



Ascender- Newsletter

January 2019 - Volume 7, No. 8

I would urge you to study hard, to burn the midnight oil; I would say to you, don't drop out of school. I understand all the sociological reasons, but I urge you that in spite of your economic plight, in spite of the situation that you're forced to live in — stay in school.” -Martin Luther King Jr. speaking to students at a Junior High School, October 1967

CTN Ascender Framework Brings Equity to College Classrooms

Martin Luther King Jr. lived an extraordinary life. At 33, he was pressing the case of civil rights with President John Kennedy. At 34, he galvanized the nation with his “I Have a Dream” speech. At 35, he won the Noble Peace Prize. At 39, he was assassinated, but he left a legacy of hope and inspiration that continues today. (<http://projects.seattletimes.com/mlk/>) He changed our world. Martin Luther King, Jr. Day “honors the life and contributions of America’s greatest champion of racial justice and equality, the leader who dreamed of a color-blind society,” (<http://www.thekingcenter.org>)

However, 50 years after his death, racial injustice and inequality continue to take a toll on our society in many areas. One crucial area is education where inequality and inequity can lead to the loss of economic mobility for generations of minorities and negatively affects all population groups.

In Texas, where Hispanics are expected to be the largest population group by 2022, if these inequities are not addressed, there will be a 12% decline in average household income and a 15% increase in number of households living in poverty, causing a negative impact on state tax revenue at an estimate of \$15 billion yearly.

Also, for the first time in the state, workers with a Bachelor’s degree or higher make up a larger share of the workforce (36%) than those with a high school diploma or less (34%). By 2020, 65 % of all jobs will require some form of postsecondary education.

Yet only 53.8 % of Hispanics and 43.7 % of African Americans meet TSI college entrance requirements compared to 72.9 % of Whites, a 29.2 % gap. Among those who are not college ready in math, reading, or writing, only 40–60% meet readiness standards within 2 years, and only about 25–40% go on to complete a college level course. The 2017 national six-year completion rate for Hispanic students starting in two-year colleges was 33%, and only 1 in 10 completed a four-year degree.

Students who come to school lagging academically require more resources to catch up, succeed, and eventually, close the achievement gap. Catch the Next’s Ascender program serves as one of those resources allowing students



access to culturally relevant materials and instructors trained in proven classroom methodology. With an asset-based curriculum, students are validated and they succeed, moving out of developmental education and into credit-bearing courses often within the first semester. Our program’s wrap-around services continue to promote graduation and transfer to a four-year university.

(Left): PAC students on a university tour, part of CTN’s wrap around services that promote transfer.

CTN Staff Attends Texas Corequisite Project Conference in Austin

Catch the Next CEO, Dr. Maria Chavez, CTN Director of Operations and Peer Mentoring, Lydia CdeBaca and CTN Director of Professional Development, Allegra Villarreal, attended The Texas Corequisite Project: A Collaborative Network of Texas Stakeholders on January 25 and 26. The goal of the conference was to create a collaborative statewide network of stakeholders to implement and evaluate corequisites and determine the best practices and the most successful strategies through shared experiences and successes.

Friday night's keynote speaker was Dr. Luzelma Canales, CTN Board Chair and Senior Associate Vice President for Student Success at The University of Texas Rio Grande Valley. Her presentation titled "Re-Imagining the Student Experience Through an Equity Lens" focused on the need to provide equity in education, not equality. One slide explained the crucial difference between the two words. "Equality assumes that everyone will benefit from the same supports. Equity assumes that individuals are given different supports to make it possible for them to have equal access." Another slide made the point that "equality imagines an equal world, but the world isn't equal. It has bias and systemic racism." (see below for visuals)



Equal support does not equal access.



Not everyone starts at the same place.



Dr. Canales presents.

Saturday began with welcoming remarks from Dr. Charles Cook, CTN board member and Provost/Executive Vice President, Austin Community College. Sixteen breakout sessions covered topics such as planning for and implementing for corequisites in math, INRW and humanities, advising and academic support, and assessment. CTN South Texas College instructor Anna Alaniz presentation's title was "Corequisite Model: Work Smarter NOT Harder." Closing remarks were made by Dr. Suzanne Morales-Vale, Director of Developmental & Adult Education, Texas Higher Education Coordinating Board.



Lydia CdeBaca



Allegra Villarreal and Anna Alaniz



CTN instructor at STC, D. Reynolds

CTN Celebrates National Mentoring Month Through Teaching and Learning for Student Success

A mentor can be many things: from parents to friends to teachers to truly sought out mentors or coaches, so many in our lives offer the kinds of support and guidance we need to make important decisions about our futures. From the ancient Greek tradition, Mentor was one of the men in whose care Odysseus left his son Telemachus when Odysseus left to fight in the Trojan War. Later, the goddess Athena took the guise of Mentor to advise Telemachus to overcome the suitors who were trying to take his father's place and to seek out his father's whereabouts himself. Although the tradition and meaning of mentoring has changed over the course of history since the time of *The Odyssey*, the features of a caring individual providing advice and guidance for personal growth remain central to our understanding of mentorship today.

