CTN Presents TTT Spring Institute Through On-Line/Hybrid Instruction

CTN’s Transformative Teaching Track’s Spring Institute scheduled to be held in McAllen on March 26-27 was delivered through on-line and hybrid instruction on its original date through the efforts of CTN Director of Professional Development, Allegra Villarreal’s planning and coordination in conjunction with those presenting. “When we planned our seminar, we did not anticipate that the World Health Organization would designate COVID-19 a pandemic… We are disappointed that we could not meet you in person, but our major concern had to be your well-being and the well-being of your loved ones,” commented CTN CEO, Dr. Chavez. “As educators, we must adjust to online and/or hybrid instruction to ensure that our students can continue on their path to achieving their academic and career dreams,” she added.

CTN webinars, moderated by CTN Director of Research and Development, Erin Doran, began at 9 am on March 27. The first speaker of the day was Keylan Morgan, Program Specialist for the Texas Higher Education Coordinating Board and Ph.D. student in the Graduate Program in Developmental Education, Texas State University. His session was titled “Corequisites: The Statewide Perspective.” Attendees discussed HB 2223 and the implications on pedagogical practice moving forward. The day’s second speaker was Linda Serra Hagedorn, former Associate Dean of Undergraduate Programs, International Programs, Student Services, Diversity, and Community in the College of Human Sciences and Professor Emeritus in the School of Education at Iowa State University. She is a prominent researcher in the area of community college student success with over 200 publications and presentations. In her session titled “Performing the Impossible” attendees explored the ways education can change destiny and the key role educators play in transforming the lives of their students. She also discussed the theory and research behind corequisites. The day’s final session was presented by Frank Savina who leads the design, development, and implementation of the pathway to Calculus for the UT Dana Center Mathematics Pathways, and Anna Alaniz who currently serves as the Ascender Coordinator at South Texas College and also teaches all components of the program. In their session titled “Corequisites in Practice” they discussed their own experience with corequisites and offered advice on curriculum design and navigating the issues around implementation.

The link to the webinar series is https://www.youtube.com/playlist?list=PLhO1UsUCwglFKGFRqY7SLuGIPPBd2S6O
PAC Hosts Mentor Mixer Event

Palo Alto College hosted a Mentor Mixer on February 27 where CTN Ascender students met with mentors to discuss career paths. Mr. Fernando Acevedo from Student Services was the keynote speaker. Mr. Acevedo shared his testimony of rising from defeat to victory through education. Acevedo earned his GED in Alternative High School and is currently working toward his Master’s Degree. Chick-Fil-A was served to approximately 50 attendees.

PAC Students Attend Alternative Winter Break in New Orleans

Ascender students Alexa Ortiz and Jazlyn Lara were two of nine students from Palo Alto College who attended Alternative Winter Break in New Orleans. They went through an application and interview process. Alternative Breaks offer students an opportunity to travel out-of-state for a week of service addressing a particular need within a community. These projects involve usually 20-30 hours of service as well as opportunities to explore the city and participate in individual and group reflections.

Students worked with Camp Restore to focus on environmental sustainability within the community, addressing the topic of how a natural catastrophe can damage a city, in this case the aftermath of hurricane Katrina. The students volunteered working at food banks, cooking food for kids in need, recycling, and cleaning houses for the homeless.

Meet CTN John Siceloff Journalism Intern, Daniela Urbano

Daniela Urbano is a 20-year-old who is a semester away from graduating with her Associates in Interdisciplinary Studies at South Texas College. When Daniela isn’t studying for her classes, she likes to spend her time helping her farther at the ranch, working with cattle, and welding. Daniela has been a member of the Catch the Next family since the summer of 2018. She has always had the support of her friends and professors from the Ascender program to always motivate her. Daniela plans to transfer to Texas
A&M – Kingsville and pursue a bachelor’s degree in agriculture science. She wants to become an Ag. teacher to teach students the importance of agriculture.

