



Investing in our Collective Future

Creating Prosperity in Washington State Through Latino Higher Education Attainment

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Table of Contents

EXECUTIVE SUMMARY	4
Policy Recommendations	4
Part I: Introduction.....	7
Report Methodology	8
Structure of the Report.....	8
Changing Demography in Washington State—The Future	9
National College Completion Rates—How Washington Compares.....	9
Why a College Degree or Postsecondary Training Matters	11
The Problem of Unemployment in the Great Recession	12
Where to Start: A Call to Action to Create a P-20 Latino Completion Agenda.....	13
Part II: Social and Economic Context.....	16
Poverty	18
Language Background.....	20
K-12 System and Test Scores	21
ELL Achievement and Access to Curriculum	22
College Readiness for Latino Students.....	23
Limited Access to Model Programs that Work: The Case of Running Start.....	24
Transition to College	26
Part III: Higher Education Representation & Challenges Facing Latinos	28
Latinos Seek Support at Home	29
Community Colleges as Primary Pathway	30
Private and Independent Colleges.....	34
Factors Affecting Transition, Persistence and Completion	36
Rising Tuition Costs	36
Paying for College is a Struggle	37
Institutional Climate	38
Undocumented Student Challenges	38
Part IV: Conclusion & Recommendations.....	41
Policy Recommendations	42

EXECUTIVE SUMMARY

Latino students in Washington State are not enrolling in colleges and universities at rates that will ensure individual or community sustainability for the next generation—implications that are disconcerting for the entire state will require a highly skilled labor force to ensure long-term economic growth and prosperity. A highly educated workforce ultimately benefits all residents with greater tax resources for public goods, healthy households and neighborhoods, ability to purchase a home, and leads to greater level of civic engagement.

The proportion of Latino students in postsecondary education today, across all sectors does not match the proportion of students in the K-12 system. This is a recipe for long-term economic disaster for Washington, if its fastest growing population is unable to pay into the tax base at healthy levels, support an increasingly aging population, or sustain the strong industries that serve as the economic backbone of Washington State.

The following policy recommendations represent a call to action for Latino community members and leaders in this state to raise the enrollment, persistence and college completion rates among Latino students. The state cannot afford another generation lost.

Policy Recommendations

- 1) Establish a coordinated effort among all education sectors. An authentic P-20 approach where all sectors are engaged in exchanging ideas, best practices and open communication is a critical first step to systemic collaboration for effective education service delivery.
- 2) Establish a statewide Latino College Completion Agenda that enlists the support of Community College, Public Four Year, and Independent College Leaders to seriously assess and develop a multi-sector strategy to raise Latino college completion.
- 3) Increase access to rigorous curriculum and academic supports for Latino students. Students not meeting reading standards in early grades (minimally by grade three) require immediate intervention to ensure grade level performance. Parent awareness of student progress and knowledge of the college-going practices and curriculum early is essential for Latino families.
- 4) Provide and promote greater access to education programs that are evidence-based, such as Running Start, IBEST, Opportunity Grant Program, Promise Scholarship.
- 5) Increase financial aid options for students, particularly in STEM and high demand fields. Initiatives that provide even modest financial incentives are investments in

students who will meet the demands of high demand fields for the state, minimizing the need and current trend to seek overseas and out-of-state talent by Washington corporations.

- 6) Provide access to financial assistance for all students, including undocumented students protected by House Bill 1079. Allowing undocumented Latino students to compete for in-state financial aid is an investment in the future workforce of this state.
- 7) Provide incentives in Colleges of Education to produce more Latino teachers, who are role models for Latino students.
- 8) Develop a statewide bilingual “college begins in preschool” campaign to promote college awareness among parents of early learners.
- 9) Use technology effectively to communicate with families in Spanish and English.
- 10) Support for students to attend and be involved in programs or extracurricular efforts in colleges and universities. Arts education programs for students in the secondary sector have shown to influence academic achievement. These programs promote creativity and cognitive development. Support for arts programs in higher education should be upheld for students to be exposed to a well-rounded postsecondary education.
- 11) Support Basic Skills funding because it is critical for all students, particularly for students of color who attend low-resource high schools.
- 12) Transfer—facilitate transfer among Latinos in community and technical colleges. Transfer rates for Latinos in 2005 (the most recent cohort study) was a mere 36% out of the entire cohort. Since over 60 percent of all Latinos begin their postsecondary pathway in the community college sector, greater emphasis and support for transfer is critical to raising overall degree completion rates in the state. Model efforts such as campus transfer centers on college campuses have been found to be highly effective in raising student awareness about transfer requirements and processes by institutional type.
- 13) Improve Yield Rates. Institutions of higher education must develop a clearer and more effective strategy to enroll Latino students. Access alone is not enough. Providing incentives and improving institutional climates are important for raising Latino student representation on college campuses.
- 14) Faculty Diversity. The presence of Latino faculty in Washington State remains dismal. Greater efforts to reflect the changing state population would improve the institutional climate within the public and private institutions in this state.

The data presented throughout this report present an overview of key data points related to college access, persistence and completion. If Washington State is to invest in all of its residents, then a concentrated effort in postsecondary institutions is necessary to ensure academic success, college completion, and a highly skilled workforce. One in five of all K-12 students in Washington is Latino today. The state of Washington’s economic future is therefore intertwined with the fate of Latino residents.



Source: Mt. Vernon Migrant Leaders Program.

Part I: INTRODUCTION

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation.

--Nelson Mandela

Education has often been called the pathway to social mobility in the United States. It is through obtaining a higher education, that one may alter their socio-economic status and achieve a viable career, trade or profession. Now more than ever, postsecondary training matters in the global economy. Latinos have many advantages and strengths as a community—the bilingual, bicultural, and adaptive capacity, as well as a hard work ethic that has long characterized Latinos in this nation, all serve as a strong foundation to build a Latino college completion agenda in Washington State and this country.

The Latino population in Washington State has grown exponentially in the past two decades—the state ranks 12th in the nation, with approximately 800,000 Latino residents, over 11 percent of the total state population. Latinos have the highest birth rates in the state, with 18.7 percent of all births belonging to Latino parents in 2010.¹ This is consistent with national trends that concur with the Latina population having the highest fertility rate than any other group. And teenagers are the fastest growing group within the Latina population having children. In 2009 for example, Latinas represented over 70 percent of all teenagers who gave birth to a child in the U.S.²

Latino students in Washington will represent a sizable proportion of the future workforce of the state in the next two decades and beyond. In fact, Latino kindergartners represent approximately 25 percent of the population, while Latino students in the K-12 system represented 19 percent of all students in Washington public schools in 2010.³ While Latino students represent the fastest growing population in the K-12 sector, the number of Latinas/os that transition to and complete their college degrees have not kept pace with these demographic shifts.

The future of Washington is closely intertwined with the fate of Latino students. Pathways to college and career opportunities are critical to ensuring that the state remains economically prosperous and sustainable, by cultivating an educated and highly skilled workforce that the future economy will demand. The current story and data trends for the Latino community must be altered to prevent the creation of a permanent Latino underclass.⁴ The state has a vested interest in launching and sustaining a Washington Latino College Completion Agenda to ensure that all residents will be viable participants in the economy and active contributors to the tax base, civic institutions and overall livelihood of the state.

This report represents a call to action for all stakeholders, educators, parents, students, corporations, businesses, and politicians alike, to invest in Washington State's collective

future by addressing the educational needs of Latino students. We possess the collective opportunity to rewrite the current story of limited investment, low academic achievement, and low expectations—to a state population that invests, acknowledges the culture, language and assets that Latino residents have historically and currently bring to the state of Washington.

Report Methodology

Several data sources were used throughout the body of this report, including: 1) United States Census Data; 2) Data from IPEDS (Integrated Postsecondary Education Data System); 3) Washington State data from the Higher Education Coordinating Board; 4) Running Start Data from the Washington State Board of Community and Technical Colleges; 5) Institutional Data from Washington Universities and the Independent Colleges of Washington, and 6) Federal Department of Labor data. Together these data are used to provide an overview of the issues facing the Latino community in Washington with respect to demography, college readiness, access to high-achieving programs, access to higher education, and persistence and graduation rates.

Structure of the Report

This report is divided into six sections. Part One presents an introduction to the pressing issue of raising Latino college completion rates in Washington State. Part Two provides an overview of the current social and economic context for the Latino community in the state. Part Three presents an overview of demographic trends in various sectors of higher education, and the aspects of the higher education pipeline that represent an opportunity for targeted intervention. Part three also identifies and explains the current role and participation rates by Latino students in two-year and four-year colleges and institutions in the state, with a particular emphasis on data trends and an overview of college participation. Section three also highlights the factors that inhibit college transition, persistence and overall success. Section Four, taking the data trends and institutional challenges into account, highlights efforts that are making a difference in raising Latino college transition and completion rates. Section Four continues to highlight a proactive agenda for altering the data presented in earlier sections, with specifying recommendations that the committee consider to be first steps in the Call to Action to creating a viable and successful Latino College Completion Agenda in Washington State. The appendix presents various profiles and models of success to convey the importance of actualizing the adage, or well-known *dicho*: Si Se Puede! While the overall trends and completion rates are low for Latino students across the state and institutional sectors, there are select programs and efforts within this state that have made a significant difference in positively altering the pathway of Latino students. Finally, Profiles of Latino Excellence, are featured throughout the report to illustrate the amazing work of seasoned and up and coming leaders in Washington State that make a difference in the lives of Latino students every day.