At Catch the Next, mentoring is foundational to our mission to serve and support underserved students. While student mentoring is a key component of our Ascender Program for community college students, peer mentoring supports student success by providing support for the teaching and learning mission of our faculty, staff, and administrators. Peer mentors in the Teaching and Learning for Student Success program come from a national body of stellar scholars, authors, and community leaders who share their experiences and expertise with Catch the Next practitioners. To support the work of teaching and learning and to impact classroom practice for positive student experiences, CTN peer mentors participate in our professional development series, present in our monthly webinar series, and even deliver talks and guest lectures at CTN member colleges. In addition, several peer mentors have offered publication and professional advancement advice to CTN practitioners that has allowed them to grow in their careers.

The Teaching and Learning for Student Success Peer Mentoring Program has, since its beginnings, sought to sustain a community of learners who grow and advance together in support of our shared mission of increasing equitable outcomes in higher education even as we continue on our own paths of learning. Walking those paths with a mentor collective has only widened the path to allow more like-minded individuals to learn and grow together.

CTN would like to welcome three new peer mentors to our *familia*.



Dr. Enrique Murillo, Jr. is a tenured professor at California State University, San Bernardino in Educational Research Methods and Foundations.

A native bilingual speaker in Spanish and English, he completed his Ph.D. in the Social Foundations of Education program at the University of North Carolina at Chapel Hill and his master's degree from Cal State Los Angeles, with coursework towards the bilingual multiple-subject teaching credential; he earned his bachelor's degree in Psychology from UCLA. His specialty areas include foundations of education, research methods, critical ethnography, sociology, educational anthropology and cultural studies.

Dr. Murillo is the founder of the National Latino Education Network and currently serves as Executive Director and Founder of the LEAD organization (Latino Education & Advocacy Days). Located in the College of Education at California State University at San Bernardino, its primary objective is to promote awareness of the crisis in Latino education and to enhance the intellectual, cultural and personal development of our community's educators, administrators, leaders, and students. The LEAD network counts with more than 1500 chapters across 37 countries. Under the LEAD banner, he has initiated or facilitated numerous programs and projects like the IE Regional Collaborative, Cash for College FAFSA Workshops, the Student Parent Academic Resource Campaign, *Feria Educativa* College and Career Fair, the LEAD Virtual Classroom and Webinar Series, Portraits of Hope *Novela Educativa* Video Series, LEAD Social Media Ambassadors, the

Binational Parent Leadership Institute, and the LEAD Summit which counts with nearly 9 million conference participants.



Julia Preston is an award-winning American journalist and contributing writer for the Marshall Project, concentrating on immigration.

Born in Lake Forest, IL, Preston received a B.A. degree in Latin American Studies from Yale University in 1976.

Fluent in both Spanish and Portuguese, Preston reported for the *Boston Globe*, from 1983-1985, and worked for National Public Radio, covering armed conflicts in Central America. From 1986-1989, she was *The Washington Post* Bureau Chief in Miami, covering wars in Nicaragua, El Salvador and Guatemala as well as the conflict between the United States and Panamanian general, Manuel Antonio Noriega. She covered the United Nations for *The Post* from 1993-1995, including the crisis in Bosnia, Somalia, North Korea, Iraq, and Rwanda. From 1990-1992, she was also a *Post* Latin American

correspondent in Rio de Janeiro, Brazil, reporting on the impeachment of President Fernando Collor de Mello. After nearly a decade with *The Washington Post*, Preston would join *The New York Times* in 1995 as a correspondent in Mexico.

For the next ten years, Preston would take on a variety of roles including: as a national correspondent covering immigration, a federal courts reporter, deputy investigations editor, United Nations bureau chief, covering the Security Council deliberations in Iraq, and an editor on the Foreign Desk in New York. Preston would then join and write for The Marshall Project, a non-profit news organization, specializing on the U.S. criminal justice system. Her work has included two collaborations with the radio program, *This American Life*.

She is a member of the New York Times award-winning staff that received the 1998 Pulitzer Prize for reporting on international affairs for its series that profiled the effects of drugs and corruption in Mexico. Previously, in 1997, she received the Maria Moors Cabot Prize for distinguished coverage of Latin America and won the 1994 Robert F. Kennedy Award for Humanitarian Journalism. Along with Samuel Dillon, Julia Preston is the co-author of *Opening Mexico: The Making of a Democracy*, a narrative on the history of Mexico's three-decade transformation from an authoritarian state into a democracy.



Fatema Basrai was born in India and raised in rural Oklahoma and Texas. After living in Rome and graduating from the University of Texas at Austin, she moved to San Antonio to teach elementary school through Teach for America.

Fatema currently serves as the Assistant Director of InnovateHealth Yale at Yale University. In her role, she works with students, faculty, staff and community members to support social ventures in health and education across the globe. She is active in the ed equity community and has presented nationally and locally on panels including those for DreamWeek, The American Association for University Women, and Leadership for Educational Equity. She also served as the Vice Chair for the San Antonio ISD's 2016 Bond Committee which oversees a \$450 million dollar bond and

was a founding member of SA RISE, an educational equity community organizing group.

Fatema was named to Forbes 30 Under 30 in Education list for 2018 and is dedicated to ensuring educational equity for students globally.

CTN would also like to congratulate two of our CTN Peer Mentors, Judge Manuel Del Valle who will retire from his position in June, and Kevin Christian who recently earned his doctorate.



Judge Del Valle graduated from Yale Law School and the London School of Economics. He earned his Bachelor's degree from Princeton.