**Intern Reflects on Changes Caused by COVID-19**

By Daniela Urbano

South Texas College announced that they would be moving all face-to-face courses to online due to the pandemic. The college took these measures to protect the student body, faculty and others from getting the virus. I’ve been feeling a little bit overwhelmed and stressed about moving all my classes to online. It was something that happened so quickly and most of us were not prepared for these sudden changes.

The idea of changing a class setting from a classroom to my bedroom is unnatural. I already had gotten used to my schedule of waking up at six in the morning to be able at be on campus for my 8 am class. After class I would go to a quiet area on campus to get ahead with homework before going home. This made me feel that I didn’t have too much homework.

It’s been a bit difficult especially because I’m taking a chemistry course this semester. Before leaving for spring break, we didn’t completely finish the lessons in balancing equations and stoichiometry. The past few days, I have spent most of my time trying to self-teach myself the material from where I left off in class in order to complete the homework assignments that I still have to do. This affects me because later on I will get behind in my other assignments and reading for other classes.

What has been making this easy, however, is that my professors are always trying to keep us updated with the changes that the school is making. They also provide us with locations that will have hotspots available to students who don’t have internet access.

**Reflections/Comments from CTN Instructors During COVID-19**

"...What is occurring is a “gentle” reminder that we must be more compassionate, more tolerant, more loving, en fin more human. We have been blessed with an incredible opportunity to change our world through education, empathy and resiliency...Let us not repeat history by scapegoating and being unjust. This virus should be one of our greatest lessons- that at the end we are human beings, vulnerable, and we are connected through this vulnerability. - Lillian M Huerta, PhD, ACC

"I was worried about online attendance, but it has been really good-Ascender classes especially. I give them ten minutes at the end to discuss, but they stay longer sharing their concerns and feelings. I am encouraged by them. I realized early that their mental health would be important." -Dehlia Wallis, SAC

“Once the ACC closed abruptly on that Friday three weeks ago, I knew I had to start preparing my classes to go online. I started reviewing all the options, and then with the help of the Instructional designers, I chose Blackboard Collaborate Ultra, and I did the online training. I also had a wonderful resource, Lydia, who is also teaching English Comp 1302 to another Ascender cohort. Throughout the three weeks, I kept in touch with my students through email.

Then, the day came. I prayed for guidance. I was very nervous, but once I started the course on line, it all fell into place. I had a little over half of my students attend, and a couple of others contacted me later.

The students are nervous and worried. We are trying our best to allay their fears and encouraging them to persevere. ACC and Lydia have prepared an amazing number of resources for them and us. Megan has reached
out to all of them by phone. I worry about the ones who haven't responded, and I hope and pray they are okay. We will get through this, and we will all be stronger and more appreciative of what we have had in the past. We will be closer as a community because we are here for each other.” -Anne Fletcher, ACC

Connecting as Familia

SAC Ascender Team Holds Zoom Meetings

The SAC Ascender team held its second zoom meeting on Friday, March 27 to connect as familia, share best practices, and discuss ideas about how to best support and engage students on line.

Instructors shared various websites and discussed what technology they were using. Math instructors Chavera and Pina explained how they are adapting their math instruction using webcams, while instructor Lorestani uses her Ipad to write on and record her lectures which she posts to YouTube. English instructor Coleman uses an ELMO as the class reads their novel so they can discuss specific lines or sections. She commented that the “more we can do to recreate the classroom, the better.”

They also discussed some ways to help students. Students with limited technology were allowed to take a photo of their work and submit it until laptops are available for checkout. Advisor Gutierrez told faculty to encourage their students to talk to their advisors about their needs, and Coleman talked about the need to advocate for students. Chavera said he encourages students to be patient with new instruction methods.