Changing Demography in Washington State—The Future

Similar to past trends, Latinos are projected to remain the fastest growing ethnic group in the state of Washington. The Latino population more than doubled during the 1990s, increasing from 214,000 to 441,509 in 2000 to over 684,000 in 2010. This steady growth is a trend that Washington State can expect over the next forty years.

Latino residents in Washington State are a diverse group, with the largest group of Latinos in the state of Mexican origin. Puerto Rican, Central American, Cuban and individuals of Latin American descent are all represented under the umbrella of Latinos in this report. As this report will detail however, many Latinos retain the Spanish language (which has proven cognitive benefits) and have larger average family sizes than non-Latino residents in the state. Latinos also have varied generational backgrounds (1st-4th generation residents for example), and over 85 percent of children under 5 in the state are U.S. born, consistent with national trends.

Washington State birth and migration rate patterns mirror the path of states like California, which now has over 58 percent of their K-12 student population Latino. The potential for Washington to avoid some of the missteps of other states with sizable Latino student and resident populations is promising—but there is also the danger of following the path of other states, which has led to a Latino education crisis in this nation.⁵

National College Completion Rates—How Washington Compares

Many national organizations, as well as the White House, have called for a College Completion Agenda. In 2011, The College Board further developed their completion agenda work by developing a Latino College Completion agenda. In this body of work,⁶ the advisory group outlined the national imperative for making progress on ten core issue areas that would promote preparation for college, successful transition to postsecondary institutions, and raise overall Latino college completion rates.⁷ These findings highlight how Washington State ranks compared to other states across a set of indicators used to measure the factors used to assess college completion rates.

TABLE 1: HOW WASHINGTON COMPARES: DRAMATICALLY INCREASE COLLEGE COMPLETION RATES

Description	U.S. Avg	Ten states with largest Latino populations High / State	Low / State	WA
Latino Degree- and Certificate-Seeking Students at Two-Year Colleges	25.7	40.1% / FL	8.8% / NJ	19.6%
Three-Year Graduation Rates of Latino Degree- and Certificate-Seeking Students at Public Two-Year Colleges	15.6	29.8% / FL	8.0% / NJ	18.3%
Three-Year Graduation Rates of Latino Degree- and Certificate-Seeking Students at Private For-profit Two-Year Colleges	61.4	79.6% / NM	38.7% / NY	70.0%
Six-Year Graduation Rates of Latino Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank	49.4	56.2% / FL	38.1% / NM	57.0%
Six-Year Graduation Rates of Latino Bachelor's Degree-Seeking Students at Public Four-Year Colleges by State Rank	46.9	57.1% / FL	37.8% / TX	59.2%
Six-Year Graduation Rates of Latino Bachelor's Degree-Seeking Students at Private Not-for-profit Four-Year Colleges by State Rank	59.7	70.2% / CA	25.0% / AZ	55.5%
Six-Year Graduation Rates of Latino Bachelor's Degree-Seeking Students at Private For-profit Four-Year Colleges by State Rank	28.5	54.3% / NY	11.5% / AZ	25.0%

Source: Latino College Completion Agenda, 2011.

The national data conveys a few important findings. First, Latinos in general have low graduation rates from both the two-year and four-year institutions, which section three of this report will discuss in greater detail. In Washington State, the six-year graduation rate was 59.2 percent for students attending public universities and 55.5 percent at Private Non-profit four-year colleges. At for-profit institutions, a segment that is rapidly growing in Washington and nationwide, only 25 percent of Latino Students graduated within the 6-year time frame.⁸ The institutional type therefore matters due to the costs associated with attending particular institutions, especially if these students do not walk away with a college degree, but retain sizable debt.

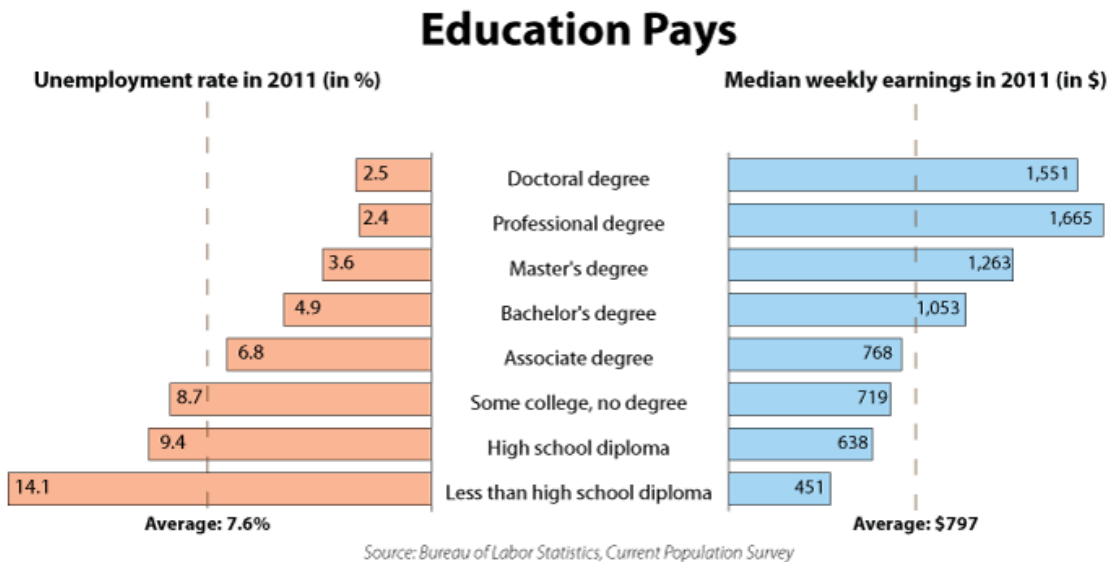
As for the three-year graduation rates from the community colleges in Washington, the highest proportion of Latino students that graduated with their degree, attended private for-profit two-year colleges (70%). For Latinos attending public community colleges, only 18.3 percent earned a degree after three years. These data must be viewed with caution however, because not all community college students apply for their Associates Degree especially if they transfer, and many students attend community colleges for specific program knowledge, but drop out or transfer before obtaining a degree.⁹ The departure rates for community college students are alarmingly high, and problematic for Latinos given that well over half of all Latinos who begin postsecondary education enter at the community college level.¹⁰

Why a College Degree or Postsecondary Training Matters

The value of a college education has been well documented over the past 50 plus years by economists of education, through rate of return calculations and cost benefit analyses that college graduates offer to society.¹¹ More recently however, the value of college has been questioned due to the more uncertain domestic economic climate. Yet, U.S. department of labor data shows that individuals with a college degree are more likely to be employed than those who possess a high school diploma or less; earn higher wages; contribute to local, state and federal tax bases at higher rates, and be more civically engaged in their surrounding community.¹² Such positive externalities to society are difficult to overlook. The value of higher education influences the quality of life of individual households, local communities, states and ultimately this nation. Individuals are more likely to purchase homes if they have college degrees combined with higher wage jobs, and are more likely to be actively engaged in local community affairs through philanthropic, voting, and community service efforts.¹³

Figure 1 shows comparative data for individuals in the U.S. by earnings and education level and unemployment rates by education level. The data convey that education matters. A higher education ensures employability and options, and as discussed above, ensures a host of public benefits that help to create sustainable and healthy communities. For Latinos, some form of postsecondary training may help to transform the current economic status of the community from lower wage and less educated, to being able to fully participate in the higher wage economy.

FIGURE 1: THE ECONOMIC BENEFITS AND CONSEQUENCES OF EDUCATION, 2011



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers. Source: Bureau of Labor Statistics, Current Population Survey. Updated by the Bureau of Labor Statistics, March 23, 2012. Download at: http://www.bls.gov/emp/ep_chart_001.htm

The Problem of Unemployment in the Great Recession

Nationally in 2012, Latinos were more likely to be unemployed than their White and Asian American counterparts, with an unemployment rate of 11.2 percent compared to 7.8 for whites and 6.4 for Asian Americans. In addition, the industries and sectors that Latinos are more likely to occupy are low-wage sectors without access to health care, limited mobility options, and are in service/hospitality or labor occupations. As a result, employment options are scarce for workers in low paying sectors and leave individuals with limited opportunities for secure employment over the long term.

In 2010, median weekly earnings of Latinos were \$1,002, far below the median earnings of Asian men (\$1,408) and White men (\$1,273), for those working full time in management, professional, and related occupations (the highest paying occupation group). African American males were at the bottom of median earnings, just below Latinos, with men earning \$957 per week.¹⁴

In Washington State, similar trends exist for the labor sector trends and average median earnings. Latinos in Washington are overrepresented in service sectors and agricultural sectors in this state (Figure 2).

The employment sector matters, as it has a direct correlation to median earnings. For example, because Latino men are the least likely to occupy the “Management & Professional” occupations (15.3%) nationally, their median annual earnings are lower than other ethnic groups. And while Latinas outpace Latino men in higher wage jobs (24.1 %), they still lag far behind labor market occupational status of their White and Asian American female peers.¹⁵ These data represent a challenge for all Latinas, including those with college educations, because Latinas have an additional “brown ceiling” to overcome when it relates to workplace equity and pay. Latinas are among the lowest paid group in the workforce for workers with comparable levels of education. However, Latinas also represent the largest proportion of new small businesses in the United States which represents an additional opportunity for individual prosperity.