While at Princeton, he and other Puerto Ricans from New York pressured university officials to offer a course on the Puerto Rican history and to admit more minority students. They saw their goal as creating a class of lawyers, doctors, writers, and activists who would use their expertise to lift up their old neighborhoods.

Del Valle is the Chief Administrative Law Judge of the San Juan Hearing Office of the Office of Disability Adjudication and Review, Social Security Administration in Puerto Rico. He also teaches courses on federal procedure and jurisdiction at the Interamerican Law School and serves as an arbitrator with the American Arbitration Association which

handles civil, commercial, and labor disputes. As an adjunct professor of law at Yale, Princeton, New York Law School, and Fordham College and Law School, he taught courses on labor law, employment law, civil rights law, international law, and health care law.

Judge Del Valle has worked at the Puerto Rican Legal Defense & Education Fund, Inc.; as a trial attorney for the U.S. Department of Labor, Office of the Solicitor; had his own law firm, Del Valle & Zayas; served as the Chief Administrative Law Judge for the New York State Division of Human Rights; and as Vice President and Deputy General Counsel for AmeriChoice, Inc., a division of United Health Group.



Kevin A. Christian recently received his doctorate in Community College Education and Leadership from George Mason University. He received his Bachelor of Arts in Mass Media Arts with a minor in Journalism from Hampton University. He received his certification in addiction counseling from The College of Southern Maryland before receiving his Master of Business Administration with a minor in Human Resources Management from Southeastern University in Washington, D.C.

Christian currently serves as the Senior Program Associate for Diversity, Inclusion and Equity at the American Association of Community Colleges (AACC). In his role, he is the staff liaison to AACC's Commission on Diversity, Inclusion and Equity, and reviews national trends that affect diverse student population. In addition, Christian manages AACC's Minority Male Student Success Database, which highlights community college programs and initiatives that focus on mentoring, recruitment, persistence and completion. Previously, Christian was the Assistant Director for Career Services at the College of Southern Maryland (formerly Charles County Community College) and served as the co-chair for the campus Diverse Student Programs Committee.

In addition, he serves on the Blue Ribbon Panel for the Community College Consortium for Immigrant Education (CCCIE), the National Association for Partnerships in Equity (NAPE), and serves as an advisor to the Community College Equity Assessment Lab (CCEAL). From 2012-2014, he served on the National Advisory Committee for Improving Outcomes for Men of Color in Community Colleges.



Former CTN Instructor, Ornelas' Life to Be Honored

The life of former CTN instructor at Palo Alto College Mariana Ornelas, who passed away on March 6th, 2017, will be honored and celebrated at the Esperanza Peace and Justice Center on March 9th. Mariana was a former board member for the Center as well as a musician and community activist. Her collection of beautiful textiles and huipiles which she had donated to the Center for fundraising purposes, will be on exhibit and for sale.

On January 22, the Alamo College board of trustees also honored Mariana.

Mariana joined the Catch the Next *familia* in 2013, when then President Flores, decided to choose courses beyond the first year to ensure the retention of students, by offering a Mexican American Studies course, which Mariana taught until her illness forced her to retire. Besides her teaching, Mariana played the harp and performed once during a CTN institute reception, honoring CEO Dr. Chavez with a dedication of the song, “The Dove.”

To listen to her play the harp, follow this link- <https://www.youtube.com/watch?v=5nTxINuYBuQ>

Austin Film Festival Selects CTN Intern Loveless as Marketing/PR Intern by Intern Grant Loveless



Congratulations to CTN journalism intern, Grant E. Loveless, for being selected to be a Marketing & PR / MR intern for the Austin Film Festival. As an intern with Austin Film Festival, Loveless assists the Marketing, Project Management, and Data Management Departments with research, co-writing, grassroots efforts and internet marketing strategies. This includes working with social media, flyer design, event promotion, etc. as well as researching, compiling, and updating media lists, tracking media hits and archiving. Loveless says, “I have enjoyed working with them so far because they challenge me to become better than I am, and they offer me knowledge on things I’ve always been curious to know. Being an intern for the Austin Film Festival, honestly, is a change-making moment in my life as a student and leader.”

Teaching and Learning for Student Success Webinars

Save the Date: Thursday, February 21st at 3:00pm (CST) for the February Teaching and Learning for Student Success Monthly Webinar to Feature Dr. Catherine Olivarez



How does state policy affect the decisions community college students make as they seek to transfer and earn a bachelor’s degree? The research of Dr. Catherine Olivarez and Kelsey Kunkle addresses precisely this question in “Navigating the Pathway to a Bachelor’s Degree: How State Policies Shape Student Success and Completion after Transfer.” Policies in Texas surrounding higher education and completion can have numerous effects, good and bad, on the students we serve. Our presentation highlights the consequences of state policy on student enrollment, transfer, and completion, particularly for Latina/o Texas students. We will shed light on such policies and share some of our latest research findings. Our study uses community cultural wealth and transformational resistance to elucidate the resilience of Latina/o transfer students. These Latina/o students

began their postsecondary education at a community college then transferred to a university to complete the baccalaureate. Specifically, we explore the ways in which these students are (or have been) affected by policies in Texas, continue to maneuver through one institution and into another, and navigate their pathway to college success.

