CTN Begins the New Year Honoring Those Who Serve

Observed on the third Monday of January, Martin Luther King, Jr. Day “honors the life and contributions of America’s greatest champion of racial justice and equality, the leader who not only dreamed of a color-blind society,” but also “the man who ultimately paid the highest price to make democracy a reality for all Americans.”

Martin Luther King Jr. was a man who changed the face of American society. His courage and achievements are an inspiration to millions of people, but who inspired him? Who were his mentors?

King acknowledged many different people as teachers and mentors, but his professor at Boston University, Howard Thurman, was central to his civil rights movement and his core values. He taught King about Gandhi’s philosophy and practice of non-violence. Another of King’s mentors was Bayard Rustin, who was a model of courage. Rustin was a civil rights leader who was openly gay, in a time when laws against homosexuality were still often enforced. Rustin helped King organize the 1963 March on Washington. “Another key mentor for King was Benjamin Mays, president of Morehouse College in Atlanta, where King was a student. Mays was the son of slaves, and gave King a strong sense of the historical context in which he was fighting.”

“Martin Luther King, Jr. Day is not only for celebration and remembrance, education and tribute, but it is above all, a day of service. It is a day of volunteering to feed the hungry, tutoring those who can’t read, mentoring at-risk youngsters, and a thousand other projects for building the beloved community of his dream.” -by Coretta Scott King

Catch the Next recognizes the value of service in building community and achieving dreams as well as the value of powerful, positive mentoring. Mentoring is a vital component of the CTN model, and CTN would like to recognize and offer thanks to all the mentors in our program in this National Mentoring Month.

There are several mentoring options in the CTN program including mentoring at the colleges for students, peer scholar mentors, and peer mentoring via site visits.

On campuses CTN mentors serve as role models of academic and professional success to students, helping them develop professional/networking skills and strengthening the students’ social and cultural capital. Instructors utilize
mentors as role models and speakers to support students’ writing and augment counseling resources to explore possible career goals. Mentors emphasize the value of “giving back” to our community, offer ongoing encouragement for students and provide a vital link between the local community and the college campus. Catch the Next also has cultivated a network of scholars, authors, artists, activists, and community leaders from across the nation who all believe mightily in contributing to the success of the students. The Peer Mentoring Program is designed to create partnerships among the teams at colleges and the author, scholar, and community leadership mentors who have joined our familia. Peer mentors may serve a variety of roles depending on the needs of the particular college and student cohort. All mentors may participate in our monthly webinars; author and/or community leadership mentors may appear at colleges or in classes as guest speakers; scholar mentors may contribute to college research and evaluation or partner with practitioners.

CTN also encourages peer mentoring through its site visits to meet the needs of faculty, staff, students, and the institution as a whole; to ensure consistency of the Catch the Next model in practice, while recognizing that all effective programs remain adaptable and flexible to the culture and needs of individual institutions; to provide feedback for us to incorporate into our professional development and peer mentoring models.

Why Mentor?

“Mentoring, at its core, guarantees young people that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter. Research confirms that quality mentoring relationships have powerful effects on young people in a variety of personal, academic, and professional situations. Ultimately, mentoring connects a young person to personal growth and development, and social and economic opportunity. Yet one in three young people will grow up without this critical asset.” (www.mentoring.org)

CTN Students Comment on Mentors

"I was assigned a mentor and we hung out together outside of school. I learned new things from her. She told me all sorts of things about her freshman year and how she pulled through. Meeting my mentor at Noche de Familia was my favorite part of the program." -Danielle Coulter

"My mentor is so amazing. I feel her passion for helping others and wanting to do everything possible to help”-Karolina Martinez

“CTN was very helpful to me because they gave me a mentor. My mentor is an amazing woman who gives amazing advice. She pushes me to do better."-Mistyblu Pacheco

Meeting our mentor shows us that there are people out there who can lend a helping hand to a person who is starting a new chapter in life."-Ryan Cardenas
“Sacrifice the Person You Are Today, For the Person You Want to Become”