Profile of Excellence

Phyllis Gutierrez Kenney



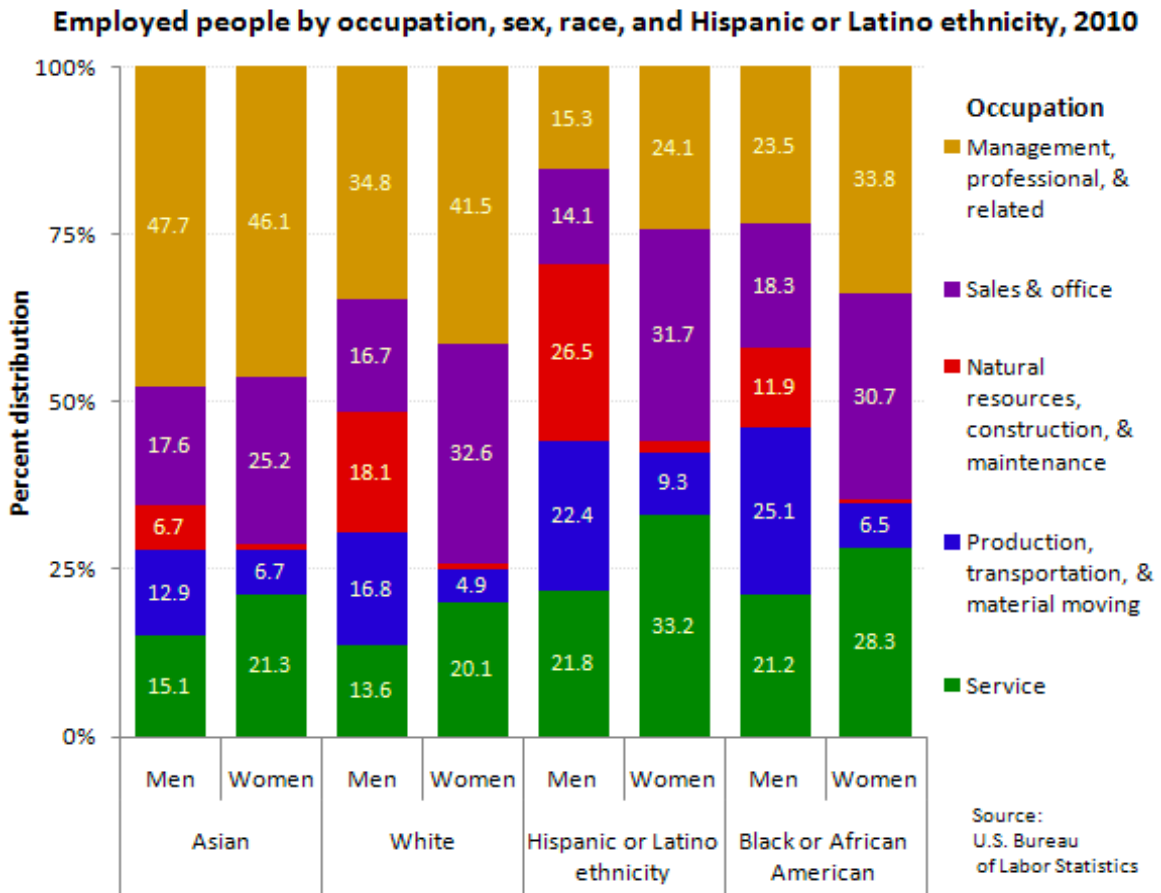
Representative Gutiérrez Kenney was appointed to the Washington state Legislature in January 1997. She served in this role for over 15 years in Washington State.

She is a champion for higher education, leading the way in sponsoring and supporting programs and funding that benefit high-demand fields.

Representative Gutiérrez Kenney has consistently addressed issues concerning health, education, affordable housing, family-wage jobs and economic development.

Her words of wisdom for the next generation: “Your presence is a present to our community. You are one of a kind. Your life can be what you want it to be. You can control your destiny. The American Dream is accessible only when one understands the past and imagines what the future can be. You are our future and our major economic and political force. *Shorten the distance between you and your goals, complete your college education.*”

FIGURE 2: EMPLOYMENT BY SECTOR, 2010



There are also regional differences in labor market participation for Latinos in the state. In Eastern Washington for example, Latinos, largely Mexican immigrants, occupy farm worker jobs and service the various crops that exist in rural regions of this state. In rural regions therefore, the wages among Mexican workers remain very low, without secure health benefits, or a stable home location because many families are migratory, and follow the various crops across greater Eastern Washington. The implications for low wages and migratory patterns are considerable, particularly for the children of Latino immigrants in rural regions.

Where to Start: A Call to Action to Create a P-20 Latino Completion Agenda

In order to change the state level and national data trends, a concerted effort to raise college participation and completion rates is critical. Latino students in Washington State cannot afford to follow a similar pattern of low wage jobs that coincide with lower educational attainment levels. In addition, since one in five kindergartners today in Washington is Latino, the entire state has a vested interest in a sizable proportion of its future workforce.

Low wages among Latino residents ultimately means limited economic mobility and home ownership, an unsustainable tax base, limited social security amounts to pay for the baby boomer's retirement, and less funding for the general public infrastructure in this state. A coordinated approach to making significant headway on the educational status of Latinos is therefore a pressing statewide imperative.

Creating a more coordinated system of education service delivery is one approach that engages students and their families at every level. Over 38 states have some form of a P-16 or P-20 council that seeks to create a communication stream between and across the segments in the education pipeline. State efforts have ranged from formal bodies with governing power, to advisory boards to state leaders. In most states, P-20 councils are advisory in nature (31). And in Tennessee, Oregon, and North Carolina, state P-16/P-20 councils have varying degrees of administrative authority over state programs.¹⁶

In Washington State, past efforts have included Governor Gregoire's Washington Learns Council, which included two bodies aimed at studying various issues affecting students in the P-20 pipeline. As a result in part of these discussions and efforts, the Department of Early Learning (DEL) was created to serve as an early childhood resource hub for the state. This department is now seen as a model of excellence in the nation.

A P-20 approach to education incorporates all segments, but creates an agenda for ongoing support for students at every stage of their educational journey. In July 2012, the legislature created the Washington Student Achievement Council which has three responsibilities as its mission that span P-20 education in Washington:

The mission of the new Council is to link the work of the secondary schools, higher education institutions, and state education agencies. The focus of this work will be on improving educational outcomes at all levels; proposing improvements and innovations needed to continually adapt the state's educational institutions to evolving needs; and engaging in public advocacy with emphasis on the economic, social, and civic benefits of higher education, and the need for increased financial support and civic commitment.¹⁷

Many scholars contend that college planning and preparation begins in preschool—a critical stage in a child's development. Latino Children not reading by the third grade are twice as likely to drop out of high school by the 12th grade.



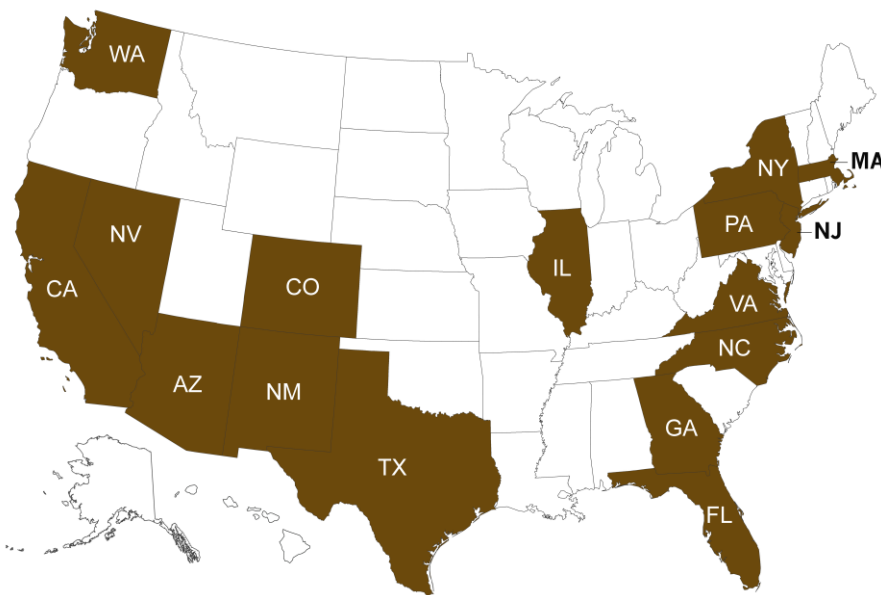
Source: Hispanically Speaking News, April 18, 2011.

An Early academic achievement sets a child on the pathway for preparation or disengagement. College preparation and planning therefore starts far earlier than middle or high school in Washington and the United States. Thus, early intervention for youth that are not performing at grade level is an investment in the future college-going pool of students.

Part II: Social and Economic Context

Washington ranks 12th in the nation in the number of Latino residents according to the U.S. Census and is projected to remain a state with a significant proportion of Latino residents. Yet, despite such rapid demographic growth, the percent of individuals with a baccalaureate degree or greater has not increased over time in the state.

