEVEL: Baccalaureate

KEY PERSONNEL: Sandra Morrow (Director of Learning Framework)

EMAIL: sandra.morrow@utrgv.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/learning-framework-university-texas-rio-grande

Personalized Achievement Contract (PACT) Program

Overview: PACT is Mercy University's hallmark mentoring program, intended to create an environment to get students on the path to graduation. Students are paired with a professional mentor throughout their college career; each year, student and mentor work together on topics essential to student success, including choosing the right major, navigating requirements, registering for classes, career exploration, financial literacy, and tracking academic progress. Since 2009, the program has grown to serve more than 18,000 undergraduate and graduate students with a professional staff of 50 highly trained professional mentors. The personal, high-touch approach has proved uniquely capable of addressing the needs of Mercy's student population, which consists largely of first-generation and low-income students and an increasing Hispanic student population.

Evidence: Retention rates increased from 60% (prior to PACT) to 77% in 2018 for Hispanic, first-time, full-time bachelor's degree-seeking students. This was the single highest retention rate achieved in the millennium for this population at Mercy. Prior to PACT, Hispanic students at Mercy had a six-year graduation rate of 27%. For Hispanic students in the most recent graduating class (2019), the six-year graduation rate increased to 42%.

More about the program:

INSTITUTION: Mercy University

LOCATION: Dobbs Ferry, NY

LEVEL: Baccalaureate

KEY PERSONNEL: Laura Plunkett (Associate Director of Community Relations)

EMAIL: lplunkett@mercy.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/personalized-achievement-contract-pact-program

BILINGUALISM ENHANCING ACADEMIC AND CAREER CONNECTIONS

PROGRAM FOCUS: BILINGUAL PROGRAMMING

Almost 493 million people around the world indicated Spanish as their native language, making it the second most prominent language behind Mandarin Chinese, according to a report by the *Instituto Cervantes*. The United States has the world's fifth largest Spanish-speaking population.[3] Given Spanish is a local and global language the demand for Spanish speakers in multiple professions will continue to be a need. Bilingual Latino students are uniquely positioned to have these needed language skills and the cultural contexts to better understand and serve others in their communities and in their future careers. The programs below leverage community partnerships, bicultural pedagogy, and experiential learning to support student academic and career success. Many of their alumni are becoming leaders and change agents in their professions.

Ánimo Latinx Counseling Emphasis

Overview: The mission of the *Ánimo* Latinx Counseling Emphasis, within CSUF's Department of Counseling, is to increase the number of bilingual and bicultural professional clinical counselors to provide culturally responsive mental health services to the Latinx community. *Ánimo* provides specialized clinical training by infusing Latinx cultural values including *personalismo* (personalism), *familismo* (familism), and *colectivismo* (collectivism) into the curriculum; courses are taught by fully bilingual, bicultural, and culturally responsive faculty. Topics integrated into the curriculum include those that are relevant to the Latinx community. Several students in the *Ánimo* program are offered competitive practicum stipends (between $1,000-$2,500) which further demonstrates that the need exists for culturally responsive, bilingual, and bicultural services.

Evidence: Of those accepted into *Ánimo* 93% identify as Latinx and among those who are not Latinx, all are bicultural and bilingual. The program has graduated 21 students of whom 90% are Latinx. The *Ánimo* Research Lab has presented four professional conference presentations and five presentations to the campus community on Latinx mental health. There are 8 students and 1 alumnus active in the lab. Students in the program are being offered competitive practicum stipends and show strong interest in applying for doctoral programs.

More about the program:

INSTITUTION: California State University, Fullerton

LOCATION: Fullerton, CA

LEVEL: Graduate

KEY PERSONNEL: Olga L. Mejía

EMAIL: omejia@fullerton.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/animo-latinx-counseling-emphasis

3 Instituto Cervantes. *El Español: una lengua viva. Informe 2021*. https://cvc.cervantes.es/lengua/espanol_lengua_viva/pdf/espanol_lengua_viva_2 021.pdf. Accessed February 18, 2024.