Haven't registered for the new academic year? No problem! Just go to this link, enter your information, and follow the prompts in the follow-up email to join us for this and all 2018-2019 webinars:

<https://attendeegotowebinar.com/register/214583279215499522>

Stay tuned to [Facebook](#) and [Twitter](#) for more updates and information for a smooth webinar experience. And during the webinar, join the conversation on social media with #TLFSSChat

If you have any questions, please contact Lydia CdeBaca lydia.cdebaca@catchthenext.org

Scholar Mentor L. Wilson Offers Guidance on How to Increase Faculty Capacity for Equity and Inclusion

We want to extend our warmest gratitude to Dr. LaDrina Wilson for her thoughtful and relevant discussion of diversity and equity in student success as well as the role that faculty of color can play in building capacity for meeting the equity mission at many colleges. In "Uncovering the Individual Meaning of Diversity: Serving Underprepared Students and Sharing the Service with Your Colleagues," Dr. Wilson outlined some specific strategies that all faculty can use to better serve marginalized or underserved students. In addition, recognizing that 87% of college faculty in the U.S. are White and that, as a result, faculty and administrators of color participate in a disproportionate amount of service at their colleges, Dr. Wilson advocates for collaborative professional development opportunities that will build capacity among all faculty to better serve students. In case you missed it, check out Dr. Wilson's talk here:



<https://youtu.be/GXWbLiAcY8>

Rafael Castillo Publishes in *San Antonio Express News*



CTN Director of Publications and Special Projects, Rafael Castillo, published an article in the *San Antonio Express-News* on Sunday, January 6 titled "Zen and the art of marketing footwear." It was based on the idea that "reconciling price with quality is a conundrum." For the complete article go to

<https://www.mysanantonio.com/opinion/commentary/article/Zen-and-the-art-of-marketing-footwear-13509596.php>

Rogelio Saenz Publishes Article in *San Diego Union-Tribune*



Dean of the College of Public Policy and the Mark G. Yudof Endowed Chair at the University of Texas at San Antonio and presenter for CTN, Rogelio Saenz wrote an op-ed essay titled "The declining Mexican immigrant workforce" which was published in the *San Diego Union-Tribune*. For the complete article, go to

<http://www.sandiegouniontribune.com/opinion/commentary/sd-oe-migrant-labor-shortage-rogelio-saenz-utak-20181228-story.html>

Save the Date for CTN's Ascender Spring Training Seminar, March 7-8

CTN's Ascender Training Sequence Seminar is offered through three training sessions per year for new and returning faculty and staff; the summer, spring and fall sessions are required to complete the professional development sequence.

Those from previous years often choose to participate in the institutes as a way of strengthening their current skills, exploring new ideas and approaches, and learning best practices from seasoned practitioners of the program. Session topics always highlight new strategies and content, so everyone involved has something to gain from attending—both new college teams and those from previous years. Additionally, faculty and staff from previous cohorts are often invited to serve as facilitators for breakout sessions, as leads for small learning groups, and as mentors for the new college teams.

Our recent 2018 Fall Seminar: *Advancing Education through Institutional Change* was a tremendous success. The two-day event focused on a variety of topics and goals that included: active reading strategies, mathematics, developing better writing styles, critical thinking skills, counseling, advising, team building, and sustaining and supporting the mentorship program.

This 2018 Fall Seminar was sponsored by the Greater Texas Foundation and the Meadows Foundation.

For more information about the upcoming training session contact CTN Director of Professional Development Allegra Villarreal at allegra.villarreal@catchthenext.org

Save the Date for CTN's Transformative Teaching Track Institute, March 8-9

CTN offers training tailored to meet the needs of college faculty members across the state who wish to play a leadership role in response to House Bill 2223 and the Texas Higher Education Coordinating Board's 60x30 campaign.

The Transformative Teaching Track is a two-part, two-day experiential and intensive training session in classroom strategies, co-curricular design and team building with an emphasis on culturally responsive practice. The training offers participants innovative and engaging lessons, team building activities and planning time, culturally relevant curricula, connections to universities and research opportunities, individual and team coaching, and access to a national network of experts.

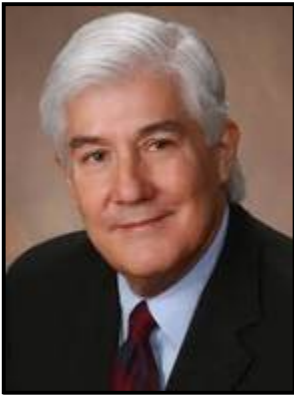
Additionally, attendees can earn one graduate credit from UT-Austin for their participation in this training in the fall and one in the spring through the Department of Educational Leadership and Policy. For more information, please visit: <https://extension.utexas.edu/catch-the-next>

The Texas Higher Education Coordinating Board would like for colleges to send teams of two (including one INRW faculty member and one credit-level faculty member from a reading-intensive discipline) to the training that are working together or may work together in the implementation of co-requisite courses in the fall and spring.

The CTN Ascender Framework for Student Advancement engages and retains students through a rigorous, culturally-relevant curriculum across multiple courses/disciplines (learning communities); individualized advising, personal counseling and mentoring; leadership development and community outreach. We engage faculty, staff, and administration through intensive, experiential seminars (three times per year) and monthly webinars; ongoing college, campus and individual peer mentoring by experienced practitioners; and a national peer-mentoring program to promote career and personal development. CTN creates a network of support for the students who need it the most.

