CTN Receives National Recognition from Gardner Institute

The Gardner Institute recognized CTN at a national convening recognizing innovation in Undergraduate Education. CTN was one of only three in the nation to receive the Edge Award. The 2021 Edgerton Salute: A National Convening for Recognition of Undergraduate Innovators was held on Friday, October 22 at 1 pm ET. John Gardner spoke about the institute’s commitment to their social justice mission and how Russ Edgerton “charged them to take more responsibility for student learning, which is different from holding the students 100% responsible for their learning.”

Gardner explained that the Edge awards are “for organizations and individuals who are on the leading edge of innovation, both in their organization and more broadly. and were recognized for having created work that is replicable, scalable and, most importantly, worthy of emulation.”

CTN Board Chair, Rogelio Saenz, began by providing a description of the Ascender program for the participants as well as the purpose of the CTN organization and its structure. Next two alumni from the Ascender program at ACC spoke about the benefits and highlights of being in the program. Dr. Saenz then introduced CTN CEO, Dr. Maria Chavez.

Dr. Chavez began by thanking the “teams across the State of Texas that have worked extremely hard to make this possible; they are truly the wind beneath my wings.” She continued, “We know that the economic future of the nation, depends on providing true opportunity to students who have been historically overlooked and disadvantaged. We know that there is no easy solution to this, but the work begins with inspired and trained educators.”

“To address the equity debt to Latino and other underprivileged students my efforts were inspired by the efforts of people from Texas, who wanted to create a more equitable society,” she added. She then recounted the legal history of Mexican Americans in Texas who fought to end the segregation of Mexican Americans in schools.

“Our goal as an organization has been to help students succeed while transforming developmental education policy in practice. We want to support our colleges in becoming a space in which, in the words of Laura Rendon, all students, regardless of race, ethnicity, gender or ability can unleash the creativity and exuberance we're learning that is present in those students who feel free to learn, free to be who they are, and validated for what they know and believe.” “Education is indeed our freedom and remember freedom is everybody's business,” she concluded. “Thank you for the recognition of our program.”
Excelencia in Education Selects CTN as National Finalist

Excelencia in Education, the nation’s premier authority on efforts accelerating Latino student success in higher education, selected CTN as a national finalist for the 2021 Examples of Excelencia. Examples of Excelencia was created in 2005 and is the country’s only national effort to identify, aggregate and promote evidence-based practices improving Latino student success in higher education. This year, Excelencia received 145 program submissions representing 23 states and Puerto Rico. CTN, along with 20 other finalists will be featured online as well as in Excelencia’s Growing What Works Database — the only national online, searchable database for institutional leaders, funders, and policymakers interested in identifying what works for Latino students.

Ascender Alumni Joins HACU Leadership in Residence Program by Diana Gorostieta

ACC Ascender Alumni and CTN Alumni Board Member, Diana Gorostieta was selected to join the HACU Leaders in Residence Program, a competitive program where students from HACU-member institutions apply to receive leadership and career development training. As a result, Diana received the opportunity to participate in the HACU 35th Annual Conference October 24. This three-day conference usually takes place in person, but in order to keep everyone safe during these times, it was hosted virtually. The conference was designed to keep students engaged in this virtual world by providing multiple workshops and round table meetings. Some of the highlights for Diana included- winning a Southwest Airline round trip voucher tickets’ raffle by participating in one of the workshops; conversing with Kellogg’s recruiters and giving them her resume as a potential candidate for a marketing internship in 2022; connecting with students from different colleges and universities across the United States and Puerto Rico; and participating in multiple workshops that informed students about what companies are looking for when they are hiring.

“The conference has reinforced my desire to continue sharing my educational and professional experiences with other students. There are so many attainable resources available for students and it only takes filling out an application just like I did,” Diana commented.

In 2019, Diana received a full-ride sponsorship by CINTAS to attend the Hispanic Association of Colleges and Universities (HACU) 32nd Annual Conference hosted in Chicago, Illinois.