CTN Peer Mentor Laura Rendon Shares Her Poem

REALM SHIFT
Laura I Rendón—March 2020
And so it is that
Now we are being forced to do
What we could not imagine doing before.
Abruptly, almost without warning, and with our old, outworn practices and belief systems
We find ourselves entering a total shift of realms.

It is time to evoke the wisdom of our ancestors, philosophers and sages.
Anzaldúa, she would say we are now living
In Nepantla, in liminality, straddling
The old and new normal.
Atwood would admonish:
The truth is not irrelevant.
Indigenous people would remind us
That the universe is an inseparable whole.
Mama, she would say
Ten mucho cuidado mija. No salgas.
All precious wisdom.

The virus, the fear, the uncertainty
The chilling tales of
Other nations have migrated to us.
An unfamiliar strangeness has taken over our bodies.
Every day begins to feel like a week,
Even a month, some say.

Yes, there is the uninvited darkness
That has crept into our lives.
But Jung would remind us that
The other side of darkness is light.
Yes, the virus kills and fear creates chaos.
But it is at precisely these moments
Of extreme crisis that our human spirit
Presents itself in uniquely soft, endearing ways.
Light, hope, community, sacredness.
It’s in the balconies of Italy and Spain that
Burst with song.
It’s in the women who are
Sewing homemade facemasks for doctors.
In the two-minute prayer
Requesting a miracle
Recited at the same time
Across the world.
In the teachers who take
To their cars to drive in neighborhoods
So that kids can see they are still there
For them.
In a little girl’s social distancing birthday
With friends driving cars by her house
With signs and banners.
In the parents who choose to eat dinner
Every night in the hallway
Close to their quarantined daughter.
In the people who set up Christmas lights
And cook Thanksgiving dinner in March.
In the people volunteering
To bring groceries and medicine
To those in need.
In the therapy dogs who go
To comfort senior citizens outside their windows.
In ordinary people who read children’s stories online.
In virtual watch parties and happy hours with friends.
In the first responders who risk their lives to save others.
In priests who walk the streets of Laredo
To offer comfort and blessings.
Let us remember that darkness
Can bring forth our finest hour.
In this realm shift
We come to know
That a new reality is in store for us
A reordered promised land,
As Luther King would call it.
Now we learn that the I is about the We.
We are all in this together.
And so it is that
We find ourselves at the verge
Of spaciousness—expanded possibilities.
Those who are coming behind us
Will ask:
How did we cope?
What did we not get right?
What did we learn?
Is it really true that we can:
Isolate in our togetherness?
Socially distance to save our relationships?
Work in a context of uncertainty, confusion and fear
And yet find a sense of stability?
Break open from our rigidity
To find a new foundation for humanity?
I have hope that
We can, as Rilke suggests,
Live the questions now as we stumble
Into the vast territory of answers that
Defy a choice between one or two options.
I have hope that in this
Realm shift we will journey to re-connect
With things that really matter--
Our humanity, our communities, our loved ones,
Our sense of purpose in this life to find
Our perfect centeredness in a shifting reality.
Laura Rendon

CTN Selects New Board Members and Chair

CTN’s nominations subcommittee recently reviewed candidates for new board members and chair and made recommendations to the full board for approval on March 20th. New board members begin their term in June.

Dr. Rogelio Saenz was approved as chair. Dr. Saenz is Dean of the College of Public Policy and holds the Mark G. Yudof Endowed Chair at the University of Texas at San Antonio. He also is a Policy Fellow at the Carsey School of Public Policy at the University of New Hampshire. Sáenz has written extensively in the areas of demography, Latina/os, race and ethnic relations, inequality, immigration, public policy, and social justice.

CTN’s current bylaws were amended in order to include alumni as board members and to include practitioners to the board of directors. Three slots for alumni were created to serve on the board for a one-year period. CTN Alumni who will be joining the board are Juan Higa and Veronica Gonzalez from Palo Alto College, and Manuel Gonzalez from South Texas College.