Bachelor of Social Work (BSW)

Overview: Bachelor of Social Work (BSW) degree program is built on its institution's legacy of empowering a bilingual community through social justice. Students in this bilingual social work program of study are trained to practice social work and perform social work jobs in diverse urban populations with particular attention to opportunities to improve social justice, well-being, and access to resources within communities of Latino descent. Students progress from an AA degree to BSW degree and are eligible after graduation for an accelerated Master of Social Work degree. Students are allowed to take 18 credit hours for the price of 12 credit hours which results in improved time to graduation rates. The college provides very low-cost childcare, free parking, and free tutoring.

Evidence: The program has an 81% Hispanic enrollment rate. More than 350 students have graduated since the start of the program. The graduation rate for students four years after the AA degree was 90%, with an estimated 15% continuing on to the MSW degree. At the time the program was recognized, the graduation rate was 58% for BSW students two years after they earned a prerequisite AA degree.

More about the program:

INSTITUTION: Saint Augustine College

LOCATION: Chicago, IL

LEVEL: Baccalaureate

PROGRAM CONTACT: Lisa Hines (Director of Social Work Program)

EMAIL: hines@staugustine.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/bachelor-social-work

English for Academic Purposes (EAP) Program

Overview: Reading Area Community College's English for Academic Purposes (EAP) Program offers credit courses in reading, writing, listening, and speaking for bilingual Spanish/English and non-native English speakers pursuing a college credential. Redesigned in 2012, the EAP program evolved to consist of a standardized curriculum for each course, paid professional development to faculty and staff, and enhanced accessibility and resources to the Multilingual Learning Center. Through intentionally structured curricula, engagement in relevant and contextualized activities, and leverage of students' use of their native languages to aid English acquisition, the program develops non-native English speakers' proficiency in academic English as they pursue their degree.

Evidence: In Fall 2017, 59% of Latino participants became college-ready in reading and writing within one year, compared to 39% in Fall 2012. From 2015-2017, an average of 31% of Latinos completed their first-year composition courses one year after their ESL enrollment, a 16% increase from 2012-2014.

More about the program:

INSTITUTION: Reading Area Community College

LOCATION: Reading, PA

LEVEL: Associate

KEY PERSONNEL: Eleisha Moreno (Assistant Professor & Program Coordinator)

EMAIL: emoreno@racc.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/english-academic-purposes-eap-program

Latinx Leadership Initiative (LLI)

Overview: Established in 2013, LLI was designed to meet the needs of a growing Latinx population in the U.S. Currently, fewer than 5 percent of social workers in the U.S. are Latinx. LLI offers its participants a cohort-based learning model emphasizing a paradigm of cultural capital among the Latinx community. Together, all LLI students take 8 Master's in Social Work core classes in Spanish, allowing students to develop professional proficiency in Spanish required to work with Latinx communities and create an academic space in which the assets of Latinx culture can flourish. Students are also offered internship placements supervised by LLI alumni that allow students to work closely with Latinx communities and require them to use their bilingual background.

Evidence: Of program graduates, 100% have secured full-time positions and many are now in leadership positions informing practice and serving their community. LLI has established a network of 148 Latino alumni across 23 states that support current students as advisors and mentors. A substantial proportion of participants have received competitive awards and in just the last few years, 9 LLI students have received coveted fellowships aimed at increasing the number of individuals trained to work with underserved ethno-racial minorities at risk for mental health and/or substance abuse disorders.

More about the program:

INSTITUTION: Boston College, School of Social Work

LOCATION: Chestnut Hill, MA

LEVEL: Graduate

KEY PERSONNEL: Ximena Soto (Assistant Director of LLI)

EMAIL: ximena.soto@bc.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/latinx-leadership-initiative-lli

Medical Spanish Minor

Overview: The mission of the Medical Spanish Minor is to affirm the cultural knowledge and Spanish language proficiency of Latino undergraduate students in the health sciences and to build on these competencies. The academic minor consists of four intermediate and advanced level Spanish classes that develop advanced medical terminology in Spanish, medical interpreting and translation skills, and a basic understanding of public health disciplines. Students also have the possibility to earn a Dual Language Certificate indicating they have taken six hours of Spanish for heritage speakers as well as nine hours of additional courses that were taught in Spanish.