STC Hosts Noche de Familia for Ascender Students

Starr Campus Ascender Club sponsored and celebrated Noche de Familia for the incoming Ascender students on October 25th. The host of this event was the Starr Campus Ascender Team, Dr. Anna B. Alaniz, Ms. Aleli Remigio, Dr. Darrial Reynolds, and Ms. Rosa Gutierrez. The master of ceremonies was Dr. Anna B. Alaniz and Dr. Arturo Montiel, campus administrator, welcomed the guests. The keynote speaker was Dr. Juan R. Ramirez,
Ascender Fellow and CTN Professor. The distinguished guests were Dean Christopher Nelson, and the Fall 2021 Ascender graduates, Alexis Lopez, Samantha Salinas, and Robert Moran. Parents enjoyed an overview of the program, viewed alumni videos, ate dinner, and played Loteria before they parted for the night.

CTN Hosts Virtual Fall Gala October 21st

CTN hosted a Virtual Fall Gala on October 21st from 6-7 pm. The gala was hosted by Stacy Ybarra, CTN Director of Digital Engagements and Fundraising, and CTN CEO, Dr. Maria Chavez who began with an official
kick-off to the 10th academic year of the Ascender program, a welcome and thanks to the “CTN team members and students who have created the organization that we currently have. We are the product of the creativity and passion of our members, Chavez said. She added that “we are celebrating the accomplishments of the program including the EDGE award, the Excelencia recognition, the alumni, and our roots.” She thanked those that sponsor us.

Chavez was followed by words from Dr. Robert Garza, President of Palo Alto College. He shared his educational journey which included his father and grandfather starting college with him. His message to donors and sponsors was “it’s important that you know that your support is helping to change lives. And I’m not talking about one life, but generations to come. Your dollars pay dividends, generation after generation. It’s about transformational change. It's been a successful journey (with CTN) all the way through. Dr. Chavez has done an amazing job of leading us. He thanked those at CTN who have been living a life of service, and said, “Keep moving. We truly need every student to be successful.”

Stacy Ybarra then introduced the next part of the program which were the student testimonials. Participants heard from Palo Alto College alumni- Juan Higa, Priscilla Lares, Blanca Paredes, Lizette Perales, and Alexa Ortiz; Austin Community College alumni-Diana Gorosttieta, Armando Sanchez, and Cloe Llanos; San Antonio College student Sophia Farias; South Texas College alumni Farah Guerrero and Jesus Morales. Sophia Farias also read one of her poems for participants.
Texas Poet Laureate 2020, Emmy Pérez was then introduced by Dr. Chavez. Perez offered “Congratulations on 10 years of excellence and especially I want to share my gratitude with Maria Martha Chavez who is an amazing leader, an amazing dynamo. She then shared a poem with participants which began “They speak of capacity…”

Next participants heard testimonials from faculty and staff including from PAC- Stacy Ybarra, Juan Tejeda, Dr. Dan Rodriguez, Dr. Raphael Castillo, and Diane Lerma; from STC -Dr. Anna Alaniz; from ACC- Anne Fletcher and Alejandra Polcik; and from SAC- Dr. Joan Jaimes and Yon Hui Bell.

Poet Fernando Esteban Flores shared a poem from a manuscript called *Song from America*, poem #57 “For the Ancestors.”

Dr. Chavez thanked everyone for joining the gala. “We are here because of you and all you have done for our students.” The program ended with traditional conjunto music with button accordion and bajo sexto by Juan and Armando Tejeda.

**CTN Presents Virtual Ascender Fall Seminar**

The Catch the Next Ascender Fall Virtual Seminar took place on Thursday, October 28th from 9:00- 4:30 p.m. and Friday, October 29 from 9:00-12:45 p.m. The Fall Seminar brought together scholar mentors, educators, advisors, counselors, and CTN Leadership Fellows from across the state to discuss progress and challenges in the program and to share best practices in the classroom. It focused on team building while also addressing the needs of various disciplines through breakout sessions.

The seminar with close to 40 participants in attendance began on Thursday at 8:30 with Café con Pan Coffee Break facilitated by Dr. Anna B. Alaniz, CTN Director of Professional Development and CTN CEO, Dr. Chavez followed by a Welcome, Introductions and Parking Lot. A padlet exercise was used to help participants strengthen their knowledge of their work style while learning about their peers in order to facilitate positive
collaboration in their Ascender team and to be able to share issues that they would like to have addressed during the seminar or future seminars by the CTN staff.

The first session “Strengthening an Interdisciplinary-Asset Based Community of Practice” was led by Dr. Chavez. Participants focused on the significance of a functioning team for faculty and small learning communities for students. Dr. Chavez talked about using data, being proactive, not reactive and involving each other in decision making. She asked participants to share the key ingredients that they thought would make their college teams function better. Some of these included trust, conflict resolution, sharing of resources and confidentiality. Dr. Chavez also spoke about CTN’s theoretical framework focusing on the program’s asset based approach and culturally sustaining pedagogy.