FIGURE 3: LATINO CONCENTRATION IN THE UNITED STATES, 2010



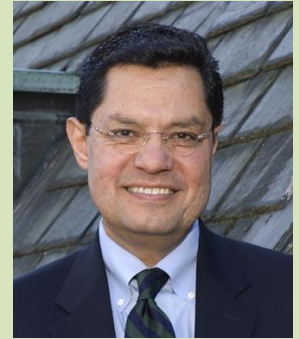
Source: Contreras, F. (2011). *Achieving Equity for Latino Students*. New York: Teachers College Press.

According to education attainment trends for Washington State, stagnant educational progress is seen for Latinos compared to White and African American residents. Latinos in Washington State are more likely to have less than a high school education, be first-generation, and less likely than other families to own a home (Contreras, et. al., 2008).

Limited educational progress means limited economic options and mobility patterns. For example, individuals with less than a high school education are more likely than their educated neighbors to live without health insurance, 25.8 percent compared to only 6 percent with a BA degree in 2010.¹⁸ In addition, Latino owned firms in 2007 witnessed the largest share of growth compared to Whites

Profile of Excellence

Luis Ricardo Fraga, Ph.D.



Dr. Luis Ricardo Fraga is Associate Vice Provost for Faculty Advancement, Russell F. Stark University Professor, Director of the Diversity Research Institute, and Professor of Political Science at the University of Washington. His research and teaching interests are in Latino politics, the politics of race and ethnicity, immigration politics, education politics, and voting rights policy.

Luis has authored and co-authored numerous books including *Latino Lives in America: Making Home* (Temple 2010), *American Government: Principles in Practice* (Holt McDougal 2010), *Multiethnic Moments: The Politics of Urban Education Reform* (Temple 2006) and *Democracy at Risk: How Political Choices Undermine Citizen Participation, and What We Can Do About It* (Brookings 2005). His latest co-authored book *Latinos in the New Millennium: An Almanac of Opinion, Behavior, and Policy Preferences* is under contract with Cambridge University Press. Dr. Fraga is a graduate of Rice University and Harvard University.

as expected also have relatively higher median income levels and home ownership rates than other parts of the state.

Adams (13.6%), Grant (13.6%), Grays Harbor (14.1%), and Cowlitz (14%) had earned the lowest educational attainment levels for this same age group. In all three counties, Latinos are a vastly growing demographic group, and the low education levels in these counties reflect a trend of stifled economic opportunity in Eastern and rural segments of the state, regions Latinos are more likely to occupy.

Poverty

Latino youth represent the largest segment of students living in poverty. This is the first time in history when an ethnic group has surpassed the percentage of White students living in poverty.²⁰ Poverty in the Latino community in Washington is most pronounced in rural sectors where wages are extremely low for the migrant farm working community. In addition, because Latinos are in low wage industries in the state, they do not have access to health insurance or benefits. As a result, social institutions and non-profit organizations like the Yakima Valley Farm Workers Clinic are critically important to Latino families in the region.

Poverty, therefore, remains a significant concern for the Latino community as a barrier to educational attainment. Poverty within families and across generations creates an uneven set of barriers for Latino students. Many Latinos for example, have limited access to social and cultural capital, such as exposure to college-educated parents, grandparents and social networks.²¹ Social networks translate into “capital” because they afford students first-hand knowledge about the college transition process and pathway. The majority of Latino students in higher education in the state are first-generation and their parents have less than a 9th grade education or less.²² Thus, Latino students do not have the luxury of widespread college educated networks, making college access programs such as GEAR Up, TRIO Programs, and AVID, etc. crucial to bridge the barrier to information for first-generation students.

Nationally, from 2005-2009, Latino household wealth declined 66 percent because it was largely intertwined with the housing bust and recession. The primary source of wealth for Latinos is their homes. When the housing bubble evaporated in 2006, so did a good proportion of Latino household wealth, given the rapid decline in home equity.

Profile of Excellence

Luis Ortega



Luis has worked on developing, leading, and collaborating with various youth leadership initiatives such as the Cultural Diversity Committee at the University of Washington, LEAP's Ambassadors Initiative and Washington Student Leadership's La Chispa Middle Level Leadership Program.

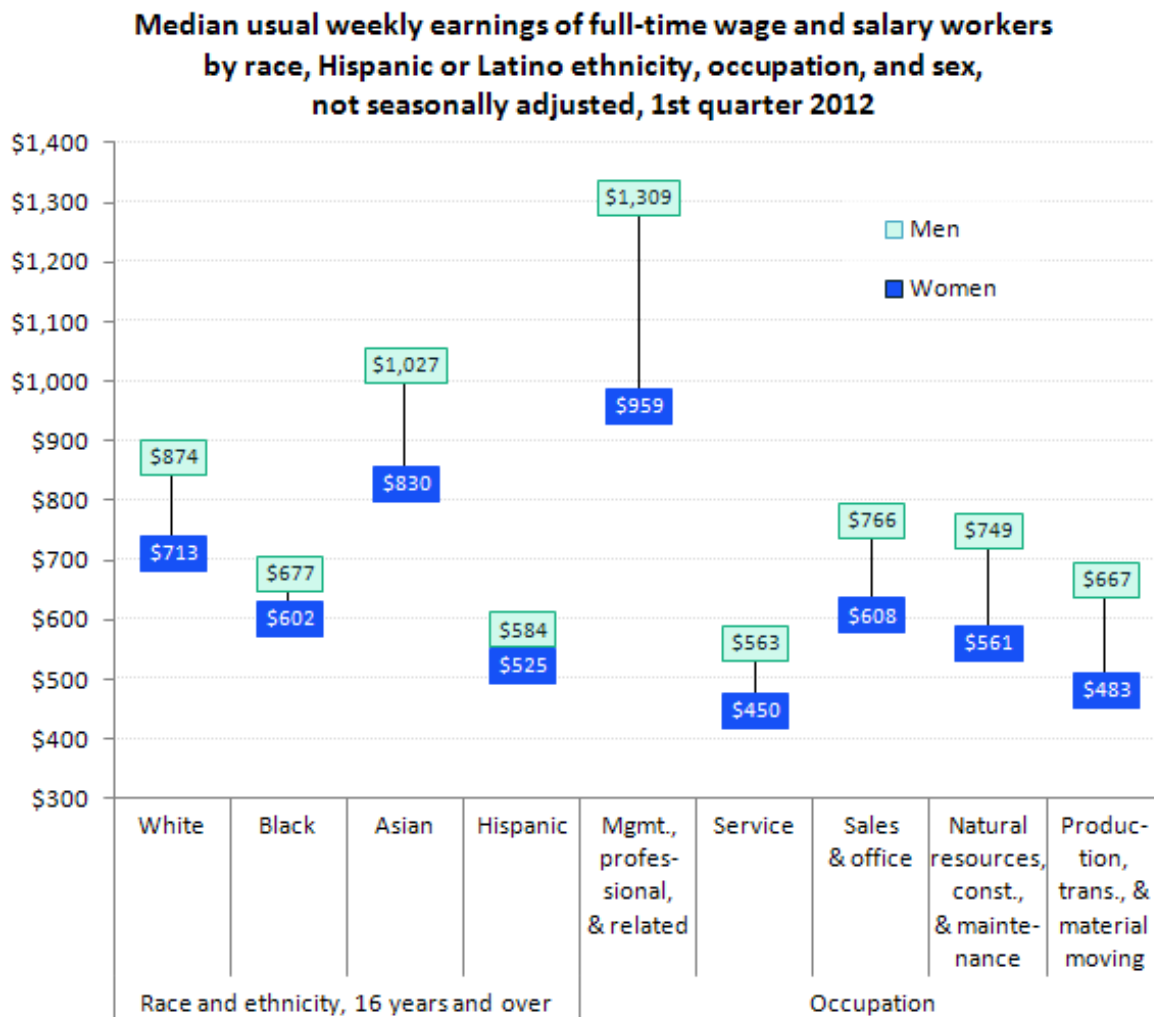
Luis is also a passionate advocate for the DREAM Act and immigrant communities, educating students on how to become civically engaged, and serve their communities.

Luis has been honored by community organizations and the Legislature. In 2011, Luis received the Sea Mar Community Service Award and in 2010 he was honored with the Phyllis Gutierrez Kenney Leadership Award.

Luis' view on higher education: *"It is simple, Latino students, as the fastest growing demographic in our state, have to earn a college degree. This will affect not only their personal prospects but those of our communities - it is a social and economic imperative."*

Fast forward to 2012, Latinos in the nation are lagging far behind their peers in wages, also directly affecting their ability to take advantage of low home interest rates and home prices. According to economic forecasters and scholars, it will likely take decades for Latinos to recover from “The Great Recession” a period that felt more like a “Great Depression” for Latino families in the United States (Figure 5).