Evidence: From the initial course offer in 2008, 442 students have completed the program. In the 2016-2017 academic year, 581 students enrolled in the program. The courses have been articulated through a dual enrollment program in two high schools. At that time, of the 442 students who had completed the minor in Medical Spanish, 123 students had obtained the minor while still in high school.

More about the program:

INSTITUTION: The University of Texas Rio Grande Valley

LOCATION: Edinburg, TX

LEVEL: Baccalaureate

KEY PERSONNEL: Colin Charlton (Department Chair)

EMAIL: colin.charlton@utrgv.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/minor-medical-spanish

PIONERAS (Professional Improvement through Optimization of Native-language Education and the Realization of Academic/familial Symbiosis)

Overview: PIONERAS operationalizes its mission and goals by serving both undergraduate and graduate students through four components: (1) University coursework focused on educational practices, bilingualism, and second language acquisition delivered fully in Spanish, (2) A study abroad program in Central America with advanced Spanish courses, teaching experience in country, and university coursework, (3) The possibility for graduate students to receive additional scholarships for a full graduate degree, and (4) Collaborative mentorship between undergraduate and graduate students. All of these supports, including mentorship, tailored coursework, and intense academic language in Spanish, ensure the success of these future teachers.

Evidence: Compared to non-PIONERAS students, PIONERAS students' mean score in the Bilingual Target Language Proficiency Test (BTLPT) was higher or equal in all years with available data. Their TExES scores were equal to non-PIONERAS' in the year 2019- 2020.

All participants in the program are Latino and the program has demonstrated statistically significant improvement of participants' writing, reading, listening, and oral skills in years with available data.

More about the program:

INSTITUTION: Texas Woman's University

LOCATION: Denton, TX

LEVEL: Baccalaureate

KEY PERSONNEL: Liliana Richins

EMAIL: lgrosso@twu.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/pioneras-professional-improvement-through

Supera Spanish Speaking Program (SSP)

Overview: The mission of the program is to increase the number of Hispanic students attaining a bachelor's degree by providing access to higher education to students who are English Language Learners. Through Supera, students follow a structured study program designed to achieve full integration into university life, including taking courses in Spanish during their first years of study. Students participate in a free, four-week summer academy that assists them with on-campus job placement. In addition, the program has culturally responsive ways to support students in the admissions process.

Evidence: The program has served over 2,250 students since its inception and almost all have been Hispanic. From Fall 2021 to Fall 2022 the program saw a 43% increase in program enrollment. Considering that Supera's participants are ELLs and take a significant number of developmental level ESL courses, they still graduate at similar rates as regularly admitted English-speaking students. Year-to-year retention rates increased 10% in the same time frame and first-semester retention rates for the program are above 80% and on par with university rates.

More about the program:

INSTITUTION: Kean University

LOCATION: Union, NJ

LEVEL: Baccalaureate

KEY PERSONNEL: Rosa Paulino (Director)

EMAIL: paulinro@kean.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/supera-spanish-speaking-program

EXPERIENCES & PARTNERSHIPS BUILDING CAREER PATHWAYS

PROGRAM FOCUS: CAREER/WORKFORCE

Hispanics have the second highest labor force participation rate (66 percent) of any racial/ethnic group (62 percent overall). However, this participation rate is generally in lower paying jobs, leaving Hispanics with the lowest median weekly earnings of full-time wage and salary workers.[4]

The more institutions can provide experiences and partnerships beyond the classroom then the more students can move directly into their career path, and into higher wages. Since most Latino students are working while attending college, these programs are intentional about career connections within their program of study. They use cohort groupings, mentorship, research opportunities, and employer connections to enhance their academic degree programs.