For more information about this training session contact CTN Director of Professional Development Allegra Villarreal at allegra.villarreal@catchthenext.org

THECB Announces Resignation of Commissioner R. Paredes



The Texas Higher Education Coordinating Board announced the resignation of Higher Education Commissioner Raymund A. Paredes, effective Aug. 31, 2019. “For the past 15 years Commissioner Paredes has provided passionate leadership for the Coordinating Board as he has diligently served Texas, our public higher education institutions, and most especially, the students in our public universities and two-year colleges,” said Coordinating Board Chair Stuart W. Stedman. “He was a driving force in attaining the goals of our previous strategic plan, Closing the Gaps by 2015, and is the state’s chief motivator as we strive to realize the goals of 60x30TX.” Board Chair Stedman will lead the Coordinating Board’s search for a new commissioner of higher education.

Commissioner Paredes joined the Coordinating Board in 2004. According to the State Higher Education Executive Officers Association, he was the longest serving executive officer of a single state. Under his leadership the Coordinating Board has, among other things, reinvented developmental education across the state, launched the Texas Affordable Baccalaureate program at more than 10 institutions, and introduced outcomes-based funding to Texas public community and technical colleges.

“It has been an honor to work with Coordinating Board members, agency executive officers, and the talented staff, each of whom are committed to the mission of this agency and extending educational opportunity to students from all backgrounds,” Commissioner Paredes said. “In my next phase of life, I plan to continue supporting these efforts to improve higher education outcomes.”

Prior to joining the Coordinating Board, Dr. Paredes spent most of his academic career at UCLA where for 30 years he taught as an English professor and served 10 years as vice chancellor for Academic Development. In addition, he served as special assistant to the president of the University of California System in outreach efforts to improve access to higher education for students from educationally disadvantaged communities. In 2007, he was named one of Hispanic Business Magazine's 100 Most Influential Hispanics.

New Mexico Governor Appoints CTN Peer Mentor Noguera as Special Advisor



CTN Peer Mentor Pedro Noguera has been appointed to be Special Adviser to Governor Michelle Lujan Grisham and Education Secretary Karen Trujillo of New Mexico. “I’m looking forward to doing transformative work with them,” commented Noguera. Gov. Lujan Grisham said. “With more than 100 years of combined educational experience in the state, this team will oversee a dramatic culture change in our Public Education Department, and we will begin to empower our educators, elevate our schools and deliver for our students and parents.”

Pedro Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA, where he also serves as the Faculty Director for the Center for the Transformation of Schools. He is a sociologist whose scholarship and research focuses on the ways in which schools are influenced by social and economic conditions as well as by demographic trends in local, regional and global contexts.

CTN Offers Several Avenues For Student and Faculty Voices and Writing

Innovative Instruction

This blog is a place for faculty and program practitioners to share best practices for course design, student engagement, authentic assessments, and resources related to classroom and curriculum.

Have an idea you want to share? Contact Allegra at: allegra.villarreal@austincc.edu

Students Speak Out

This is a space for Ascender students to share their experiences, achievements, opinions and creative work through blogging. CTN seeks to highlight the great work our students are doing and invites all to submit their pieces to allegra.villarreal@austincc.edu

Journal of Ideas and Pedagogy

The Catch the Next Journal of Ideas and Pedagogy aims to fill a gap in scholarly publications by giving a voice to faculty, researchers, and administrators who cross disciplines yet maintain a core pedagogical focus on the underserved in higher education, who come from diverse backgrounds but include Latinas/os, Native Americans, African Americans, and working-class and first-generation college students. The journal, therefore, is designed to empower scholars, practitioners, and students by providing them an accessible, alternative source to express their ideas and scholarly work. For questions or submissions, contact Lydia.Cdebaca@catchthenext.org

Opportunities Available! Participants Wanted!

Students

First Generation Civil Rights Fellowship Application Available

FirstGEN Fellows is a ten-week summer program in the D.C. area for undergraduate students who are the first in their immediate families to attend an institution of higher education, and who are passionate about pursuing careers in social justice. Each fellow receives up to a \$3,000 dollar stipend. Our mission is to identify, support and advance emerging first generation social justice leaders. The fellowship is a collaborative program by Asian Americans Advancing Justice | AAJC, Catholic Legal Immigration Network, Inc., Lawyers' Committee for Civil Rights Under Law, and D.C. Office of the National Immigration Law Center, with the Lawyers' Committee serving as program lead. The FirstGEN Fellowship Committee seeks bright undergraduate students, who are first generation college students, dedicated to pursuing careers in the social justice field. Applicants should possess a track record of public service through volunteer work/community service. Candidates who are people of color, women, LGBTQ, or other minorities are strongly encouraged to apply. **Applications for Summer 2019 are accepted through February 8, 2019. Fellows will be selected in March 2019.**

For more information, click here [FirstGEN Fellows](#)

If you're not interested in a career related to social justice, FirstGEN Fellows provides a [list of organizations around the country](#) that cater to low-income and first-generation students.

White House Initiative’s Internship Application Available

The White House Initiative’s (WHI) Year-round Internship Program provides current undergraduate and graduate students with an opportunity to learn about Latino-focused education policy, communications, and outreach at the U.S. Department of Education in Washington, D.C.

Throughout the course of their internships, students will have the opportunity to attend meetings, briefings and other special events on the Hill, at the White House and in other federal agencies. Group tours and other social outings also are organized and include locations such as the Library of Congress, White House, U.S. Capitol, and the Smithsonian Institution museums.