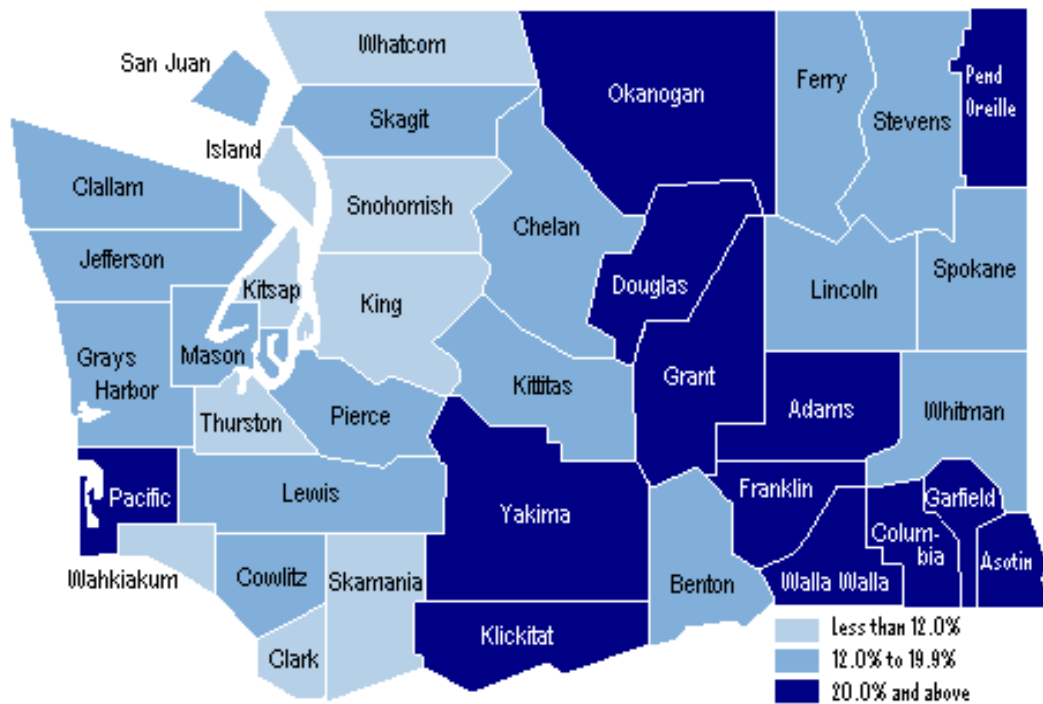
FIGURE 5: MEDIAN EARNINGS BY ETHNICITY, 2012



Source: U.S. Bureau of Labor Statistics

In Washington, the decline in the construction industry and service industries (e.g., hotels and tourism) also directly impacted Latino household income and wealth. As a result, Latino unemployment rates remain high as the construction industry, service industries continue to recover and agricultural industries remain among the lowest paid jobs in the state. As a result, Latino youth are highly likely to live in poverty in Washington. Figure 6 highlights children under the age of 18 living in poverty by county in 2009.

FIGURE 6: FAMILIES WITH CHILDREN UNDER AGE 18 IN POVERTY IN WASHINGTON, BY COUNTY 2009



Data source: [U.S. Census Bureau](#); Washington State Office of Financial Management, 2011.

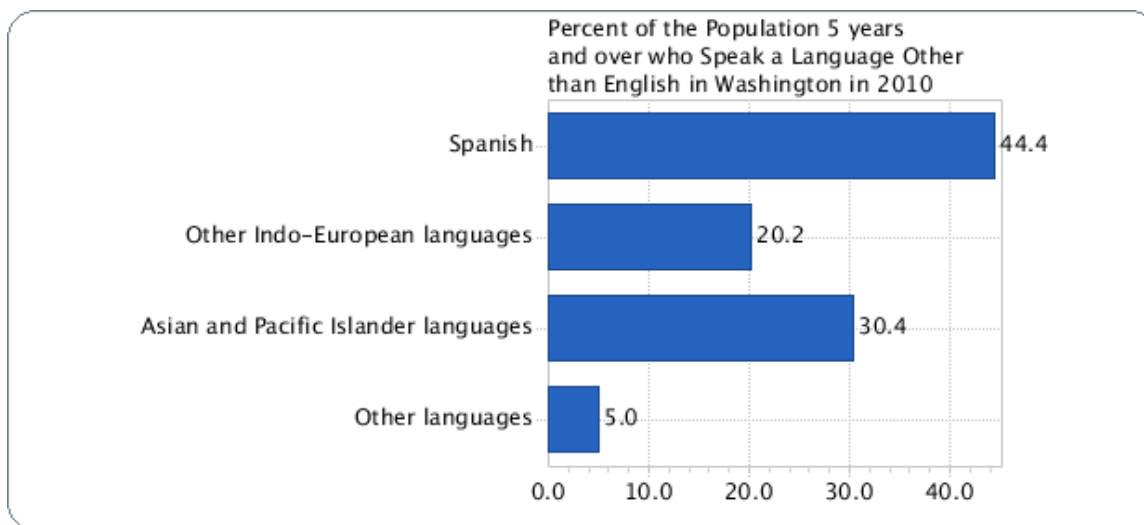
The counties with the highest levels of Latino poverty are largely rural, and represent the counties with a significant proportion of Latino residents and where the fastest growing segment of the K-12 population of these counties are Latino students. If the cycle of poverty in these regions are to be altered for the next generation, then the actions of the state today to ensure equitable educational opportunities is critical to generational and economic sustainability.

Language Background

Many individuals in Washington State are bilingual and/or bicultural, and this trend has been increasing in the past decade due to both migration patterns into the state as well as birth rates. This linguistic and cultural diversity adds to the overall richness of the state, individual skillsets, and global awareness within communities. For Latinos, many of which are bilingual in Washington State, speaking Spanish represents a tremendous asset for their families, as individuals who speak more than one language are likely to have positive long-term benefits if the language is sustained and developed.²³ Unfortunately for Latino parents and their children, the Spanish language remains unappreciated and is viewed as a deficit, and linguistic literacy is not promoted in the current K-12 system in Washington.²⁴

According to the 2010 census, approximately 18 percent of residents in Washington State that were five years of age and older spoke a language other than English at home.²⁵ Of the individuals who spoke a language other than English at home, 44 percent spoke Spanish, 30.4 percent spoke an Asian language, while 20 percent reported speaking another European language (Figure 7).

FIGURE 7: LANGUAGES SPOKEN IN THE HOME, 2010



Source: U.S. Bureau of the Census, County Population Estimates by Demographic Characteristics - Age, Sex, Race, and Hispanic Origin; updated annually for states and counties. <http://www.census.gov/popest/counties/asrh/>, 2010 Census of Population and Housing for places.

K-12 System and Test Scores

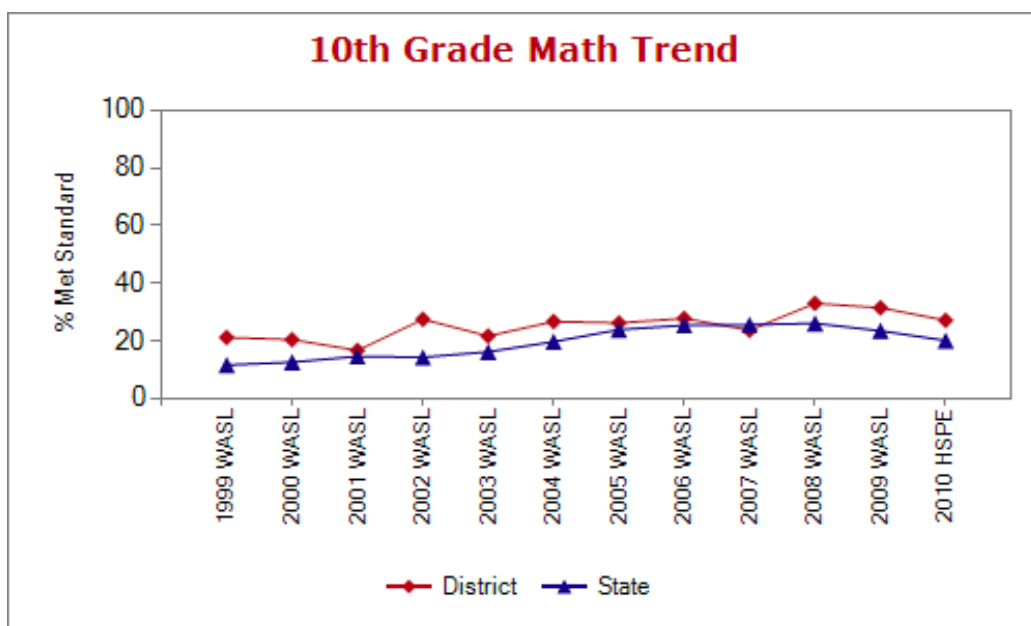
Between 1986 and 2010, the non-Latino white student population in Washington’s K-12 public schools grew by approximately 6 percent, compared to over 400 percent for Latinos. Increasingly, throughout eastern Washington’s rural communities, Latinos are the majority in schools, not the minority—often exceeding more than 75 percent of school district student populations. Additionally, in 2008, Latinos were 14.7 percent of the student population and there were 43 school districts in Washington State with 1,000 or more Latino students. Fast forward to 2010, Latino students are now 16.1 percent of the student population, close to 50 school districts have well over 1,000 Latino students, and one in five kindergartners is Latino in this state. The state must engage in more reform efforts and professional development opportunities to better address the needs of this largely bilingual and bicultural student population.