Bachelor of Science in Health Science

Overview: The Bachelor of Science in Health Sciences (BSHS) degree completion program's mission is to prepare highly qualified, diverse graduates interested in pursuing healthcare careers that require advanced levels of professional education. Designed as a small cohort model, the program allows for significant student/faculty interaction with individualized plans of study being developed for each student. Each term, students meet with their Academic Advisor and the Student Professional & Career Development Manager (SPCDM). Faculty meet weekly to discuss support strategies for each student. Programming for students includes professional and personal development seminar series and the opportunity to learn from alumni. During a student's last term they complete a clinical practicum where they are able to apply their didactic education at a hospital with various professionals.

Evidence: Of Latino students who matriculated Fall 2016 to Fall 2019, 82% graduated, 9% are continuing, and 5% are on military leave. During 2018-2021, 72% of Latino graduates were accepted into graduate or post-baccalaureate education. Of the 2019 graduates, 100% have continued their education into graduate programs.

More about the program:

INSTITUTION: Rush University

LOCATION: Chicago, IL

LEVEL: Baccalaureate

KEY PERSONNEL: Brinda Bradaric

EMAIL: Brinda_D_Bradaric@rush.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/bachelor-science-health-sciences

4 Santiago, D., Labandera, E., Arroyo, C. & Nour, S.R. (2024). *Finding Your Workforce: Latino Talent for a Global Economy.* Washington, D.C.: *Excelencia* in Education.

Engineering Program at Wright College

Overview: The Engineering Program at Wright (EPW) aims to make all students thrive in engineering and computer science, especially Black, Latino, and female underrepresented students. Specifically, the program equips Latino students with holistic support and individualized attention to accelerate their success in pursuing and completing an associate or bachelor's degree in engineering or computer science. EPW expands diversity in engineering by increasing enrollment, transfer, bachelor's degree completion, and job placement of underrepresented students, especially Latinos.

Evidence: Since its inception, EPW has served 909 students of which 68% are Latinos. EPW's Latino students are succeeding at the same rate as Black, Asian, and white counterparts. In addition, the program has achieved the following: 1) In the last three years, EPW's Fall to Fall retention ranges from 93 to 96% and their transfer rate is 75% within two years and up to 85% within three years from admission. 2) The Contextualized Bridge Program has served 202 students so far and 70% of Bridge participants are Latino. All Bridge participants eliminated at least one semester of remedial math and 54% were placed into calculus.

More about the program:

INSTITUTION: City Colleges of Chicago, Wilbur Wright College

LOCATION: Chicago, IL

LEVEL: Associate

KEY PERSONNEL: Doris Espiritu (Sr. Advisor to Provost and Dean of Engineering)

EMAIL: despiritu@ccc.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/engineering-program-wright-college

Higher Education Administration and Leadership (HEAL)

Overview: The Higher Education Administration and Leadership (HEAL) online program prepares higher education professionals to manage and lead in institutions of higher education, especially Hispanic-Serving Institutions (HSIs), and to enhance the success of the students they serve. The HEAL program serves future leaders who are already employed at entry and mid-level positions in a higher education institution and offers students a rigorous course of study that combines online instruction with face-to-face residencies. HEAL provides students with a financial aid packet and a holistic advising approach to best recruit and retain their students. Once students complete the program, they will be able to recognize and apply leadership principles, analyze and evaluate quantitative and qualitative data, and effectively step in for decision-making and problem-solving.

Evidence: Latinos comprise 54% of HEAL graduates. Well over 80% of cohort participants have been Latinos. HEAL graduates have seen much success in their careers. A significant percentage have been promoted at their current institutions or moved to higher level positions at other institutions. Several have gone into other sectors, such as nonprofit leadership, or gone on to doctoral programs.