**N. Ochoa Proves “Access with Support Yields Success”**

Navid Ochoa walked the stage to receive her bachelor’s degree from Texas A & M Kingsville on December 15, 2017- an extraordinary accomplishment indeed.
She had the honor to represent the College of Education. Navid was also an active member of Phi Kappa Phi-Golden Key International Honor Society, Phi Delta Kappa International and TASBE (Texas Association of Students in Bilingual Education). She had been able to maintain a 4.0 GPA, received a plaque for Distinguished Student, gave a speech and received her Bachelor’s in Education. It was an extraordinary accomplishment for Navid to graduate with such high honors. Many witnessed as she gave her speech, but very few knew the beginning of the story behind this assertive woman.
Navid was born and raised on the Mexican side of the border. She came to this country in 2005 married and with the hunger to educate herself and learn the ways of her new home. She tried enrolling at the local high school, but was turned away, so she enrolled in an ESL program through Region One, where she soon transitioned to their Pre-GED program. In 2013, she was able to obtain her GED. It was this same year that she applied and was accepted to South Texas College. In order to meet Navid’s educational needs, she was placed in developmental education courses and recruited to participate in the Catch the Net Dream Catchers program. This is when Navid flourished in her educational journey. Dr. Anna B. Alaniz and Dr. Juan R. Ramirez were her instructors at the time. It was in the CTN program that Navid met peers who became lifelong friends and instructors that became mentors and familia. In the program, she was motivated to dream big and was taught how to set short term goals, in order to reach her long term goals. Navid took these lessons to heart and put them into practice. Her motto has been, “Sacrifice the person you are today, for the person you want to become.”
Spotlight on CTN Instructor

“Failure Was Not an Option”

STC Instructor Alaniz Applies Teachings to Own Life

In 2012, a new program was brought to South Texas College-Starr County Campus. Students walked into my office to inquire about a letter they had received via mail, which invited them to participate in a new program that offered a new course Integrated Reading and Writing (INRW) and Learning Frameworks, it offered a cohort model, and the INRW instructor would teach English 1301. I encouraged my students to participate in the program.

A few weeks after, I received an email from South Texas College-Pecan Campus from CTN mentor coordinator, Roy Escaname, asking me for assistance with the recruitment of mentors from my community. This was the way I became part of this program. I recruited the mentors for Starr Campus in 2012. In 2013, I attended the trainings in UC Berkeley to teach the Learning Frameworks course and become an instructor in the program.

Throughout this time the Developmental Reading Department and Developmental English Department were going through a crisis because the state wanted to integrate reading and writing within the developmental courses. Many instructors felt intimidated by the forthcoming changes. I embraced them.

I had a clear understanding that in order to continue to be an asset for the college and for the students, I had to go back and increase my education. Therefore, I decided to return to college and obtain a second masters, which later transitioned into my doctoral degree.

As I was teaching the Learning Frameworks, I encouraged my students to strive for greatness, and many of the teachings I applied to myself. I knew I had to go back to school, so in the Fall of 2013, I returned to school. I enrolled at the University of Texas Rio Grande Valley to obtain a Masters in English. In the Spring of 2014, I applied for a Educational Leadership Doctoral Degree at University of Texas A&M-Kingsville where I was accepted and began my coursework that summer.

It was a difficult endeavor, but not an impossible one. I would drive to Kingsville, 2 ½ hours every other week, for almost 3 years. I graduated with my Educational Leadership Doctoral Degree in May 2017.

This program has propelled many of my students into a path of educational success with unconditional support from me as their instructor, but it has also worked the other way around. Failure was not an option because I was accountable to my students. My students think highly of me, and I had to demonstrate to them that goals are attainable at any age or stage of our lives.
CTN Staff from Three Colleges to Present at Corequisite Conference

CTN staff from South Texas College, Austin Community College and Palo Alto College will present CTN corequisite models at the Corequisite Conference II at St. Phillips College in San Antonio on February 1-2. The conference is sponsored by the Texas Higher Education Coordinating Board (THECB), in collaboration with The Texas Success Initiative Professional Development Program (TSI PD), the Alamo Colleges District, and the North Texas Community College Consortium, as part of professional development and technical assistance support for the implementation of HB 2223.

The purpose of this professional development opportunity is to provide guidance to institutions on developing, implementing, and scaling corequisite courses. Various topics will include the following: narrowing corequisite instructional options, focusing on specific advising for placement, getting the reporting correct, and addressing issues relating to the rules for HB 2223, among others.

House Bill 2223 requires that each Texas public institution of higher education ensure a certain percentage of its students enrolled in developmental education be enrolled in corequisite models.