To decide on practitioners and people at large, the committee reviewed a profile matrix illustrating the current composition of the board of directors by gender, race and ethnicity, and area of expertise. CTN also looked at its committees and gaps that exist in its membership’s expertise that are needed to operate successfully as an organization.

Practitioners selected for the board are Cynthia Marroquin from STC and Samantha Ackers from Austin Community College.

Attorney Jennifer Rice and Norman Eng, educator, author, and professional development and training expert were selected as applicants at large to join the board.

All who applied are encouraged to use their expertise and skills to promote and grow the program by joining one of CTN’s committees.
CTN Welcomes Richard Armenta as Consultant

Catch the Next welcomes Dr. Richard Armenta as a Consultant for the remainder of the semester to play a leadership role in the recruitment process for new Ascender Colleges. Dr. Armenta's persistence played a critical role in the establishment of the Austin Community College Ascender program which he led until his retirement last December.

Since 2017, Dr. Armenta served as Dean of Student Affairs for the ACC’s Hays Campus assisting staff with advising, student retention efforts, and overall student conduct concerns. Prior to this position, he served as the first Articulation Officer for the College, then as Dean of Students for the Rio Grande Campus, and later as Associate Vice President for Student Success where he was responsible for assisting the college in officially achieving its Hispanic Serving Institution Status from the US Department of Education; developing the first LGBTQ district wide committee; representing ACC on the Greater Austin Area My Brothers’ Keeper initiative; and bringing the Ascender Program to ACC. In 1985, Dr. Armenta held the position of Campus Dean for ACC’s Ridgeview Campus, helping transition the faculty and staff to the Rutherford Campus during development of the Northridge Campus where he served as its founding Campus Dean in 1989.

Erin Doran Publishes Article about Ascender Students

Erin Doran, CTN’s Director of Research and Evaluation, recently published an article titled “Ascending Toward New Heights: Building Navigational Capital for Latinx Community College Students” in the Journal of The First-Year Experience & Students in Transition. The article uses interviews conducted at the Ascender Transfer Motivational Conference in 2018. It “looks at the experiences of participants in this program and how it provided validating experiences and fostered their navigational capital on campus and through the transfer process. Results show that a rich first-year experience and additional engagement with the Ascender program helps students learn how to better navigate the complex systems of financial aid and transfer processes while also building their confidence as successful college students.”

Teaching and Learning for Student Success Webinars

April’s Webinar Speaker, Ire’ne Silva, to Discuss Healing Power of Poetry

Ire’ne Lara Silva is the speaker for April’s webinar titled “History, Grief, and Transformation: Poetry of the Borderlands.” The webinar will include a mini workshop titled “Writing Our Way through Love and Fear.” Silva is the author of three poetry collections, as well as a short story collection, flesh to bone (Aunt Lute Books, 2013) which won the Premio Aztlan. She is the recipient of a 2017 NALAC Fund for the Arts Grant, the final recipient of the Alfredo Cisneros del Moral Award, the Fiction Finalist for AROHO’s 2013 Gift of Freedom Award, and the 2008 recipient of the Gloria Anzaldúa Milagro Award.
If you have not registered for the Teaching and Learning for Student Success Monthly Webinar Series, please do at https://attendee.gotowebinar.com/register/2172831088583494156. After registering, you will receive a confirmation email containing information about joining the webinar. If you have any questions, please email Erin Doran at erin.doran@catchthenext.org.

In case you missed it or would like to review the resources, the webinar recording can be accessed here: https://youtu.be/fSFkdliE8b4 and all resources are available in the “Webinar Resources and Materials” folder under “Professional Development” on the CTN Wiki.

For this and all past monthly webinar installments, check out our Teaching and Learning for Student Success Monthly Webinar playlist on the Catch the Next YouTube Channel.