More about the program:

INSTITUTION: Adams State University

LOCATION: Alamosa, CO

LEVEL: Graduate

KEY PERSONNEL: Melissa Freeman

EMAIL: mfreeman@adams.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/higher-education-administration-and-leadership

Institute of Interdisciplinary Research (IIR)

Overview: The IIR started as an undergraduate research effort in 2003 and spearheaded an institutional transformation from being a predominantly teaching institution to one where scholarly research is valued and supported. Students participate as research assistants. They receive mentorship in research methodologies, Personal Development Plans, coaching, a network of mentors and opportunities from partnerships in P.R. and continental U.S., travel awards, and opportunities for publication. The IIR implemented post-Covid support which includes a coaching program, stipends for enrollment and participation in research programs, monetary support for tuition costs, and a mentoring program.

Evidence: The IIR has developed a multi-pronged model to provide research opportunities for the success of their 100% Latino students by providing interdisciplinary courses, research capacity and training for students, and professional development opportunities. Among undergraduate participants, 79% applied to graduate school and 92% of the applicants were accepted. In contrast, 41% of the overall body of students from 2015 to 2018 applied to a graduate school. Participants have higher graduation rates (90%) than the institutional graduation rates (50%) for the same cohort period.

More about the program:

INSTITUTION: University of Puerto Rico, Cayey

LOCATION: Cayey, PR

LEVEL: Baccalaureate

KEY PERSONNEL: Vionex M. Marti (Interim Director)

EMAIL: vionex.marti@upr.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/institute-interdisciplinary-research

M.S. in Environmental Science

Overview: The mission of the Master's Program in Environmental Science is to educate, inspire, assist, and prepare students through a comprehensive curriculum, emergent pedagogy, and collaborative research to become scientists and leaders in environmental science. In consultation with employers, the faculty understood that the thesis track would be the most beneficial for students to be competitive in the job market and advance in their careers. This model tackles imposter syndrome through holistic mentoring, science writing, and public science communication, focusing on developing science identity. This is in addition to: developing writing-to-learn pedagogy, experiential learning opportunities, professionalization opportunities designed explicitly for minoritized students, development of a science communication scholar's program, recruitment of successful minority role-model professionals, and faculty workshops.

Evidence: Prior to the implementation of the program 33% of the Latino students pursued the thesis option, and after the implementation of the program 45% of the Latino participants completed the thesis track. Latino student retention increased from 91% (prior to the implementation of the program) to 98% (2017-present), this was even while the overall program saw a slight decrease for the same time period.

More about the program:

INSTITUTION: The University of Texas at San Antonio

LOCATION: San Antonio, TX

LEVEL: Graduate

KEY PERSONNEL: Janis Bush (Chair, Dept. of Integrative Biology & TREE Program Director)

EMAIL: Janis.Bush@utsa.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/ms-environmental-science

Spanish Community Translation and Interpreting Program

Overview: The Spanish Community Translation and Interpreting Program provides a high-quality education that allows their graduates to meet the growing demand for translators and interpreters in the U.S. By offering a B.A. and two certificates in Spanish Translation and Interpreting, this program specifically affirms and maximizes students' skills in English and Spanish with course offerings that respond to current market and professional demands. The program is one of the few programs in the nation and the only one oriented towards community translation and interpreting, service-learning, and internships. Most Latino students in the program are language brokers in that they translate for their parents in immigrant families. This program collaborates with over 35 community partners where students obtain professional experience while serving the community.

Evidence: The 2021-2022 Translation & Interpreting student body was over 80% Hispanic compared to UTA's overall Hispanic population of 34%. The 4-year graduation rate of Latino students in T&I B.A. is around 88%. This is 20 percentage points higher than the graduation rate of all continuing Latino students enrolled at UTA (68%). All Latino students from the Fall 2014 cohort graduated with a B.A. within six years. Since 2008, 282 students (86% Latinos) have obtained the Certificate in Translation. The Exit Exam pass rate for Latino students is 99%.