Professional Development and Multicultural Curriculum Highlighted

Doran and Singh Publish on CTN Program in CC Journal

CTN Director of Research and Evaluation, Erin Doran and Anupma Singh’s article in the Community College Journal titled “It’s all about the ganas”: Incorporating a Multicultural Curriculum in Developmental Education is the result of a study that “investigated the professional development that faculty members receive in order to teach in the Dream Catchers program and how this program provides a multicultural curriculum to students in developmental education.”

The following was the conclusion reached at the end of the article: “Historically underrepresented students such as Latinx students are too often caught in the trap of developmental education where they struggle to obtain the knowledge and skills they need to be successful in college-level work. Through the lens of a multicultural developmental curricula, the DC program shows how programs can adapt their practices to provide teaching and services that address issues salient to students across racial/ethnic groups. A multicultural curriculum that provides content related to students’ backgrounds, that is receptive to students’ academic and personal needs, and that provides rich experiences for students that enable them to see beyond the walls of their college campuses and neighborhoods can impact students’ academic trajectories in transformative ways. This study illuminates the professional development that goes into building such a program like the DC program in Texas. While the time and labor costs of these programs can be high, so can their rewards as more students of color, low-income, and first-generation college students make the transition from community college to four-year institutions and complete their academic goals, some of which students may have previously thought impossible.”

For the full article, go to http://www.tandfonline.com/eprint/ihMGVvKMEtH4QBDn8THa/full
Alaniz, Ramirez, Cerda and Ybarra to Present at NISOD

South Texas College CTN Instructors Anna Alaniz, Angelica Cerda and Juan Ramirez as well as CTN Director of Student Engagement, Stacy Ybarra will all be presenting at NISOD’s International Conference on Teaching and Leadership Excellence in May in Austin. Anna Alaniz will present a qualitative study titled “Beating the Odds: Perception of Former Hispanic Developmental College Students.” Angelica Cerda and Juan Ramirez will lead a roundtable discussion on CTN success in INRW titled "The ASCEND Program Curriculum: A Nationally Recognized Powerhouse for Academic Readiness and College Completion." Stacy Ybarra’s presentation is titled “Building a Transfer-Efficient Culture: Reverse Mapping-Transfer Advising Guides with the Alamo Colleges District.”

Catch the Next’s Spring Institute Set for March 1-2

Catch the Next will be hosting our next training institute on March 1-2, 2018 in San Antonio at the Hotel Indigo - Riverwalk. This event will bring together both seasoned practitioners as well as noted scholars and authors to lead interactive sessions that address the needs of existing and new college teams. Cohort 2017-2018 of instructors, faculty, and staff from any of our participating colleges are required to attend, and previous cohorts are welcome to attend. We look forward to seeing you there!

We will begin with on the morning of Thursday the 1st, and end at 4pm the following day. We will provide breakfast, and lunch. You will be on your own for dinner. On Thursday March 1, at 6:00 p. m., we will have our Spring Reception and graduation of cohort 2017.
So please mark your calendars now and feel free to contact your program director to make sure you are included in the team traveling to San Antonio.

If attending, please register here.

Teaching and Learning for Student Success Webinars

Save the Date: Thursday, February 15th at 3:00pm (CST) for the February Teaching and Learning for Student Success Monthly Webinar to Feature Dr. Sarah Rodriguez

Dr. Rodriguez’s webinar is entitled “Considering the Intersections of Identity in Your Work” which is focused on considering the intersections of identity in our quest to influence cultural and structural change on our campus. This session will share information related to understanding and honoring the multitude of identities that students are bringing with them into the classroom as well as challenge participants to think about how these considerations can work towards creating more equitable educational outcomes. Dr. Rodriguez’s research addresses issues of equity, access, and retention for Latina/o students in the higher education pipeline. As a researcher looking at these issues from a human sciences perspective, she focuses on the intersections of race/ethnicity and gender for STEM students and the role that community colleges play in creating equitable outcomes. Her research seeks to improve our understanding of STEM identity development and inform how national policy and institutional efforts can be enhanced to create equitable outcomes for Latina/o students within the STEM disciplines.

Dr. Rodriguez has worked with the project Engaging Latino Students for Transfer and College Completion a national initiative at the Center for Community College Student Engagement, focused on helping institutions strengthen Latina/o student engagement, transfer, and college completion. She has also served as a New Mathways Project Mentorship Program Coach for the Charles A. Dana Center, supporting college implementation of the four principles of the NMP Model, including multiple mathematics pathways, acceleration to complete college level math courses quickly, and intentional use of strategies.