The session titled “Establishing Culturally Responsive Pedagogical Practices via ‘Storytelling’” led by Dr. Alaniz allowed participants to construct personal narratives as a social and cultural activity with an aim to educate, entertain, and instill moral value and validation of themselves and others. Participants broke into groups to write and then shared their stories, strong lines and questions, modeling the Ascender methodology.

In the next session “Leadership: Leaders Shaping the Ascender Framework” facilitated by Dr. Alaniz and Esmeralda Macias, CTN Leadership Fellow from South Texas College, participants learned their leadership style and its relation to the Ascender’s framework. The session began with reflection time asking participants to think about who they perceived as a leader and why. They then reviewed four leadership styles and asked participants to choose which leadership style they identified with most. Participants went into campus breakout rooms and together wrote an elevator pitch for the Ascender program which they later shared with the group.

After lunch, Dr. Erin Doran, CTN Director of Research and Evaluation, led her session titled “Research and Evaluation.” Participants reviewed the research and evaluation process for the Ascender Program. Dr. Doran went over CTN data gathering, data analysis and reporting. She explained that often the information is used for grant application. She also discussed CTN’s Journal of Pedagogy and Ideas and her willingness to mentor and support faculty who might be interested in submitting for publication.

Next CTN Author Mentor and Trinity University Professor of the Humanities, Norma Cantu, led the session “Cada Cabeza es un Mundo: Creating Community Through Literature” in which participants used an asset-based approach to create a community through literature and apply those strategies in the different components of the program. She led participants through a brief history of writing and spoke about the philosophy behind writing across the curriculum. She shared various types of poetry, including slam poetry, with participants and then asked them to write their own “I Am From” poem. Next participants wrote their own poem following a template inspired by the poem “You Bring out the Mexican in Me” by Sandra Cisneros.
This was followed by the session “Catching Dreams: Ascender Mentor Stories” led by CTN Leadership Fellow Diane Lerma from Palo Alto College. Participants went to breakout rooms, read a story about an Ascender mentor, chose strong lines, and shared why those lines resonated with them. They then wrote about why they went to college and selected a story from their group to share.

CTN Peer Mentor Victor Saenz and University of Texas, Department Chair & Professor, Dept. of Educational Leadership and Policy was the facilitator for the session titled “Research Findings Mentorship” where participants learned about research-based findings on mentorship with an emphasis on males of color. He talked about the systemic and structural challenges facing young males of color in education and the deficient narrative that is often used to describe them. He then discussed the MALES Project Mentoring program and shared some highlights of the program.

The afternoon ended with Breakout Sessions by discipline led by CTN Leadership Fellows. These included: “Mathematics in the Ascender Framework” - Facilitators: Mario Morin, Department Chair, Mathematics, and Rosa Gutierrez, Mathematics Instructor, South Texas College CEO, EnLearn; “English Presentation” - Facilitator: Esmeralda Macias, South Texas College; “Learning Frameworks Session” - Facilitator: Juan Ramirez, Department Chair, Education, South Texas College; and “The Art of Advising in the Virtual Age” - Facilitator: Ariel Flores, Specialist, Area of Study Master Advising, Austin Community College.

The first session for day two was titled “Student Engagement Best Practices.” Participants reviewed with CTN fellows Dr. Alaniz, Juan Higa, and Debra McBeath the Ascender student engagement practices such as: Ascender Club, Leadership, Internships, Staple Events (Noche de Familia, University Tours, Celebracion) and other activities to create a sense of belonging and engagement.

Next participants heard from CTN Leadership Fellows, Alejandra Polcik & Megan Diaz from ACC in the session titled “Mentors Models: Best Practices.” After providing a definition of mentor, they asked participants to think of someone that had been a mentor in their lives. They also spoke about how to implement the mentorship component of the Ascender program, including a mentor orientation guide.

The next session “Student Retention Strategies: Advising Best Practices” was facilitated by Ariel Flores. In it, participants heard about different strategies and best practices on how to retain students beyond the first year. Flores stressed that “retention is a team effort between many
departments.”
To end the day, campuses had team time to gather in breakout rooms to discuss concerns, questions, and resources available on their campuses followed by an Ofrenda Sharing where participants shared one piece of their writing from the two-day presentation as an ofrenda to the rest of the group. Facilitators were Dr. Maria M. Chavez and Dr. Anna B. Alaniz.