More about the program:

INSTITUTION: The University of Texas at Arlington

LOCATION: Arlington, TX

LEVEL: Baccalaureate

KEY PERSONNEL: Alicia Rueda-Acedo (Program Director)

EMAIL: aliciarueda@uta.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/spanish-community-translation-and-interpreting

Wood Technology Program

Overview: The Wood Technology/Programa en Carpintería Fina trains students in high-demand woodworking careers. An integrated and contextualized approach to learning foundational skills is used along with learning communities and team building. In the first semester, students work to improve their woodworking skills as they learn the English measurement system (vs. the metric system), shop math, drawing, reading, project planning, and team skills. The program concurrently supports their English language learning by using initial bilingual support combined with ongoing Vocational ESL tailored to the woodworking industry. Students can earn a certificate or associate's degree to support their transition to employment in this high-skill, high-wage industry in the Northern California Bay Area.

Evidence: At the time the program was recognized, student retention rates were 88% for Carpintería students as compared to about 60% for the regular fine carpentry students. Most of the students enrolled in two semesters and took two classes per semester, earning a total of 14 credit hours. Carpintería students have many more options open and paths to follow as a result of the program completion.

More about the program:

INSTITUTION: Laney College

LOCATION: Oakland, CA

LEVEL: Associate

KEY PERSONNEL: Myron Franklin

EMAIL: mfranklin@peralta.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/wood-technology-program

GENDER-BASED LEARNING COMMUNITIES TO SUPPORT SUCCESS

PROGRAM FOCUS: LATINA/LATINO GENDER-BASED PROGRAMMING

While strides have been made in the past 10 years and Latino male college enrollment has increased by 75 percent, they still lag behind their peers in both enrollment and completion.[5] Conversely, while Latinas have been earning degrees at a higher rate than Latinos, efforts that assist them in high-barrier industries has grown.[6] Gender-based programming has emerged as a transformative approach to address and mitigate the disparities faced by students based on gender, particularly within underrepresented communities. These programs engage parents, provide tutoring, utilize cohort groupings, and build strong mentoring relationships. These programs below build confidence, inspire ambition, and illuminate the possibilities that lie ahead, particularly in fields where they have been historically marginalized.

¡Adelante Latina!

Overview: The mission of *¡Adelante Latina!* is to help 10th-12th grade Latinas in Baltimore City public high schools overcome the socio-cultural, economic, and academic barriers they face in pursuing a college career. The program is a free, after-school, three-year college preparatory program that strives to improve high school performance by providing expert teachers and caring tutors to help improve academic skills and provide college entrance exam preparation. Most of the tutors are retired, professional women who are extremely engaged with their students and have the time and knowledge to help with individualized English and math tutoring as well as year-round SAT programming. Each graduating senior who goes on to college is provided with a one-year $3,000 scholarship.

Evidence: Over the past five years, the program has increased student enrollment (12 to 38) and program retention rates (33% to 80%). Across their 5 cohorts, 100% have been accepted to college and 90% have enrolled. College retention has increased from 55% to 70%, and 70% of the Latinas who completed the program are on track to graduate within four years.

More about the program:

ORGANIZATION: *¡Adelante Latina!*

LOCATION: Baltimore, MD

LEVEL: Community-Based Organization

KEY PERSONNEL: Leonor Blum (Executive Director)

EMAIL: blumle@adelantelatina.com

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/adelante-latina

5 *Excelencia* in Education. (August 2017). *Latino Males: Mentoring for the Future*. Washington, D.C.: *Excelencia* in Education.

6 *Excelencia* in Education. (March 2023). *Latinas at Hispanic-Serving Institutions (HSIs)*. Washington, D.C.: *Excelencia* in Education.

Con Mi MADRE

Overview: *Con Mi MADRE's* mission is to empower young Latinas and their mothers through the education and support services that increase preparedness, participation, and success in postsecondary education. *Con Mi MADRE* (CMM) partners with school districts to deliver a social-emotional learning and college readiness curriculum to students starting from the 6th grade and through undergraduate college years. The program has a dual-generation approach meaning out-of-school events, like college trips, conferences, and fairs, are designed to include the parent in each step of the student's educational journey.