CTN College News

CTN Faculty/Staff Present at Faculty Symposium

CTN Faculty and Staff, Rafael Castillo, Alfredo Torres, and Diane Lerma presented at the PAC Faculty Symposium which was attended by instructors from all Alamo District colleges on February 28th. Their session was title “Establishing Epistemic Authority: Getting Published.” Their panel consisted of faculty members who have published in print media and pedagogy platforms on topics pertinent to both community and university audiences. Diane Lerma discussed her knowledge of pedagogy and academic writing; Alfredo Torres talked about how editing and "knowledge creation” allowed him to write on national topics for Associated Press and print media platforms; and Dr. Rafael Castillo talked about developing "epistemic authority” and "knowledge creation” as the basis for exerting pedagogical knowledge building in community college settings.

CTN Peer Mentors

CTN Peer Mentors Contribute to Book Supporting Latino Success

The recently published book, High-Achieving Latino Students: Successful Pathways Toward College and Beyond, contains contributions by CTN peer mentors Victor Saenz, Laura Rendon and Amaury Nora. These can be found in Parts II and III of the book and are titled “Científicos Latinxs: Uncovering the Counter Story of Success in STEM, Laura
Rendón, Amaury Nora and “From Surviving to Thriving: Critical Perspectives on High-Achieving Latino Undergraduate Males at Selective Universities,” Victor Saenz. The book “addresses a long-standing need for a book that focuses on the success, not failure, of Latino students. While much of the existing research works from a deficit lens, this book uses a strength-based approach to support Latino achievement. Bringing together researchers and practitioners, this unique book provides research-based recommendations from early to later school years on “what works” for supporting high achievement.” (https://www.infoagepub.com/products/High-Achieving-Latino-Students)

CTN Peer Mentor, Cantu, Wins NACCS Tejas Poetry Book Award

CTN peer mentor, Norma E. Cantu, is the winner of the 2020 NACCS Tejas Poetry Book Award for her recent University of Arizona Press collection, Meditación Fronteriza! The poems in this collection are a celebration of culture, tradition, and creativity that navigates themes of love, solidarity, and political transformation. Deeply personal yet warmly relatable, these poems flow from Spanish to English gracefully.” (https://uapress.arizona.edu/2020/03/)

Rogelio Saenz Publishes Two Op-Eds Regarding the 2020 Census

CTN peer mentor, Rogelio Saenz published two related op-eds. One appeared in Rio Grande Guardian and the other in Latino Rebels. The articles are about the official Census Day and the importance of getting counted especially now as the nation will be dealing with the aftermath of the coronavirus devastation in the coming months and years. https://wwwlatinorebels.com/2020/04/01/officialcensusdayhttps://riograndeguardian.com/saenz-the-importance-of-getting-counted-in-the-2020-census/

ATD Provides Series of Webinars for Strategies, Resources, Connection

Achieving the Dream will provide a weekly series of webinars focused on supporting faculty, staff, and students during the current unprecedented closure of community college campuses across the United States. During each of these weekly sessions, ATD hopes to accomplish three goals: Provide the strategies, tools, and knowledge needed to adjust to the educational and social disruptions on your campus caused by the COVID-19 pandemic; Help connect with peers, communities of practice, and other valuable external resources; Hear about immediate needs to help ATD’s Teaching and Learning team develop just-in-time resources and services.

• Wednesday, April 8th 1:00 p.m. ET / 10:00 a.m.PT and Wednesday April 15th 1:00 p.m ET / 10:00 a.m.PT

Follow this link: https://www.achievingthedream.org/learning-opportunities/webinars?field_event_type_tid%5B%5D=1309
OFCCP and Women’s Bureau Invite Women to Share Their Story

During Women’s History Month, the Office of Federal Contract Compliance Programs honors and recognizes the contributions of women in every facet of American life and culture. As President Trump said in his proclamation, “The strength, ingenuity, and spirit of our female leaders, innovators, and pioneers shape our Nation’s character, government, industry, families, and communities.”