The college graduation rates from two-year and four-year colleges are in large part, due to the limited preparation and achievement levels for Latinos in the K-12 system. The gap in opportunities to learn that Latino students experience throughout the P-12 system helps to explain the lower transition to college rates among Latino students compared to their peers. As this section will highlight, Latino students are less likely to have access to an honors curriculum, Advanced Placement curriculum, ELL services (if

they need these academic supports, especially at the middle and high school levels), and extremely limited access to model programs like Running Start, honors curriculum, and AP classes.

Figure 8 shows the passing rates for Latino students in 2011 in Math, where Latino students are passing at an alarmingly low rate on the High School Proficiency Exam. These data convey not only low passing rates, but help to explain why students are not graduating and not passing the math end of course exams. Academic achievement is well documented as one of the most significant factors for disengagement with school and eventually dropping out.²⁶

FIGURE 8: LATINO PASSING RATES ON MATH PORTION OF HIGH SCHOOL PROFICIENCY EXAM (HSPE), 2011



Source: OSPI, 2010.

ELL Achievement and Access to Curriculum

English Language Learners in Washington State are among the most underserved groups, with limited access to qualified instructors, and limited access to curriculum. Despite the fact that over 50 years of research,²⁷ including true experimental designs, confirm the benefits of bilingualism and dual language programs for youth, English Learners in this state have very limited access to academic, curricular and human resources in school contexts.²⁸ Since approximately 60 percent of ELLs in Washington speak Spanish, it is safe to conclude that a sizable proportion of these underserved ELL youth are Latino students. At the high school level ELL students are more likely to fail the High School Proficiency exam, End of Course exams, and have higher dropout rates than their Non-ELL peers.²⁹ Such high failure rates leave ELL students (now called Transitional Bilingual Students in Washington) leave English Learners,

particularly secondary or Long-term English Language Learners with the challenge of graduating high school.

College Readiness for Latino Students

The low achievement levels throughout primary grades continue into high school and help to explain the small proportion of Latino students that have access to and are enrolled in college ready courses, such as honors and AP curriculum, and IB programs. These programs not only provide students access to rigorous classes that will prepare students for the academic climate in college, they also serve as an important “flag” for admissions committees when deciding on students to admit. Students in rigorous courses are considered part of a high-achieving pool and in many admissions practices receive special consideration based on their curricular path and performance, given that merit weighs heavily on standardized exam scores and grade point average.

The ACT measures college readiness according to the content areas they assess in their college placement exams. Among their key findings from the students in Washington State who took ACT exams in 2011 (n=13,677), only 43 percent of Latinos taking the exam met college readiness in English and 30 percent met college readiness standards in math (Figure 9). It is important to note that if students are taking the ACT or SAT, they already represent a self-selected sample, and are likely to be the college going pool of students. Taking a college entrance exam, which is not required if a student intends to enroll in a community college, signifies that a student is already on a college going path.

The low percentages of Latino students meeting college readiness standards in reading, math and other content areas assessed provides an important context that helps to explain low four-year transition to college rates among Latinos. More important, these data illustrate how the state fails to prepare our Latino, African American and American Indian students through the public education system given that these same data for Asian Americans exceed 72 percent in both subjects and 85 percent of Whites met English standards while 67 percent met Math readiness standards. The readiness rates are less than half of these percentages for students of color in the state.

Profile of Excellence

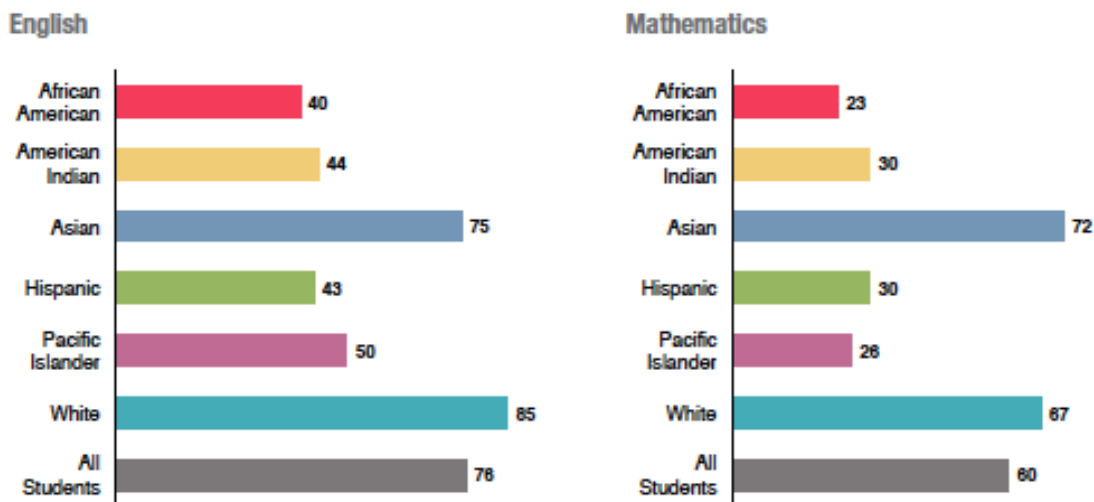
Maria Peña



María J. Peña is the daughter of Mexican migrant workers who came to the US when she was 5 years old. Starting at the age of 13, she worked alongside her parents in the vineyards of a small farming community in California. While in high school, María participated in the Upward Bound program, which created both a vision and a pathway for her future. She has worked at Peninsula College for 21 years and currently serves as Dean for Student Services and Assistant to the President. While at Peninsula College, María led efforts to successfully acquire its first Upward Bound grant and served as the founding Steward for the Peninsula College Longhouse- the first of its kind at a community college in the nation.

María has served on the Executive Board of the National Association for Student Personnel Administrators and was a founding member of the Community Multi-Cultural Alliance. María is a graduate of University of CA, Irvine and University of CA, Los Angeles.

FIGURE 9: PERCENT OF ACT TESTED STUDENTS MEETING COLLEGE READINESS IN READING & MATH IN WASHINGTON BY RACE/ETHNICITY, 2011



Source: ACT College Readiness Data, Washington State, 2011, www.act.org.

Limited Access to Model Programs that Work: The Case of Running Start

The Running Start (RS) program in Washington State has been well documented as a model program for students that want to earn college credit while in high school and transition to college. The problem for Latinos however, is the limited access they have had since the inception of the program. There are several possible reasons and explanations for why this is the case, including limited to no knowledge of Running Start as an option,³⁰ limited access to a college-going curriculum in high school, or inability to pass the requirements, including a language requirement to participate in Running Start. Table 2 shows the limited participation rates of Latinos in Running Start based on our sample of over 89,000 students provided by the Washington State Board of Community and Technical Colleges.



Latino Students do not go to college in isolation—nuestras familias come with us to college. Our success is in part, a reflection of their success and sacrifice as parents.

Source: Report Author.

TABLE 2. PERCENT DISTRIBUTION OF STUDENT RACE/ETHNICITY BY RUNNING START ACHIEVEMENT, N=89,811

Student Race/Ethnicity	Percentage distribution of population	Percent Female N=52,932	Mean RS GPA	Mean RS Credits Achieved	Percentage transferred to 4YR after HS	Percentage continued to community college
Asian/Pacific Islander N=7755	8.6	56.6	2.92 (.92)	34.99 (28.59)	41.4	38.5
African American N=2346	2.6	60.6	2.29 (1.09)	28.67 (27.20)	34.5	30.4
Native American N=917	1.0	62.2	2.51 (.99)	31.867 (27.71)	27.9	38.8
Latino N=4268	4.8	61.7	2.61 (.97)	34.40 (28.99)	28.1	36.9
Other/Multiracial N=3201	3.6	61.5	2.72 (.97)	37.70 (29.61)	31.4	36.2
White N=71,327	79.4	58.8	2.83 (.94)	38.60 (30.10)	32.7	38.8

Source: Contreras, F. & Torres, K. (forthcoming). Uneven Access, Missed Opportunities: The Impact of Running Start on the Transition to College & Persistence among Underrepresented Students.

Running Start has the potential to raise Latino college attendance and completion rates. In a study conducted to assess Running Start outcomes, we found several positive outcomes for the Latino students who participated in Running Start from 2000-2009.³¹ First, over 57 percent of Latino students enrolled in Running Start entered a four-year public university (Table 3). These four-year students were more likely to have higher persistence rates than the RS students who first transitioned to a community college. However, RS students were more likely than their non-RS peers to transfer to a four-year college if they started in a community college.

Another important finding is the fact that underrepresented Running Start students benefitted from enrolling in Running Start while in high school—they were more likely to persist into the second year of college than their White high school non Running Start peers, had higher GPAs, and more credits earned. For Latino students, uneven access to the program means uneven access to an opportunity that is publicly available and supported. Running Start enrollment had an even greater impact on Latino students than their Asian American and White peers. As our findings confirmed, Running Start propelled Latino participants to a high-achieving level and significantly impacted college persistence.³²

In a study on the Opportunity to Learn among Latinos in Washington State,³³ the student focus group findings confirmed that Latino students in rural contexts in particular, were dissuaded from enrolling in Running Start from counseling staff, given misinformation, or did not know about (never had heard of) the Running Start Program altogether. These data confirmed the limited college-going knowledge and institutional barriers that exist for Latino students in accessing a program that is collectively supported by all state taxpayers.