Evidence: To date, CMM has assisted over 3,000 mother-daughter teams on their journey to and through postsecondary education. Student participants have an overall high school graduation rate of 97%, a 75% college enrollment rate, and 93% college retention rate. In 2022-23, CMM served over 900 participants of which 84% were Latinx. For the same year, over 62% of participants had a 3.0 or higher GPA.

More about the program:

ORGANIZATION: *Con Mi MADRE*

LOCATION: Austin, TX

LEVEL: Community-Based Organization

KEY PERSONNEL: Johanna Moya Fábregas (Executive Director)

EMAIL: johanna@conmimadre.org

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/con-mi-madre

Encuentros Leadership Preparatory Academy

Overview: The Leadership Academy's mission focuses on preparing low-income, Latino male high school students for college success through a comprehensive approach. The Encuentros Academy model is a college preparatory, leadership skill-building program. In addition to this week-long residential program for high school Latino men on a college campus, The Academy works to enhance father-son communication with programs like "*Pláticas: Hombre a Hombre*." The curriculum delivered by team leaders to small groups emphasizes the development of self-confidence, self-esteem, self-worth, team collaboration, networking, socialization, presentation literacy, emotional intelligence, goal-setting, organizational discipline, and career planning.

Evidence: From 2007-2016, 474 Academy graduates have generated the following metrics/outcomes: 100% high school graduation rate (compared to 60% non-Academy Latino male students); an average GPA of 3.87 (compared to 2.4 for non-Academy Latino male students); and 97% had successfully transitioned to the college/university of their choice. For the same time frame, 204 students have earned a baccalaureate degree and 75% have advanced into a master's degree field of study.

More about the program:

ORGANIZATION: Encuentros Leadership

LOCATION: San Marcos, CA

LEVEL: Community-Based Organization

KEY PERSONNEL: Mark Evilsizer (Executive Director)

EMAIL: markevilsizer@aol.com

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/encuentros-leadership-preparatory-academy

Hispanic Mother-Daughter Program (HMDP)

Overview: The Hispanic Mother-Daughter Program (HMDP) is an early-outreach middle and high school program designed to increase the number of first-generation Arizona students who are qualified and prepared to enroll at Arizona State University through direct family involvement. Partnerships with K-12 school districts help decrease program attrition rates and allow for in-school case management style mentorship by program staff. HMDP serves families from over six school districts and has specific agreements with two districts. The program structure incorporates mentoring, parent involvement, and early outreach. The program begins in the eighth grade and aims to increase participants' cultural and social capital to promote college readiness and success.

Evidence: Nearly all participants are Hispanic, and as of 2020, HMDP retained 58% of the eighth-grade cohort to their 12th-grade year. Among 12th graders, 100% graduate high school in four years, compared to the overall four-year Arizona high school graduation rate of 80% and 74.5% for Hispanic students. Among graduates, 83% attended an institution of higher education directly after graduation. Of graduates that go on to ASU, around 60% graduate in six years.

More about the program:

INSTITUTION: Arizona State University

LOCATION: Tempe, AZ

LEVEL: Baccalaureate

KEY PERSONNEL: Edmundo Hidalgo (VP, Educational Outreach Programs)

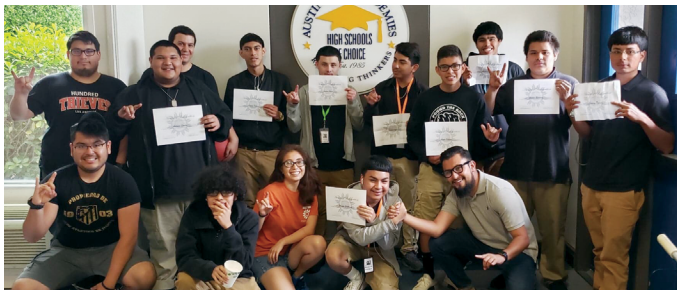
EMAIL: Edmundo.Hidalgo@asu.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/hispanic-mother-daughter-program