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**College News**

### SWTJC Eligible to Apply for Aspen Institute Program

SWTJC, a CTN campus, is one of eight Texas colleges eligible to apply for the 2023 Aspen Prize for Community College Excellence, one of the nation’s most prestigious recognitions for community colleges. Awarded every two years, the $1 million prize aims to spotlight exemplary colleges and highlight their contributions to their students and their communities, and to share leading ideas and innovations from top colleges to advance student success and close equity gaps.

Of the 150 colleges eligible to compete for the 2023 Aspen Prize, many are active members of the ATD Network, the nation’s largest non-governmental reform movement for student success and educational equity. Spanning a dozen states, these institutions represent the diversity of the ATD Network and of the community college sector as a whole. Their commitment to equitable student success is a defining characteristic of the ATD Network.

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**November’s Webinar to Feature Dr. Raphael Castillo**

November’s webinar is scheduled for Thursday, November 18th from 3-4pm and will feature Dr. Raphael Castillo from Palo Alto College. The topic is “Culturally Relevant Pedagogy.”

This will take place via Zoom: [https://us02web.zoom.us/j/87566225772](https://us02web.zoom.us/j/87566225772)

If you have any questions, please email Erin Doran at erin.doran@catchthenext.org.

In case you missed previous sessions or would like to review the resources, check out our [Teaching and Learning for Student Success Monthly Webinar playlist](https://www.youtube.com/playlist?list=PL5f324760226f2e5c) on the Catch the Next YouTube Channel.
CTN Peer Mentor, Patricia Romney Publishes Book

CTN Peer Mentor, Patricia Romney, recently published a book titled We Were There: The Third World Women’s Alliance and the Second Wave. The book spans the time period from 1970 to 1980, when “the Third World Women’s Alliance lived the dream of third world feminism. The small bicoastal organization was one of the earliest groups advocating for what came to be known as intersectional activism, arguing that women of color faced a “triple jeopardy” of race, gender, and class oppression. Rooted in the Black civil rights movement, the TWWA pushed the women’s movement to address issues such as sterilization abuse, infant mortality, welfare, and wage exploitation, and challenged third world activist organizations to address sexism in their ranks. Interweaving oral history, scholarly and archival research, and first-person memoir, We Were There documents how the TWWA shaped and defined second wave feminism. Highlighting the essential contributions of women of color to the justice movements of the 1970s, this historical resource will inspire activists today and tomorrow, reminding a new generation that solidarity is the only way forward.

“We Were There is part history, part personal reflection, and part biography, written with a passion and immediacy that belies the span of time between the events and the telling. A powerful reminder of what life was like for women—especially women of color—not so long ago, and of how far there is to go to reach equality.” —Booklist” (https://www.feministp)

Student Resources

The following are student professional development opportunities, including scholarships, internships, articles to read and student success opportunities. If you would like to share an opportunity, please email stacy.ybarra@catchthenext.org

Thank You,
Stacy Ybarra Evans
Catch The Next

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Activity Description</th>
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<tr>
<td></td>
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<td>Deadlines are clearly noted on each application. February 1, 2022 at 5:00 p.m. or March 1, 2022 at 5:00 p.m.</td>
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<tr>
<td>11/1/2021</td>
<td>Opportunity</td>
<td>Scholarships -- Since 2015 the TSRA Foundation has awarded Texas Youth a total of $57,000 in Scholarships funds. <a href="https://www.tsrafoundation.com/scholarships">https://www.tsrafoundation.com/scholarships</a></td>
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<tr>
<td>Date</td>
<td>Opportunity</td>
<td>Scholarship/News Link</td>
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<tr>
<td>11/1/2021</td>
<td>UT Austin Scholarship Search</td>
<td><a href="https://onestop.utexas.edu/">https://onestop.utexas.edu/</a></td>
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**Asherah Foundation Offers Internship Opportunities**


**U.S. Dept of Ed announces Final Extension of Student Loan Repayment**

On Aug. 6, the Department of Education announced a final extension of the pause on student loan repayment, interest, and collections until Jan. 31, 2022. The agency believes this additional period and a definitive end date will allow borrowers to appropriately plan for the resumption of payments and reduce the risk of delinquency and defaults after restart. The Department will continue its work to transition borrowers smoothly back into repayment, including by improving student loan servicing. The Department will begin notifying borrowers about this final extension in the coming days, and it will release resources and information about how to plan for payment restart as the end of the pause approaches.