For more information and to apply, click [here](#). The deadline is March 15, 2019

Dept of Ed Hopes to Transform FAFSA, Improve Customer Service

The U.S. Department of Education took an important next step in fulfilling the promise of Secretary DeVos to transform the delivery of financial aid for millions of students and their families.

Before an audience of more than 5,000 financial aid professionals assembled for the Federal Student Aid (FSA) Training Conference, FSA Chief Operating Officer A. Wayne Johnson announced the Next Generation Financial Services Environment, which will modernize the technology and operational components that support federal student aid programs from application through repayment. Students, parents, and borrowers will begin seeing meaningful improvements in the customer experience in 2018, with significant technology and operational infrastructure changes continuing throughout 2019.

Here are the highlights of the planned improvements:

Fall 2018 — FAFSA.gov will be integrated into StudentAid.gov, making it easier than ever to apply for financial aid directly from FSA’s leading web site; this integration will let FAFSA® applicants switch seamlessly between mobile and web while filling out the application, enabling students and parents to apply for financial aid from anywhere and on a device of their choosing.

TBD — FSA will consolidate all its customer-facing web sites into a single, user-friendly hub to complement the new mobile platform and provide a seamless experience from beginning to end.

To learn more about FSA’s new tool visit our site [here](#).

Private Student Loans Sometimes Cover the Gap

Private student loans can cover the gap between what you need for school and any federal student aid you receive, including grants, loans and work-study pay, as well as how much you can afford to pay toward your school expenses. This guide explains how private student loans work, their advantages and drawbacks, and what you should look for when you’re shopping for private student loans. See the guide at

<https://loans.usnews.com/student-loans>

Form Your Future Offers Free Resources for FAFSA Completion

[Form Your Future](#)® is a national campaign from the National College Access Network to increase FAFSA completion by high school seniors, specifically low-income students and students of color. These students are less likely to apply for financial aid, even though they could benefit from it most.

The Form Your Future website includes the following free resources to support college access advisers, teachers, school counselors, and others who assist with FAFSA completion:

- The #FormYourFuture [FAFSA Completion Tracker](#), which displays weekly data about the percentage of high school students who have completed the FAFSA by state, city, school district, and high school.
- A "[How to Fill Out the FAFSA](#)" guide addressing the most common challenges for low-income students.
- Short stories about [effective FAFSA completion practices and resources](#) from around the country.
- [Social media messages](#) for use in outreach to students.
- A listing of key [FAFSA completion resources](#) in each state.

For more information, please [visit our blog](#). If you have any questions about FYF, contact Kelly Mae Ross (rosskm@collegeaccess.org), NCAN's communications manager.

Staff

Registration for Achieving the Dream Conference Opens

Join experts, policy makers, investors, thought leaders, and practitioners from colleges throughout the country to examine emerging strategies for critical issues facing two-year and four-year institutions. Register for DREAM 2019, Achieving the Dream's 15th annual conference, in Long Beach, CA, February 19 – 22, 2019.

Hundreds of concurrent sessions, workshops, plenaries and keynotes will cover topics including student supports, OER, pathways, teaching and learning, data and technology, and more. Focused pre-conference workshops are also available for deep dives into areas such as faculty development, strategic communications, connecting students to employers and careers, adult learners, OER, holistic student supports, and leveraging your food pantry.

Register now to receive the Early Bird Rate. Discounts are also available for college teams.

Visit the DREAM website for more information.

Annual LEAD Week Begins March 23 at Cal State University

California State University, San Bernardino is pleased to announce the Annual LEAD Week (Latino Education and Advocacy Days), "Su Voto es Su Voz: Everyone Counts" which will be held March 23-30th. It is a week-long assembly, convening key stakeholders: teaching professionals and educators, researchers, academics, scholars, administrators, independent writers and artists, policy and program specialists, students, parents, families, civic leaders, activists, and advocates. In short, those sharing a common interest and commitment to educational issues that impact Latinos. To register go to, <https://coe.csusb.edu/lead-summit>

NCAN National Conference Call for Proposals Opens

Do you have best practices, research/data, or experiences that would enhance the work of your peers in the field of college access and success? Then submit to present at this year's conference, "*Racing Toward Postsecondary Success*."

This year's conference will take place Sept. 16 -18 in Indianapolis, IN. The major topics of discussion will be:

- Equity and Opportunity
- Postsecondary Access and Readiness
- Student Success in Postsecondary Education
- Policy and Advocacy
- Connecting College and Career Success
- Data Into Practice
- Financial Aid and Literacy
- Management, Leadership, and Organizational Strategy

For a detailed description of each topic, as well as this year's hot topics, click [here](#). Conference sessions will be presented in two formats: effective practice sessions and world café sessions. Click [here](#) to learn more about these two formats.

The call for proposals closes on Friday, March 15. We encourage you to [submit an application](#) to present at the 2019 NCAN National Conference!

Call for Proposal Submissions to the ASHE Conference

The theme for the Ashe Conference is “The Will to Reimagine the Study of Higher Education.” Proposal submissions for the conference are due Thursday, April 18, 2019 at 11:59 pm Pacific Time. The general conference will be held on November 14-16 in Portland, Oregon.

At the 2019 ASHE Annual Meeting we will consider what it takes for individual scholars and the higher education research community to reimagine in ways that will be of use in solving problems in practice, policy, theory, and scholarship.