TABLE 3. PERCENT DISTRIBUTION OF RUNNING START TRANSFER STUDENT BY RACE/ETHNICITY AND INSTITUTIONAL TYPE, N=89,811

Student Race/Ethnicity	Percent Transferred to 4YR	Enrolled in Community Technical College	Enrolled in Out of State 4YR	Enrolled in WA State 4YR Private	Enrolled in WA State 4YR Public
Asian/Pacific Islander N=7,752	61	6.5	12.3	8.3	72.9
African American N=2,346	42.5	14.4	23.2	14.2	48.2
Native American N=917	40	13.8	20.7	12.4	53.1
Latino N=4,268	39.9	12.2	17.6	13.1	57.2
Other/Multiracial N=3,201	44.8	10.4	16	11.3	62.3
White N=71,327	47.7	10.3	22.8	10.2	56.8

Source: Contreras, F. & Torres, K. (forthcoming). Uneven Access, Missed Opportunities: The Impact of Running Start on the Transition to College & Persistence among Underrepresented Students.

Greater intentional exposure and recruiting efforts to raising Latino student participation rates is one approach to altering the low levels of Latino access to this taxpayer funded college transition program.

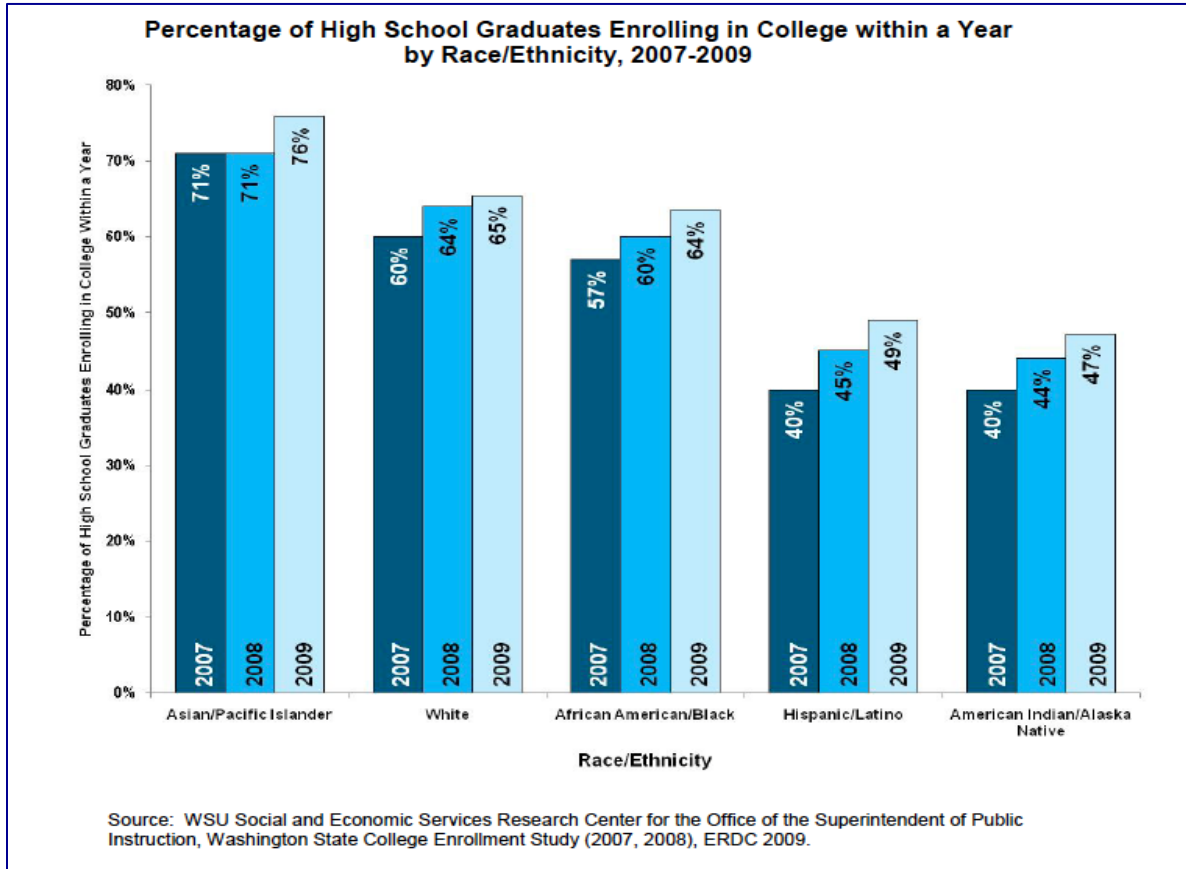
Transition to College

The transition to college for Latino students represents an important turning point, as students transition from adolescence into adulthood. Many scholars contend that the college-going behaviors and preparation begins far earlier than high school—in fact, preparation for college in high school is almost too late if a student intends to aim for a highly selective institution.³⁴ For example, critical literacy development begins in the third grade. Thus, if a student is not scoring “at grade level” during the third grade, they are at risk of academic difficulty for the duration of their schooling experience, unless the parent, a teacher, or mentor intervenes to provide academic enrichment and support to get the student up to grade level. And by middle school, students should be taking Algebra to be considered on a college-going path. It has been well documented that Algebra enrollment in middle school is a positive predictor of college enrollment.³⁵ In addition, both math placement and success in the K-12 system is a positive predictor of college persistence.³⁶ While many states and systems fail to acknowledge that course tracking still exists in schools, the fact remains that students are tracked everyday—and Latino students are systematically tracked into courses that do not present the level of rigor and critical skill development necessary to be on a college-going academic pathway.

The transition to college rates for Latino students conveys a story of low-college readiness rates, limited access, and an overall leakage between the K-12 system and higher education for Latinos in the state. Less than half of all Latino students transitioned to college from 2007-2009. Given that there is already a sizable drop off

from those who do not graduate high school, the transition to college rates represent roughly less than one quarter of the high school pool that ended up seeking postsecondary options immediately following high school.

FIGURE 10: TRANSITION TO COLLEGE RATES IN WASHINGTON, BY ETHNICITY, 2007-2009



Part III: Higher Education Representation & Challenges Facing Latinos

Latinos in higher education in Washington State represent a small proportion of students enrolled in postsecondary institutions and are not at parity with their composition in the K-12 sector. That is, despite the fact that Latino students now represent over 19 percent of the K-12 population in the state, students in public four-year institutions, private four-year institutions, and public community colleges are far from representing nineteen percent Latino students in each sector.

TABLE 4: STUDENT RACE/ETHNICITY DISTRIBUTION AS A PERCENTAGE OF TOTAL HEADCOUNT ENROLLMENT BY SECTOR, FALL 2010

Race/Ethnicity	Public Four-Year	Private	Public Two-Year
African American	3.3	4.7	5.5
Native American	1.4	1.4	1.7
Asian/Pac. Isl.	12.8	7.5	7.0
Latino	6.8	7.3	8.9
White	67.9	72.1	69.1
Other	2.1	3.3	4.5

Source: IPEDS Fall 2010 Data, Higher Education Coordinating Board.

The problem with these considerable gaps in parity with the state population, is the inability of communities and generations to achieve generational mobility—where the next generation does better than that of their parents.³⁷ We have witnessed limited generational progress for Latinos in Washington State and nationally. For example, since 1972, the percentage of 25-29 year olds with a Bachelor's degree has averaged between 8 and 11 percent. Despite the fact that the country and State of Washington has experienced exponential population growth in its K-12 and adult Latino populations, college degree completion lags far behind this growth.



Over 40 percent of Latino students do not graduate high school in Washington State. High dropout rates translate into low-wage jobs, higher poverty rates, higher birth rates, lack of access to health insurance benefits, and limited economic mobility.

Latinos Seek Support at Home

There are various options for students when carving out their pathway after high school, and selecting a higher education institution is perhaps seen as the biggest decision for a student, as it determines the next four to six years of their life. And many factors such as affordability, location, diversity, proximity to family, academic prestige, and preparation, factor into student selection processes and college choices.

For many first-generation Latino students, discussions around college are happening far too late. Many Latino students in Washington come from homes where their parents do not have more than a high school education.³⁸ In addition, many parents continue to experience a language barrier and have difficulty in understanding the wealth of college information that is out there.

Many college intervention programs focus on high school age youth. However, programs like Washington State GEAR UP is an example of a statewide effort that includes middle school students in their programmatic criteria for participation, and have specific programming geared toward students in these earlier grades. Greater planning, expectations from early grades, and early academic intervention are all critical factors to ensuring that more Latinos successfully progress through the K-12 pipeline into postsecondary education.

For both immediate high school graduates and non-traditional students (beyond age of 24, veterans, single mothers, etc.,) Latinos are more likely to enter the community college sector nationally and in Washington State. Many Latino students are also choosing to live close to home or remain living with their parents to help defray the rising costs of college. In addition, living at home may provide a strong sense of support for Latino students, contrary to the widely held belief that students are too distracted if they continue to live at home. For example, Hurtado & Ponjuan (2005), using a nationally representative longitudinal sample of undergraduate Latino students (n=370) found living at home while attending college positively influenced Latino student perceptions of campus climate, and familial support played a key role in college completion.³⁹

Table 5 shows the demographic pathways of high school students from the Class of 2010 in Washington as they transitioned out of secondary education and into college.