Dr. Rodriguez has also been involved with the national initiative Improving Outcomes for Men of Color in Community Colleges Initiative at the Center for Community College Student Engagement and served as the Research Coordinator for Project M.A.L.E.S. (Mentoring to Achieve Latino Educational Success), both of which focused on improving educational outcomes for men of color. As the Research Coordinator for Project M.A.L.E.S., a research and programmatic initiative to increase college retention and graduation rates of Latino males, she worked with the organization’s Executive Director and Founder, in collaboration with K-12, community colleges, and four-year institutions across the State of Texas, to conduct in-depth qualitative research and shape recommendations for policy and practice concerning the experiences of Latino male students.

During her academic career, she has presented at conferences at the national, regional, and local levels and authored journal articles, book chapters, policy briefs, and other publications on Latina/o student success. At a national level, Dr. Rodriguez has been named a Gates Millennium Scholar from the Bill and Melinda Gates Foundation, an American Educational Research Association (AERA) Emerging Scholar, an American
Association of Hispanics in Higher Education (AAHHE) Fellow, and a Carlos J. Vallejo Research Fellow (AERA).

She also serves as an Affiliate Faculty Member for the Minority Male Community College Collaborative (M2C3), a national research and practice center that partners with community colleges to support their capacity in advancing outcomes for men of color and Project M.A.L.E.S., a multifaceted initiative centered upon supporting Latino males and other men of color through research, mentoring, and a statewide P-16 consortium.

Remember that if you have not registered for the webinar series for the new academic year, you can still do so by following the link below, entering your email information, and following the instructions in the corresponding email: https://attendee.gotowebinar.com/register/7336155268859228929

Stay tuned to Facebook and Twitter for more updates and information for a smooth webinar experience. If you have any questions, please contact Lydia CdeBaca lydia.cdebaca@catchthenext.org

CTN Scholar Mentor Anupma Singh Presents CTN Survey Research in January Webinar

CTN would like to extend our deepest gratitude to Dr. Anupma Singh, for her excellent presentation of current research on the CTN student surveys in her January webinar, “Promoting Persistence and Transfer in Texas Community Colleges.” Dr. Singh reviewed her findings, based on the student surveys, that the CTN program benefits students primarily on their awareness of and motivation to transfer from the community college to the four-year college or university. She also provided suggestions for how the survey might be improved and what future research might entail.

CTN Announces Uploading of Monthly Webinars on YouTube

CTN is pleased to announce that all 2017 webinar recordings have now been edited and uploaded to our CTN YouTube channel. To view the Teaching and Learning for Student Success Monthly Webinar Series playlist on our YouTube channel, please follow this link:

https://www.youtube.com/playlist?list=PL50N8phJcCdGn5lWnUXXecm-gYotfg6Ey
Castillo Publishes in *SA Express News*

CTN director of Publications and Special Projects, Ralph Castillo published an article titled “Penca Books a chapter to highlight in W. Sides literary history” on January 9 in the *San Antonio Express News*. The article highlights the bookstore’s influence on the residents of the area and its ability to “give a voice to Chicano intellectuals whose ideas were changing old belief systems.”

To read the article follow the link below:

PAC Instructors on “Rank My Professor” Youtube

Ralph Castillo and Dan Rodriguez were honored with comments from their students in a “Rank My Professor” youtube. Follow the link to hear them read the comments.

https://youtu.be/NI9b2ysin7E

**CTN Familia : Share Your Career Journey to Help Students**

With Share Your Road, your students will have a new tool to help them make decisions about life after high school. **But first, we need your help!**

Share Your Road, a website from Texas OnCourse and Roadtrip Nation, is a platform where real Texans share their career journeys. These real-life career stories expose students to opportunities they wouldn’t have known existed. They also show students that career paths are usually not linear, and that we’ve all overcome hurdles.

Before we deliver this resource to students, we need ordinary Texans to share their stories!

Here are 3 things you can do to help:

1. Share your own career journey.
2. Of course, not all your students are destined to be educators! Ask your friends and family to share their stories as well.
3. Are any of your parents doing a job that's not well-understood, or that your students might not realize is an option for them? Maybe they have an interesting career journey? Ask them to contribute too!

Share Your Road guides you through a series of questions about your interests, education and hurdles you’ve overcome on your career journey. While you determine how much care and effort to put into your profile, we estimate it takes about 15 minutes. Return to your profile later to finish if you don’t finish in one sitting!