Project Mentoring to Achieve Latino Educational Success (MALES)

Overview: Project MALES is a research and evidence-based mentoring initiative that focuses on addressing challenges Latino males face in K-12 and higher education through a cultural assets-based approach. The program serves 18 middle and high schools in two local school districts to provide mentorship to over 250 boys of color. The program staff consists of five graduate students, 65 undergraduate mentors, and three full-time staff of predominantly first-generation and Latino background. The program includes retreats, *pláticas*, and an IMPACT class aimed at fostering a Latino-informed learning community and promoting academic and personal development.

Evidence: In the 2018-19 cohort, the program had five graduate assistants, three of whom graduated with their master's degree in Education. Since its inception, 14 mentors have enrolled in and completed a PhD. In a similar time frame, 90% of all student participants had graduated or were on track to graduate. Over 80% of the program participants are Latinx.



More about the program:

INSTITUTION: University of Texas, Austin

LOCATION: Austin, TX

LEVEL: Baccalaureate

KEY PERSONNEL: Emmett Campos (Director)

EMAIL: ecampos@austin.utexas.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/project-mentoring-achieve-latino-educational

Mathematics Intensive Summer Session (MISS)

Overview: MISS was created in 1990 to address a national concern for a shortage of female students, primarily Latinas, opting for careers in science, technology, math, or engineering (STEM). MISS aims to support students in their study of mathematics, focusing on assisting them in completing the necessary courses required for college admission and eventual college graduation. Serving as a supplementary enrichment program, students study Algebra II during the summer for six hours a day in preparation for taking the course during the school year. Participants, grouped in teams from diverse schools and backgrounds, engage with female role models from STEM fields weekly, promoting community building and exposing them to various careers.

Evidence: Of the MISS participants who enroll at California State University, Fullerton, 90% have graduated. Gains in math attitude and math self-concept also showed that the program was effective in instilling confidence and self-reliance for learning math, with an average of a 17% gain in attitude and a 12% gain in confidence in doing math over the years. Disaggregating the pre-post content knowledge gains for the summers of 2017-2019, data showed slightly better gains for Latina vs. non-Latina students.

More about the program:

INSTITUTION: California State University, Fullerton

LOCATION: Fullerton, CA

LEVEL: Baccalaureate

KEY PERSONNEL: David L. Pagni (Professor of Math)

EMAIL: dpagni@fullerton.edu

DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/mathematics-intensive-summer-session-miss

Sam Houston Establishing Leadership In and Through Education (SH ELITE)

Overview: The SH ELITE program, initially established as a one-year initiative for freshmen, has evolved into a comprehensive four-year program focused on incoming Hispanic and African American male first-time freshmen. It fosters camaraderie and support networks through small group meetings where participants explore student success strategies, personal development, and professional growth. Additionally, the program offers a guest speaker series featuring successful male professionals, of similar backgrounds, sharing their life and leadership experiences.

Evidence: Among SH ELITE students, 88% persisted after their first year, compared to 76% of all minority male first-time freshmen at the institution. The percentage of participants to earn a degree within 6 years is 58% compared to 45% of all minority males and 51% of all undergraduates at SHSU. Course completion rates for SH ELITE students were 95%, compared to 81% of all minority male first-time freshmen at SHSU.

More about the program:

INSTITUTION: Sam Houston State University

LOCATION: Huntsville, TX

LEVEL: Baccalaureate

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DATABASE PAGE: https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/sam-houston-establishing-leadership-and-through

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EXAMPLES of EXCELENCIA

THE GROWING WHAT WORKS DATABASE:

CONNECTING YOU TO OUR RECOGNIZED PROGRAMS

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

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

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

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

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