Seal of *Excelencia* Institute To Be Held in Pittsburgh

The Seal of *Excelencia* and Ladder of Engagement Data Institute will be held at the Omni William Penn in Pittsburgh on March 28. The Institute will provide interactive sessions allowing participants to engage with experts to learn how working with the different data available to institutions facilitates the identification of gaps and needs that can lead to transformative change in efforts to accelerate the success of Latino and other post-traditional students.

To learn more about the Seal of *Excelencia* Framework, contact Joanna Sanchez, Seal of *Excelencia* Manager at jsanchez@EdExcelencia.org

Institute on Project-Based Learning Draws on 40 Years of Experience

The Institute on Project-Based Learning will be held at Worcester Polytechnic Institute on Tuesday, June 18, through Friday, June 21. The Institute on Project-Based Learning draws on over 40 years of experience

integrating project-based initiatives into undergraduate education including classroom projects in a wide range of disciplines, projects in the first year, major capstone projects, and community-based projects. Project-based learning offers students real-world opportunities to research issues, think critically, gain new perspectives, solve problems, and develop written and oral communication skills all within the framework of a team environment and guided by engaged and involved faculty.

The institute is designed for faculty and administrators from a wide variety of institutions—including public, private, liberal arts, STEM, community colleges, and research universities—who are interested in learning about project education and advancing plans to integrate learnings into their own undergraduate curricula.

[Download the 2019 brochure.](#)

NISOD to Award Suanne Davis Roueche Faculty Scholarships



NISOD will award a total of five Suanne Davis Roueche Faculty Scholarships for faculty members who would like to attend the 2019 conference, but do not have the financial means to do so. The application deadline is February 28, 2019. Please apply at <https://www.nisod.org/conference/faculty-scholarships/>

Criteria and Terms

- A total of five (5) faculty scholarships will be awarded, and scholarships are limited to only one recipient per college.
- **Applicants have secured his or her college president's permission to apply for a Suanne Davis Roueche Faculty Scholarship and to represent the college at NISOD's 2019 conference.**
- If a scholarship recipient is not able to attend for any reason, his or her college is responsible for a no-show fee of \$395 to cover associated costs.
- Applicants must not be a previous NISOD conference scholarship recipient.
- Applicants must be faculty members from NISOD-member colleges.
- Applicants must not be currently registered for the 2019 International Conference on Teaching and Leadership Excellence.
- NISOD is responsible for covering conference registration fees and hotel room costs for Saturday, Sunday, and Monday nights.
- NISOD will cover transportation costs, not to exceed \$400.
- Scholarship recipients are responsible for their own incidentals, as well as meals not provided as part of the conference.
- Scholarship recipients will also be able to participate in one excursion at no additional cost.

New Curriculum Available for Instructors

Everyone Can Create teaches students to develop and communicate ideas through video, photography, music, and drawing. And it gives teachers fun and meaningful ways to bring these skills into any lesson, topic, or assignment. Check it out at <https://www.apple.com/education/everyone-can-create/>

U.S. Department of Education Grant Calls for Grant Applications

The U.S. Department of Education issued a call for applications for the following grant program:

- [Open Textbooks Pilot Program](#) supports projects at institutions of higher education (IHEs) that create new open textbooks or expand their use of open textbooks while maintaining or improving instruction and student learning outcomes.
- [Cybersecurity Educational Technology Upgrades for Community Colleges Pilot Program](#) supports projects at IHEs that provide technological upgrades for cybersecurity education programs at community colleges.

U of Wisconsin-Whitewater Fellowship Program Seeks Applications

The University of Wisconsin-Whitewater Inclusive Excellence Fellowship Program seeks applications from scholars, artists and educators who can contribute significantly to UW-Whitewater's Inclusive Excellence initiatives. The IE Fellowship Program supports the university's commitment to fostering greater understanding of individual, societal and group differences at every level of university life. Fellows play a crucial role in intentionally integrating those differences into the core aspects of the institution. The Fellowship Program offers a unique opportunity to work in a university environment that is committed to creating learning environments in which students of all backgrounds can thrive, and one that demands that the ideals of inclusion, equity, diversity and excellence be pursued as interconnected and interdependent goals. The Fellowship Program is open to all individuals who are academic or creative professionals and who have completed a terminal degree within the last five years or who will have completed a terminal degree by the beginning of fall classes. "All but dissertation" candidates will be considered on a case-by-case basis; for ABD Fellows, degree completion requirements will be outlined at the time offer. Applicants must be able to demonstrate a commitment to their academic field as well as a commitment to the principles of inclusive excellence. For more information go to <http://www.uww.edu/diversity/inclusive-excellence-fellowship-program>

Division of College Readiness and Success Introduces a New Initiative

Division of College Readiness and Success staff is introducing a new initiative, "Call with the Co-Board," where THECB staff are available live to offer "just-in-time" guidance, clarifications, and potential solutions to issues and challenges faced by those working on implementing HB 2223. Monthly calls will be scheduled based on feedback and will be offered on various weekdays and times to accommodate teaching and support staff schedules. During the call, staff will be clarifying the newly-approved amendments to TSI rules, reviewing questions from the FAQ document, and fielding live questions from participants.