**CLICK TO SHARE YOUR ROAD**
Program Encourages Health Care Career Students to Apply

The Summer Health Professions Education Program (SHPEP) is a free summer enrichment program focused on improving access to information and resources for college students interested in the health professions. SHPEP’s goal is to strengthen the academic proficiency and career development of students underrepresented in the health professions and prepare them for a successful application and matriculation to health professions schools. These students include, but are not limited to, individuals who identify as African American/Black, American Indian and Alaska Native and Hispanic/Latino, and who are from communities of socioeconomic and educational disadvantage. SHPEP, formerly known as the Summer Medical and Dental Education Program (SMDEP), expanded in 2016 to include a broader array of health professions.

If you have any questions, please contact Chantez Bailey at cbailey@aamc.org. She is responsible for the communications and outreach efforts for the program.

For more information please visit (SHPEP at www.shpep.org). The deadline is February 15th.

Grants Available for Health Professions

The Division of Academic Quality and Workforce is pleased to announce a Request for Applications (RFA) under the Minority Health Research and Education Grant Program (MHGP), Recruitment and Retention. The grant initiative aims to increase participation in degree programs in specific health professions from underrepresented minority students in Texas, especially among African American and Hispanic students. The grant period will be June 1, 2018, through May 31, 2020. The RFA and the application forms (as Word documents) for the grant competition are available online at www.thecb.state.tx.us/MHGPApp. Applications must be submitted electronically to MHGP@thecb.state.tx.us on or before February 15, 2018, 5:00 P.M. CST.

Please refer to the RFA for information regarding applicant eligibility, maximum number of submissions per applicant, and maximum award amount. Questions about the grant competitions should be emailed to the MHGP program contact, Fu-An Lin, Program Director, at MHGP@thecb.state.tx.us. Grant awards will be announced in mid-May 2018.
Article Lists Ten Sites for Scholarships

An article in the US News and World Report magazine lists ten of the best sites for information on the billions of dollars available for scholarships. https://www.usnews.com/education/best-colleges/paying-for-college/articles/2017-09-14/10-sites-to-kick-off-your-scholarship-search?src=usn_tw

Achieving the Dream Offers Programs to Help Students with Financial Skills

The #comm_colleges in our #WSSN Initiative are building programs to help students gain financial skills and stability #highered https://t.co/aVEsZAKCKE (https://twitter.com/AchieveTheDream/status/851780834927554560?s=09)

Article Offers Ways to Get Textbooks for Free

Textbooks can cost students thousands of dollars. An article in US News Education offers students ways to get them for free such as Project Gutenberg. For more information, follow this link: https://t.co/hal4P9uG13

Black, Brown & College Bound Summit Features Michael Strahan as Keynote Speaker on March 24-28

The Black Brown & College Bound (BBCB) Summit at Hillsborough Community College in Florida has emerged as one of the preeminent national forums to address issues facing Black and Latino males in higher education. After eleven years, the summit has been successful in attracting some of the most influential national speakers and scholars to address the barriers that affect persistence and completion among minority males. A series of theme-based workshops on contemporary issues provide an important focus to the summit, bringing together college students and practitioners to engage in dialogue about critical issues, sharing successful strategies and best practices.

For more information: https://www.hccfl.edu/bbcb.aspx

AACU Invites Community Colleges to Attend Conference

The Association of American Colleges and Universities (AACU) invites community colleges to attend its 2018 Diversity, Equity, and Inclusive Democracy Conference: The Inconvenient Truths, March 22–24, in San Diego, CA. AAC&U invites educators and students from all campus sectors to participate in this reflective and action-
oriented dialogue about the inconvenient truths that we must address to create campus environments that truly reflect our democratic principles. For more information and to register, please visit https://www.aacu.org/conferences/dlss/2018.

Texas Affordable Baccalaureate Grant Program Requests Proposals

The College For All Texans Foundation is soliciting proposals from Texas postsecondary institutions to develop and implement new Texas Affordable Baccalaureate (TAB) programs. The TAB is an innovative model and bold solution for many challenges facing higher education. First-generation, underprepared, low-income, and working adult students, all part of higher education’s “new normal,” need non-traditional and affordable postsecondary options. The TAB program is designed to deliver just that. Through a combination of competency-based and traditional courses, online and in-person instruction, and alternative low-cost tuition structures, TAB offers an accessible bachelor’s degree that can save students thousands of dollars and semesters of time.