**Resources Available for Students and Families to Complete FAFSA**

The White House Hispanic Prosperity Initiative has a resources webpage to help students and families complete their FAFSA form. The Department’s Federal Student Aid (FSA) office is urging students to file the FAFSA form to help defray, and in some cases completely cover, the costs of their postsecondary education. FSA has made it easier than ever for students and families to access resources at [StudentAid.gov](http://StudentAid.gov) and via the myStudentAid mobile application using a computer, tablet, or mobile phone.

**TWC and THECB Update CREWS Application**

The Texas Workforce Commission (TWC) and the Texas Higher Education Coordinating Board (THECB) have completed a rewrite of the Texas CREWS (Consumer Resource for Education and Workforce Statistics) application. The updates include a new Spanish language option, a more intuitive workflow, improved navigation, and the addition of career schools. The application is now smartphone and tablet friendly. [https://txcrews.org/](https://txcrews.org/)
Department of Education Releases Free FAFSA Form

The Department of Education has released the 2021-22 *Free Application for Federal Student Aid (FAFSA®)* form. Students and parents can easily complete the form via [fafsa.gov](http://fafsa.gov) on a desktop or mobile device. This year, enhanced help topics provide even more guidance through the form, and, as a result of user feedback, many financial help topics on [fafsa.gov](http://fafsa.gov) now feature images of the forms with relevant line numbers visually highlighted to help applicants navigate the FAFSA form. The Internal Revenue Service Data Retrieval Tool (IRS DRT) remains the fastest way for applicants to enter tax return information accurately on the FAFSA form. The Department provides other tools and resources designed to help students complete and submit the FAFSA form and make informed choices. The Annual Student Loan Acknowledgment provides links to the [College Scorecard](https://collegescorecard.ed.gov), where students can estimate their post-completion starting salary based on the school they plan to attend and the program in which they will enroll. The Department’s Homeroom blog also contains posts with helpful information, including:

- 7 Things You Need Before You Fill Out the 2021–22 FAFSA® Form
- 8 Steps to Filling Out the FAFSA® Form

Students Can Find Resources on Get Schooled Website

Get Schooled, a national non-profit organization dedicated to helping young people get to college, find first jobs, and succeed in both, has several resources on their website. There are articles, videos, and downloadable resources to help students start strong and create a solid foundation for the upcoming months. From distance learning tips to learning how to ask for help, these resources are created for students to help them succeed in college. [https://getschooled.com/journey/future-focused-tx---content/creating-a-successful-first-semester/](https://getschooled.com/journey/future-focused-tx---content/creating-a-successful-first-semester/)

Organization Offers Resources for Financial Literacy

Annuity.org believes when students learn financial literacy at an early age it helps them to make astute decisions about their personal finances, smart financial behavior leads to financially secure lives. Now, more than ever, is a great time for students to hone in on this skill while they are learning from home. Their site covers things like: Budgeting -Filling out a FAFSA request for college; How Student Loans Work; and financially planning for your future and more. Please take a look at our student resource here: [www.annuity.org/financial-literacy/students/](http://www.annuity.org/financial-literacy/students/)

Federal Deposit Insurance Corp Announces Internship Positions

The Federal Deposit Insurance Corporation has upcoming internship positions available: Compliance FMS Intern and Risk Management FMS Intern. Ideal candidates are students who have majors in accounting, banking, business administration, economics, finance, or a related field. The Financial Management Scholars (FMS) internship program is a pipeline for our entry-level Financial Institution Specialist program. If students successfully complete the internships, they may be offered full-time positions — *noncompetitively* — upon graduation. The internship opportunity announcement is open through Nov. 30, 2021.

Nonprofit Provides Free Mental Health Support to Children and Teens

[Wonders & Worries](https://www.wondersandworries.org) is a Texas-based nonprofit that provides free, professional mental health support to children and teens during a parent’s serious, physical illness. Parents dealing with a cancer diagnosis, TBI,
stroke, heart condition, neurological condition, or other physical illnesses and traumatic injuries often don’t know how to talk about their diagnosis and its impact on the family.