OFCCP is committed to ensuring that women, and all workers, have equal opportunities to succeed in the workplace. To achieve that goal, we work in tandem with the U.S. Department of Labor’s Women’s Bureau to promote the welfare of wage-earning women, improve their working conditions, and advance their opportunities for profitable employment. This year marks the Women’s Bureau’s centennial. Over the last 100 years, the Women’s Bureau work has evolved and adapted to the changing needs of women in the workforce. They have developed policies and conducted inquiries to safeguard the interests of working women, advocated for their equality and economic security, and promoted quality work environments.

In the spirit of our collective achievements, OFCCP and the Women’s Bureau invite you to participate in the “Our Purpose. Your Work.” initiative. This initiative encourages women of all ages to share their work stories, touch on the future aspirations of young women entering the workforce, and talk about how the Women’s Bureau has helped advance their purpose. Follow this link: https://www.dol.gov/agencies/wb/wb100/story to share your story.

Student Opportunities

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

Thank You,
Stacy Ybarra Evans
Catch the Next

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<td>Texas STEM Grants</td>
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<td>2/21/2020</td>
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<td>who are involved in making Texas a litter-free state. Apply by March 31st for</td>
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Paid Internships Available from US Fish and Wildlife Service

The U.S. Fish and Wildlife Service (USFWS) is partnering with the Student Conservation Association to recruit approximately 30 students from culturally and ethnically diverse backgrounds for paid internships during the summer of 2020. Interns will attend a week-long orientation at the National Conservation Training Center followed by 12 weeks of experiential learning at national wildlife refuges across the U.S. — from Alaska to the Southwest, Midwest, Southeast, and Northeast. Areas of focus will include visitor services, biology, refuge management and more. For additional information, visit www.thesca.org/cdip.

White House Releases Federal Agencies Internship Opportunity Bank

The White House Initiative on Educational Excellence for Hispanics has released its Federal Agencies Internship Opportunity Bank. This opportunity bank lists internship opportunities from federal agencies across the country. If you are interested in interning for the federal government, this opportunity bank is a good starting point to see what each federal agency offers.

Apprenticeship Programs Open Doors

Work-based learning adds an important new dimension to the education tool kit — one that is engaging for learners, cost effective for employers, and starts to tackle the problem of rising student loan debt. Apprenticeship is an effective way to start high school students and other youth on a career pathway that leads to good wages and opportunities for advancement.

Learn more about apprenticeships at https://www.apprenticeship.gov/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

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

Dept. of Federal Student Aid Creates Hub for Borrowers

The Department’s Office of Federal Student Aid debuted a centralized hub for borrowers to access student aid information. The revamped StudentAid.gov is the singular place where students and parents can learn about available types of student aid, fill out the Free Application for Federal Student Aid (FAFSA®), complete loan counseling, and identify the right repayment plan. The site consolidates the student-facing portions of StudentLoans.gov, FSAID.ed.gov, and NSLDS.ed.gov.
Borrowers can now also access all loan servicer contract centers using one number: 1-800-4-FED-AID. This number features an interactive voice response function to direct customers to the appropriate place, reducing confusion and frustration. The myStudentAid mobile application has also been updated and enhanced, so that users can seamlessly switch between completing tasks on the app and the web.

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.

Professional Development Opportunities

The following professional development opportunities highlight Ascnder 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.

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<td>2nd Texas ED Policy Fellowship - Texas Tech <a href="https://docs.google.com/forms/d/e/1FAIpQLSe8gxcL9lm2Xz1YjOPYX9LpRp1F4qT5DEqAkz1d9JuzDqnkkg/viewform">https://docs.google.com/forms/d/e/1FAIpQLSe8gxcL9lm2Xz1YjOPYX9LpRp1F4qT5DEqAkz1d9JuzDqnkkg/viewform</a></td>
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Educational Testing Services Seeks Intern Applicants

Educational Testing Service (ETS) is a major service provider to the National Assessment of Educational Progress (NAEP) program for the National Center of Education Statistics (NCES) within the U.S. Department of Education and the Institute of Education Sciences.