Visit the College For All Texans Foundation web page for more information on how to submit a proposal for funding https://college4texans.org/tab/

Engaging Pedagogy Conference Accept Proposals

The Engaging Pedagogy Conference is a regional, interdisciplinary event serving faculty and staff committed to producing deeper and more effective teaching and learning initiatives. National trends tell us that colleges and universities struggle to help students persist and succeed in this academic endeavor. In answer to this struggle, we will critically reflect on our own teaching and learning, and creatively adapt what we know to serve our diverse community of students.

We are now accepting program proposals for the 2018 Engaging Pedagogy Conference to be held in Sequin on May 16, 2018. Proposals should be submitted no later than February 2, 2018. Program sessions will run 40 minutes and should be facilitated discussions which involve participants. Workshop presenters will facilitate participant discussion focusing on a pedagogy initiative, research paper, or trending phenomenon. We ask that presenters provide a one page handout for participants. A final program will be released after notifications for proposals go out in March 2018. If your proposal is accepted, you will automatically be registered for the conference. See the program tracks below.

To submit a program proposal go to the web site, www.tlu.edu/pedagogy, scroll to the bottom of the page, and follow the program submission directions. Program proposals are due by February 2, 2018.

Program Tracks:
LEARNING MOTIVATION
Proposals that explore students sense of self, motivation, persuasion, and/or persistence. These might include but are not limited to altering student perceptions of their ability to fit in and succeed, nurturing effective student collaboration, or becoming more resilient in the face of failure.
INNOVATIVE PEDAGOGY
Proposals that focus on innovative pedagogy design might include high impact practices, group work design, facilitation strategies, integrating contemporary real world problems/applications, and other approaches that encourage deeper student engagement with the course material, course mates, or the institution in ways that produce deeper learning and/or successful retention.

SOCIAL JUSTICE & INCLUSION
Proposals that help us better support historically marginalized communities (including but not limited to Mexican American, Latina/o, African American, Women, LGBTQ+, military Veteran, first-generation, and working class populations) by integrating contributions (cultural experiences, scholarship, art, representative data sets, etc.) and by developing teaching practices that better connect with our students’ diverse experiences.

BLENDED/HYBRID/ONLINE APPLICATIONS
Proposals that explore innovative uses and evaluation of technology in blended/hybrid/on-line courses. For example, programs may work toward:

- Creating faculty/staff proficiency and excellence in the blended learning environment
- Developing specific strategies for assessing how blended learning impacts course outcomes
- Enhancing student engagement/participation
- Supporting pedagogical models with technology
- Exploring emerging technology

COLLABORATIVE PARTNERSHIPS
Proposals exploring collaborative partnerships (crossing disciplines, departments, programs, or communities) that have enhanced student learning and/or align institutional processes to ease collaboration.

TACHE Mentoring Program Seeks Mentors
The TACHE Mentoring Program will provide Latina/o working professional, academics, advocates, and post secondary students with the opportunity to network, expand, and grow in their professional and scholastic arenas. Latina/o College and University students will be paired up with Latina/o working professionals/education advocates to learn from and to use as a source for educational and employment opportunities. A TACHE Membership is a requirement to serve as a mentor. Selected mentors and mentees are encouraged to attend the TACHE conference. The application deadline is February 9.

Fill out our mentoring matching survey online to apply to the TACHE Mentoring Program:
https://tache.memberclicks.net/index.php?option=com_mcform&view=ngforms&id=35174&dsbl=false&takeForm=1#

Carnegie Community Engagement Classification Workshops Available
If your college is planning to apply for the 2020 Carnegie Community Engagement Classification, or if you simply are interested in what the process entails, there are several upcoming events designed specifically for community colleges. Learn about changes to the classification framework and what you need to plan for the process, including forming a team, gathering data and information, and organizing and writing the application.
The Carnegie Community Engagement Classification provides an established level of legitimacy, accountability, public recognition, and visibility. It can be a catalyst for efforts to improve teaching and learning through curricular connections to community-based problem solving, as well as a tool for institutional benchmarking, self-assessment, and self-study. The application process opens May 1, 2018.