Wonders & Worries’ free programs ensure children and teens can reach their full potential, despite a parent’s serious illness. They do this by leading children through an evidence-based and copyrighted Six-Session Illness Education and Coping Curriculum led by healthcare professionals.

Services are always free and offered in English and Spanish at 5 Texas locations and virtually in the Greater Austin, Greater San Antonio, and Greater Houston areas. They also operate a national helpline: 844-WE-WONDER (1-844-939-6633) available Monday – Thursday 10:00 AM – 4:00 PM, where parents can receive a free consultation, from one of our child life specialists, on how to talk with and support kids impacted by adult illness. Additionally, they have several resources available for professionals and parents on their website.

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**Professional Opportunities**

Ascender - Professional Development Opportunities

The following professional development opportunities highlight Ascender grant and funding opportunities, conference opportunities, and information for theory, research and practice. I encourage you to forward any information that would provide wonderful opportunities to our team or students by emailing me at stacy.ybarra@catchthenext.org.

Thank You,

Stacy Ybarra Evans

Catch The Next

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**Staff Opportunities**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Activity Description</th>
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<tr>
<td>11/19/2021</td>
<td>Workshop (NISOD)</td>
<td>NISOD-- VIRTUAL WORKSHOP: Teaching Critical Thinking Skills in Communications Courses</td>
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<td>Calling all communications faculty! This workshop provides participants with concrete tools for teaching critical thinking skills in Communications courses. The workshop targets critical thinking skills in courses that emphasize reading, writing, and oral presentation. By the end of the workshop, participants are able to help students create better drafts, organize speeches, analyze the written word, and write complete argumentative and research papers. All skills will be contextualized around critical thinking.</td>
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<td>November 12</td>
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<tr>
<td>9/27/2021</td>
<td>Award Application</td>
<td>NISOD--</td>
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<td>NISOD is currently seeking Innovation Abstracts submissions for the winter 2022 semester. Learn more and submit an Innovation Abstracts today! The deadline to</td>
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submit is November 19, 2021.

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<tr>
<th>Date</th>
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<tr>
<td>9/27/2021</td>
<td>Conference</td>
<td>Many more courses on learning techniques:</td>
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<td></td>
<td></td>
<td>• How Can I Communicate to Engage Students and Encourage Learning?</td>
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<td></td>
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<td>• Strategies for Student Ownership in Learning</td>
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<td>• Strategies for Teaching to Different Learning Preferences</td>
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<tr>
<td></td>
<td></td>
<td>...and many more found at <a href="http://www.starlinktraining.org">www.starlinktraining.org</a></td>
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**U.S Department of Education Releases COVID-19 Handbook Volume 3**

The U.S. Department of Education released the *COVID-19 Handbook Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff* to provide additional strategies for higher education institutions (IHEs) and communities as they work to reopen for in-person instruction safely and equitably. The Department worked with public health officials and partners across the Biden-Harris Administration to ensure that the Handbook provides actionable strategies IHEs can use to implement CDC guidance to prevent and mitigate the spread of COVID-19. The Handbook also provides strategies on how higher education institutions can utilize funds from the American Rescue Plan (ARP) and previous relief bills to meet the needs of all students, boost vaccination rates on campus, and address inequities exacerbated by the pandemic, among other topics covered. With the American Rescue Plan and key resources like Volume 3 of the COVID-19 Handbook, institutions of higher education will be able to not only protect the safety of students, educators, and staff, but also support those students who have been disproportionately impacted by the pandemic.”

**National Center for Teacher Residencies Seeks Director**

NCTR is seeking a Director of State and Federal Policy to lead the development and implementation of its state and federal policy strategy. The Director of State and Federal Policy will work closely with NCTR’s leadership to maximize our position in the field and leverage the power of our Network to move our agenda around the need for high-quality teacher residencies that prioritize removing barriers to entry for teachers of color. The Director of State and Federal Policy will represent NCTR in federal policy and national coalitions and work to organize, when appropriate, partner organizations for the purpose of positioning NCTR, the Network, and the residency movement strategically among state and federal policymakers and influencers.