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/>

Opportunities for Fully Funded Masters and PhD Scholarships

FULLY FUNDED BACHELORS MASTERS & PHD SCHOLARSHIP OFFERED AROUND THE WORLD FOR INTERNATIONAL STUDENTS 2017-2018						
#	Scholarship Name	LEVEL	University	Country	Fields	Deadline
1.	Fulbright Scholarship	Masters & PhD	Multiple Universities	USA	All Fields	Feb-Oct of every Year
2.	Austrian Scholarships	Masters & PhD	Multiple Universities	Austria	All Fields	January of every year
3.	Aga Khan Foundation Scholarship	Masters & PhD	Multiple Universities	Aga Khan Foundation	All Fields	March of every year
4.	Chevening Scholarships	Masters	All Universities of UK	UK	All Fields	November of every Year
5.	Endeavour Scholarships	Masters & PhD	Multiple Universities in Australia	Australia	All Fields	June of every Year
6.	OFID Scholarship	Masters	Any accredited University/College around the world	Any Country	Science and development	May of every year
7.	Australian Development Scholarships	Bachelors & Masters & PhD	Multiple Universities	Australia	All Fields	April of every year
8.	Swedish Scholarship	Master's Degree	Swedish Universities	Sweden	All Fields	Jan-Feb of every year
9.	VLIR-UOS Scholarships	Training & Masters	Belgian Flemish university & university college	Belgium	Multiple Fields	October of every year
10.	NZAID Scholarship	Masters & PhD	Multiple Universities	New Zealand	Multiple Fields	March of every year
11.	DAAD Scholarship	Masters & PhD	German Universities	Germany	All Fields	Aug-Oct of every year
12.	Singapore-Industry Scholarship	Undergraduate	Top Universities of Singapore	Singapore	All Fields	March of every year

Ascender-Professional Development Opportunities

Ascender - Professional Development Opportunities

The following professional development opportunities highlight Ascender 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

Date	Activity	Activity Description
1/15/2018	Grant	Travel Grant Applications African Literature Association https://t.co/xTDXWPoVNU Deadline 2/10/2019
1/15/2018	Workshop	The Macondo Writers Workshop is an association of socially-engaged writers working to advance creativity, foster generosity, and serve community. Founded in 1995 by writer Sandra Cisneros and named after the town in Gabriel García Marquez's One Hundred Years of Solitude, the workshop gathers writers from all genres who work on geographic, cultural, economic, gender, and spiritual borders. An essential aspect of the Macondo Workshop is a global sense of community; participants recognize their place as writers in our society and the world. Macondo Writers Workshop Application July 23 – 28, 2019 San Antonio, TX https://macondo2018.homesteadcloud.com/

1/15/2018	Travel Award	<p>Harvard Data Science @harvard_data</p> <p>Student and Postdoc Travel Award - 2019 HEI Annual Conference Up to three award winners will be invited to present posters on their research at HEI's conference held May 5-7, 2019 in Seattle, Washington. Deadline is February 5th.</p> <p>https://www.healtheffects.org/announcements/student-and-postdoc-travel-award-2019-annual-conference</p>
1/15/2018	Funding	<p>TEXAS EDUCATORS! \$1000 will be directly paid to a Texas educator who displays excellence in teaching Texas students (K-12) about the Holocaust and/or genocides! Apply at http://thgc.texas.gov/2019-dr.-anna-steinberger-outstanding-educator-award</p> <p>by February 28.</p>
1/15/2018	Fellowship	<p>@TexasOnCourse leader fellows help Texas students achieve their dreams and reach their postsecondary potential. Do you have what it takes to join them? Apply before March 8! ow.ly/hzwc30ndQtH #txed @TxSCATweets</p>
Student Opportunities		
1/15/2018	Internship	<p>https://thetylt.typeform.com/to/AsWvCV</p> <p>Come work with me @TheTylt — we're hiring a Social Media Editorial Intern! Part time, paid, and we're working on many exciting and fun things in 2019.</p> <p>Apply</p>
1/15/2018	Internship	<p>#TXInterns Register today: TXInternshipChallenge.com</p>
1/15/2018	Conversation Leader	<p>Applications are due in one week! APPLY if you are or know a student attending college in the state of Texas who wants to be a conversation leader at the Annette Strauss Institute for Civic Life's annual fundraiser, Great Conversations, on February, 26!</p> <p>https://utexas.qualtrics.com/jfe/form/SV_7U8HOC1VOZJ53zT</p>
1/15/2018	Award	<p>#Opencall: apply NOW for the 2019 @RockportTXArt Rising Eyes of Texas exhibition, a show open to college students in TX! Accepted works will be displayed March 5-31, 2019, & cash prizes totaling \$1000 will be awarded. App deadline is January 7. Details: buff.ly/2EFwxHy</p>

1/15/2018	Scholarship	Undergraduate & graduate students of Greek descent or non-Greek students pursuing Hellenic studies can apply for a scholarship due Jan.15. Read original tweet for more info. #texas #houston #scholarship http://www.hpst.org/pages/scholarship.html
1/15/2018	Scholarship	STUDENTS: Want to be a teacher? Apply for the Raising Texas Teachers scholarship at UH. Meet the inaugural scholarship recipients below. DEADLINE: 1/15/18. Open to current students and HS seniors admitted to UH. Teachers and profs, pls share: http://www.uh.edu/education/raising-tx/

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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; Alfredo Torres, CTN; Intern Grant Loveless, ACC

“The opinions expressed in this report are those of the authors and do not necessarily reflect the views of the Greater Texas Foundation, or any director, officer or employee thereof.”