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Preparing for the 2020 Carnegie Classification for Community Engagement

**Date:** Thursday, February 22, 2018, 4:00-5:30 pm  
**Event:** Achieving the Dream “DREAM 2018” Conference  
**Location:** Nashville, TN  
**Registration:** [www.achievingthedream.org](http://www.achievingthedream.org)

**Date:** Tuesday, March 20, 2018, 4:15-5:15 pm  
**Event:** League for Innovation in the Community College Annual Conference  
**Location:** National Harbor, MD  
**Registration:** [https://www.league.org/inn2018](https://www.league.org/inn2018)

**Date:** Sunday, March 25, 2018, 9:00 am-3:00 pm  
**Event:** Campus Compact National Conference  
**Location:** Indianapolis, IN  
**Registration:** [https://conference.compact.org](https://conference.compact.org)

**Date:** Monday, April 9, 2018, 10:00 am-3:00 pm  
**Event:** Workshop  
**Location:** Branchburg, NJ  
**Registration:** [https://services.aacsu.org/AACSU/Events/Event_Display.aspx?EventKey=TDCCCW18](https://services.aacsu.org/AACSU/Events/Event_Display.aspx?EventKey=TDCCCW18)

**Date:** Friday, May 18, 2018, 9:00 am-12:00 noon  
**Event:** Preconference workshop  
**Location:** Lakewood, CO  
**Registration:** [www.rrcc.edu/conference2018](http://www.rrcc.edu/conference2018)

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In addition to the March 25 Carnegie workshop, there will be sessions on service learning and community engagement featuring community college faculty, staff, and administrators at the Campus Compact National Conference ([https://conference.compact.org](https://conference.compact.org)), including a preconference session, “Immersive Civic Learning Through Historical Role-Playing Games,” presented by The Democracy Commitment (TDC, [http://thedemocracycommitment.org](http://thedemocracycommitment.org)). TDC and its community college members are also a big part of the annual Civic Learning and Democratic Engagement Meeting in Anaheim, CA, June 6-9, 2018 – see [http://www.aacsu.org/meetings/clde18](http://www.aacsu.org/meetings/clde18).

Finally, online registration for the National Community College Service Learning and Community Engagement Conference will open by the end of January. We have a diverse roster of workshop and roundtable sessions planned for newcomers as well as intermediate and advanced practitioners. Don’t miss our opening speaker, educator and author Paul Hernandez. The full schedule will be posted in February. Join us at Red Rocks Community College outside Denver – see [www.rrcc.edu/conference2018](http://www.rrcc.edu/conference2018) for details.

### Texas OnCourse Provides Professional Development

Texas OnCourse empowers students across the state to plan a clear path to college and career success. One resource, Texas OnCourse Academy, is a free, competency-based professional development program for high school counselors, advisors, and other educators. In early August, modules were released on ApplyTexas, the
CommonApp, and FAFSA. Recently launched were four more modules: SAT, ACT, TAFSA, and Personal Graduation Plans.

Twitter:
Four new FREE @TexasOnCourse training modules for counselors and advisers! Check it out! #TXOC http://ow.ly/PQgf30eOmW2
Even experienced counselors have something to learn from @TexasOnCourse training modules - login to explore: http://ow.ly/wLvm30eNzzN
Facebook/LinkedIn:
@Texas OnCourse provides free training to counselors and advisers to help students on their paths to college and career! They just released 4 new modules on TASFA, SAT, ACT and Personal Graduation Plans. Check it out! http://ow.ly/PQgf30eOmW2

Lumina Foundation Grants Support Postsecondary Institutions

Lumina Foundation, in partnership with Rockefeller Philanthropy Advisors, is pleased to release this RFP for grants that are designed to support postsecondary institutions that are implementing significant work to advance equity on campus and in the broader community. These grants are flexible and can support:

- Community and campus forums
- Staff/Faculty training and development
- Student training and development
- Campus-wide programming
- Other thoughtfully designed efforts

There will be 4-5 grants up to $100,000 reserved for colleges and universities that can document they have already initiated significant, comprehensive efforts to advance equitable outcomes on their campuses and in the broader communities in which they are located. These institutions will have not just built plans, but made significant progress to put those plans in place.

Remaining grants of up to $25,000 will support institutions that have established efforts focused on the equity issues impacting their campuses, and are proposing significant work to improve the campus climate for equity.