**Primary Responsibilities**

**Federal Policy**

- Lead the development and implementation of policy priorities and strategy.
- Engage with the U.S. Department of Education, the Administration, and Congress to inform and advance policies, guidance, and legislation that is informed by NCTR Network partners and aligned with our mission and vision for teacher residencies.
- Represent NCTR in federal policy coalitions and collaborate with other organizations with shared interests and goals.
- Maintain key relationships with partner organizations.
- Monitor national legislative action and conduct outreach with national education policymakers and stakeholders, including attending Congressional hearings and meetings on Capitol Hill and accompanying NCTR leadership and NCTR Network partners to meetings as appropriate.
- Work with the NCTR Network team to provide support to NCTR Network partners to build advocacy skills and position them to develop and cultivate relationships with members of Congress, the Administration, and other policymakers.
- Cultivate productive relationships with key policymakers in Washington, DC in service to both NCTR and our Network partners

**Texas OnCourse Opens Academy to Higher Ed Advising Professionals**

Texas OnCourse is opening its online academy to higher education advising professionals. This new offering is part of their new role within the Texas Higher Education Coordinating Board. There are two new training modules in the Academy designed specifically for higher education advisers:

- **FAFSA and TASFA: Helping Students Get and Keep Financial Aid** – refresh yourself on helping students apply for, verify, and renew financial aid using the FAFSA or TASFA.
- **Dollars and Sense: Supporting Student Financial Wellness** – explore how students’ finances can impact their success in college. This module also covers how to effectively refer students to financial help on and off-campus.

To access the modules, register for the Academy, then select Success in Higher Education on the left side. Select College Finances and Beyond. Then select either FAFSA and TASFA or Dollars and Sense, and click on Introduction to get started!

### Opportunities for Fully Funded Masters and PhD Scholarships

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<th>#</th>
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<th>Country</th>
<th>Fields</th>
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<td>1.</td>
<td>Fulbright Scholarship</td>
<td>Masters &amp; PhD</td>
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<td>USA</td>
<td>All Fields</td>
<td>Feb-Oct of every year</td>
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<td>Austria</td>
<td>All Fields</td>
<td>January of every year</td>
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<td>Aga Khan Foundation Scholarship</td>
<td>Masters &amp; PhD</td>
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<td>4.</td>
<td>Chevening Scholarships</td>
<td>Masters</td>
<td>All Universities of UK</td>
<td>UK</td>
<td>All Fields</td>
<td>November of every year</td>
</tr>
<tr>
<td>5.</td>
<td>Endeavour Scholarships</td>
<td>Masters &amp; PhD</td>
<td>Multiple Universities in Australia</td>
<td>Australia</td>
<td>All Fields</td>
<td>June of every year</td>
</tr>
<tr>
<td>6.</td>
<td>OFID Scholarship</td>
<td>Masters</td>
<td>Any accredited University/College around the world</td>
<td>Any Country</td>
<td>Science and development</td>
<td>May of every year</td>
</tr>
<tr>
<td>7.</td>
<td>Australian Development Scholarship</td>
<td>Bachelors &amp; Masters &amp; PhD</td>
<td>Multiple Universities</td>
<td>Australia</td>
<td>All Fields</td>
<td>April of every year</td>
</tr>
<tr>
<td>8.</td>
<td>Swedish Scholarship</td>
<td>Master’s Degree</td>
<td>Swedish Universities</td>
<td>Sweden</td>
<td>All Fields</td>
<td>Jan-Feb of every year</td>
</tr>
<tr>
<td>9.</td>
<td>VLIR-UOS Scholarships</td>
<td>Training &amp; Masters</td>
<td>Belgian Flemish university &amp; university college</td>
<td>Belgium</td>
<td>Multiple Fields</td>
<td>October of every year</td>
</tr>
<tr>
<td>10.</td>
<td>NZAID Scholarship</td>
<td>Masters &amp; PhD</td>
<td>Multiple Universities</td>
<td>New Zealand</td>
<td>Multiple Fields</td>
<td>March of every year</td>
</tr>
<tr>
<td>11.</td>
<td>DAAD Scholarship</td>
<td>Masters &amp; PhD</td>
<td>German Universities</td>
<td>Germany</td>
<td>All Fields</td>
<td>Aug-Oct of every year</td>
</tr>
<tr>
<td>12.</td>
<td>Singapore-Industry Scholarship</td>
<td>Undergraduate</td>
<td>Top Universities of Singapore</td>
<td>Singapore</td>
<td>All Fields</td>
<td>March of every year</td>
</tr>
</tbody>
</table>
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