ETS is seeking applicants for the National Assessment of Educational Progress 2020 Summer Research Internships. Interns will be exposed to and will contribute to NAEP’s educational assessment efforts and innovations. They will also have the opportunity to attend professional development seminars during their eight-week experience. After completing the program, they will present their findings at a symposium to be promoted throughout the company. If you have questions, please contact us at NAEPInternships@ETS.Org.

NEH Summer Seminar or Institute Application Available

The National Endowment for the Humanities (NEH) Summer Seminars and Institutes are 1- to 4-week residential programs that support collegial study of significant topics in the humanities and make use of important scholarship and primary resources such as archival documents, artifacts, or historic sites. Typically, participants develop a scholarly and/or pedagogical project based on the topic. Programs take place throughout the United States, and participant stipends help cover travel and living expenses. NEH Summer Seminars and Institutes focus on the study and teaching of significant texts and other resources; provide models of excellent scholarship and teaching; contribute to the intellectual growth of the participants; and build lasting communities of inquiry. These projects are designed primarily for full-time or part-time faculty who teach undergraduate students. Advanced graduate students, and those employed by museums, libraries, historical societies, and other organizations are also eligible to participate. All applicants must demonstrate that their participation will advance the teaching and scholarly goals of the program. Applicants must be United States citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least the three years immediately preceding the application deadline.

Please note: At least three seminar spaces and at least five institute spaces are reserved for non-tenured/non-tenure-track faculty members. Two seminar spaces and three institute spaces may be reserved for advanced graduate students.

Office of Postsecondary Education Seeks Peer Reviewers

The Office of Postsecondary Education administers a variety of both domestic and international grant and fellowship competitions throughout the year and is always looking for specialists (especially in STEM) to serve as peer reviewers, in order to identify the most qualified grant applicants. Click here for FAQs and instructions on how to apply. If you have a preference, indicate which program you are most interested in.

Report Provides Best Practices for Financial Literacy

The U.S. Department of the Treasury released a report on behalf of the Financial Literacy and Education Commission (FLEC). The report, Best Practices for Financial Literacy and Education at Institutions of Higher Education, provides recommendations for higher education institutions to deliver effective financial literacy
education and resources to help students make informed decisions and avoid pitfalls associated with financing education. Read more.

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/](https://college4texans.org/tab/)

Opportunities for Fully Funded Masters and PhD Scholarships

<p>| FULLY FUNDED BACHELORS MASTERS &amp; PHD SCHOLARSHIP OFFERED AROUND THE WORLD FOR INTERNATIONAL STUDENTS 2017-2018 |
|-------------------------------------------------|-------------------------------------------------|---------------------------------|----------------|----------------|----------------|</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Scholarship Name</th>
<th>LEVEL</th>
<th>University</th>
<th>Country</th>
<th>Fields</th>
<th>Deadline</th>
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<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>
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<td>Austria</td>
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<td>Aga Khan Foundation</td>
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<td>Masters</td>
<td>All Universities of UK</td>
<td>UK</td>
<td>All Fields</td>
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<td>Australia</td>
<td>All Fields</td>
<td>June of every Year</td>
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<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>
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<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>
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<td>Master’s Degree</td>
<td>Swedish Universities</td>
<td>Sweden</td>
<td>All Fields</td>
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<td>9.</td>
<td>VLER-UOS Scholarships</td>
<td>Training &amp; Masters</td>
<td>Belgian Flemish University &amp; University College</td>
<td>Belgium</td>
<td>Multiple Fields</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>
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<td>11.</td>
<td>DAAD Scholarship</td>
<td>Masters &amp; PhD</td>
<td>German Universities</td>
<td>Germany</td>
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<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>
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</table>
Catch the Next Program Partners

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About Our Newsletter

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