Go to the following site for more information:

THECB Seeks Applicants for Program Specialist

The Texas Higher Education Coordinating Board (THECB) is seeking a creative, energetic individual to join our College Readiness and Success (CRS) team focusing on initiatives supporting access, persistence, and completions for students. The Program Specialist oversees numerous projects and provides leadership and guidance to Texas institutions as they work to deliver services to current and returning students, especially those underprepared. The selected individual will have the opportunity to demonstrate his or her ability to provide administrative support, conduct research, present to diverse stakeholder groups, and consult on policy development to drive initiatives that together increase the college participation and completion rates in Texas. While experience working with postsecondary programs is a plus, applicants who are quick learners, comfortable managing multiple priorities and deadlines, and adaptive to changes in policy and practice are also encouraged to apply.
How to Apply
Search for job openings by clicking "Job Vacancies". Select Texas Higher Education Coordinating Board from the list under Organization - Company/Agency. Select “See all organizations” to locate Texas Higher Education Coordinating Board if it’s not visible.
To submit your application for employment, select the job opening of interest, then select Apply Online. Create and/or Login to your on-line applicant profile and electronically submit your State of Texas Application for Employment.
Texas Higher Education Coordinating Board Career Opportunities
http://www.thecb.state.tx.us/apps/jobs.cfm
18-012+Req%23957+Program+Specialist+V+Job+Vacancy+Notice.pdf

Opportunities for Fully Funded Masters and PhD Scholarships

<table>
<thead>
<tr>
<th>#</th>
<th>Scholarship Name</th>
<th>LEVEL</th>
<th>University</th>
<th>Country</th>
<th>Fields</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fulbright Scholarship</td>
<td>Masters &amp; PhD</td>
<td>Multiple Universities</td>
<td>USA</td>
<td>All Fields</td>
<td>Feb-Oct of every Year</td>
</tr>
<tr>
<td>2.</td>
<td>Austrian Scholarships</td>
<td>Masters &amp; PhD</td>
<td>Multiple Universities</td>
<td>Austria</td>
<td>All Fields</td>
<td>January of every year</td>
</tr>
<tr>
<td>3.</td>
<td>Aga Khan Foundation Scholarship</td>
<td>Masters &amp; PhD</td>
<td>Multiple Universities</td>
<td>Aga Khan Foundation</td>
<td>All Fields</td>
<td>March of every year</td>
</tr>
<tr>
<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 Scholarships</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>
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<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>
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<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>
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<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>
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<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>
### Dream Catchers-Professional Development Opportunities

The following professional development opportunities highlight Dream Catcher 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

#### Staff Opportunities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>1/21/2018</td>
<td>Professional Development</td>
<td>PennPORT Program <a href="http://www.med.upenn.edu/pennport/application.html">http://www.med.upenn.edu/pennport/application.html</a></td>
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<tr>
<td>1/21/2018</td>
<td>Professional Development</td>
<td>Harvard Fellowship <a href="https://shorensteincenter.org/fellowships/fellowship-application/">https://shorensteincenter.org/fellowships/fellowship-application/</a></td>
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<tr>
<td>1/21/2018</td>
<td>Professional Development</td>
<td>Capitol Fellows Program <a href="http://csus.edu/calst/programs/">http://csus.edu/calst/programs/</a></td>
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<tr>
<td>1/21/2018</td>
<td>Fellowship</td>
<td>Coaching Fellowship <a href="https://tcfs.org/">https://tcfs.org/</a></td>
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</table>

#### Student Opportunities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21/2018</td>
<td>Internship</td>
<td>Texas Observer Internships <a href="https://www.texasobserver.org/texas-observer-editorial-internships/">https://www.texasobserver.org/texas-observer-editorial-internships/</a></td>
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<tr>
<td>Date</td>
<td>Category</td>
<td>Description</td>
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<tr>
<td>------------</td>
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</tr>
<tr>
<td>1/21/2018</td>
<td>Internship</td>
<td>Minority Summer Internship</td>
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<tr>
<td>1/21/2018</td>
<td>Scholarships</td>
<td>Legal Scholars Scholarship</td>
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</tbody>
</table>

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**Catch the Next Program Partners**

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  Starr Campus, Río Grande City

Alamo Colleges, San Antonio
  Palo Alto College

Austin Community College, Austin
  Highland Campus
  Riverside Campus
  Hays Campus
  South Campus

About Our Newsletter

A publication by Catch the Next Inc., for its Dream Catchers. Submissions are welcomed. Please send all information to: Dr. Maria Chavez, Editor in Chief or Debra McBeath, Editor.

Submissions: Debra.McBeath@catchthenext.org
Or: Maria.chavez@catchthenext.org
Contributors: Stacy Ybarra, CTN; Lydia French, CTN; Anna Alaniz, STC-Starr
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