TABLE 5: DEMOGRAPHIC CHARACTERISTICS OF HIGH SCHOOL GRADUATES WHO ENROLLED IN POSTSECONDARY EDUCATION, 2010

Washington High School Graduates who enrolled in Postsecondary Education, by Race/Ethnicity 2010				
	<i>Statewide</i>			
Demographics for all 2010 high school graduates by postsecondary status	2-year enrolled	4-year enrolled	Not enrolled	Total grads
Race/ethnicity				
American Indian/Alaska Native (1)	2%	0-1%	3%	2%
Asian or Pacific Islander	9%	12%	6%	9%
Black	5%	4%	5%	5%
Latino	11%	5%	14%	11%
White	69%	72%	69%	70%

(1) Total includes other race/ethnicity not separately shown

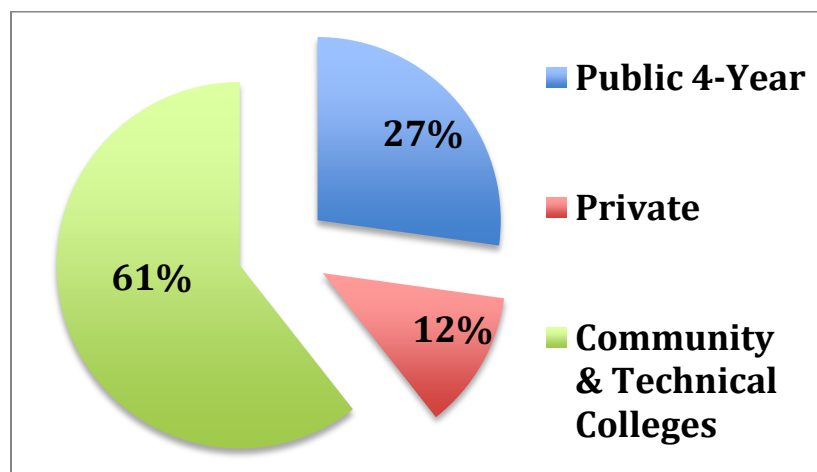
Note: The data presented here are consistent with SLDS Technical Brief 3 (NCES 2011-603 <http://nces.ed.gov/pubs2011/2011603.pdf>) to protect personally identifiable information in aggregate reporting. The number of enrollments or high school graduates determines the width of the reported percentage intervals. The greater the uncertainty in the calculated percentage, the greater the width. For example, high schools reporting 10-20 graduates in a given year have percentages reported in interval widths of 20%; high schools reporting 41-100 graduates in a given year have interval widths of 5%.

The data convey an important trend for Latino students. Latinos represent a higher proportion of the community college sector, confirming that Latino students are more likely to first enroll in a two-year institution in the state. Latinos represent a very small proportion of all students in Washington enrolling in a four-year college or university, and a greater percentage of Latino high school graduates to not enroll in college at all. They exceed parity with the overall percentage of high school graduates (11%). This story is all too common for Latino students and is a generational phenomenon, with limited progress and stagnant educational mobility occurring among Latino students.

Community Colleges as Primary Pathway

Although Latino students constitute roughly 9 percent of the community college sector, when the data is assessed for representation within the sectors, over 61 percent of all Latino students in higher education attend community and technical colleges (Figure 11). These data represent both a challenge and opportunity for raising college completion rates, given that many students who enter community colleges do not transfer to four-year institutions. Thus, community colleges must move beyond access to ensure that Latino students succeed and are prepared for the next level of higher education.

FIGURE 11: LATINO STUDENT DISTRIBUTION WITHIN HIGHER EDUCATION SECTORS, FALL 2011



Source: Author's Calculations based on Higher Education Coordinating Board and IPEDS data.

Over 35 percent of students in 2010-11 enrolled in community colleges with the intention to transfer to a four-year institution.⁴⁰ While the community college sector is a lower cost option and allows many students to live closer to home, many students who enter community colleges are less likely to complete a four-year degree than those that begin in a four-year institution. Community colleges however, are open door institutions and accept students where they are academically, unlike four-year institutions that are more selective. Latino students who start at the community college level transfer to four-year institutions at lower rates.⁴¹ A national trend, which is also true for Washington, is the priority among community colleges to promote two-year degree completion as well as transfer.⁴²

Career and technical education programs in particular within the community college system has been a growing arena within two-year colleges, with students opting to acquire specialization in a particular field with more immediate transition into the workforce. In 2010-2011 for example, 45 percent of students attended a community technical college for the purpose of workforce education (Figure 11). For high demand fields of technology or the health professions, two-year degrees or certificate programs are enabling students to enter the workforce and meet state demands.⁴³ However, despite the fact that there has been an increase in the number of students taking advantage of programs at the community college level with high workforce integration likely, a considerable gap remains in the number of highly skilled workers the state needs

Profile of Excellence

Tomas Ybarra



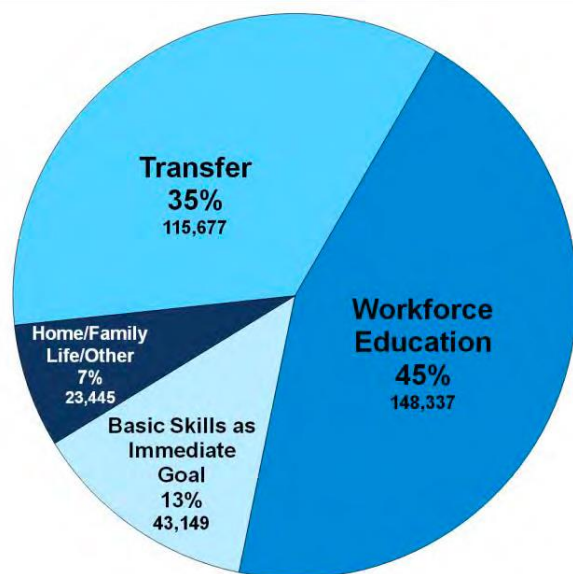
Tomás Ybarra is Vice President for Instruction and Student Services at Yakima Valley Community College. His family is from the Yakima Valley town of Wapato, Washington. He earned his baccalaureate and Masters of Public Administration degrees at the Evergreen State College, Olympia, WA.

His career in public higher education began in 1974 when he served in the student affairs staff for the Washington State Board for Community College Education. He directed a TRIO Upward Bound Program for twelve years, serving Tacoma and communities of the South Puget Sound. He served as the Dean of Student Services at Bellevue Community College and then at Yakima Valley Community College, where he became Vice President in 2006.

His community service experience includes the School Board for the Archdiocese of Seattle, and ten years on the St. George Parish School Commission, in South Seattle. He served on the Board of the National Council of Educational Opportunity, now the Council for Educational Opportunity.

in its high demand fields in the next 10 years—thus, there is tremendous opportunity for the two-year colleges to play a significant role in serving Latino students and filling a statewide gap in skilled workers.

FIGURE 12: PERCENTAGE OF COMMUNITY & TECHNICAL COLLEGES' STATE-SUPPORTED STUDENTS BY PURPOSE FOR ATTENDING, 2010-11



Source: State Board for Community and Technical Colleges, 2010-11 Academic Year Report.

One of the emerging policy constraints that is facing Washington relate to the recent restrictions passed in 2011 (for 2012 implementation) by the federal government which restricts Pell Grant Funding for students who do not possess a high school diploma from accessing federal financial aid. Many argue that this legislation, that was initially proposed to serve as a “cost saving measure” for the government, will undoubtedly affect, low-income students of color in community colleges in particular.⁴⁴ Under the new law, students now have to meet ability to benefit criteria to access federal aid, by meeting one of the following: 1) Pass a federally approved test; 2) Attain six college credits first; 3) meet other federally-approved state requirements. It is unclear to date, whether there has been an immediate drop off of students who meet this criteria—schools and colleges bear the burden of communicating that a high school diploma or equivalent is critical for students if they intend to pursue a community college degree or transfer to a four-year institution.

Profile of Excellence

Sandra Madrid, Ph.D.



Ph.D., & MA, University of Washington
 B.A. 1974, Colorado State University-Pueblo

Dr. Sandra Madrid has been Associate Dean at the Law School for over 20 years prior to her current position as Senior Advisor. She is active at the National Level and serves on the board of the National Hispana Leadership Institute and the YWCA.

Sandra’s view on the importance of higher education:

"There is no other equalizer than a college degree. The country will only prosper when we have more Latinos graduating from college. In the very near future US companies and higher educational institutions will have to fill millions of jobs to replace the baby boomers who are retiring. We need our youth to begin their journey through education to fill the ranks in all public and private sectors of our country. The educational attainment will only strength our nation's future and the Latino graduates will serve as role models to inspire their families, friends and generations to come to continue their education and make this world a better place."

Public Four-Year Universities

Next to the community college sector, which constituted 60 percent of all Latino college-goers in 2010, only 27 percent of Latinos were enrolled in public higher education institutions in the state. Part of the issue with public institutions such as the University of Washington is the yield for their admission rates. For example, in a Post I-200 (affirmative action) study on the impact of this law on the University of Washington minority enrollments, one of the central findings was the decline in the University's ability to enroll students following extending an offer of admission.⁴⁵ In 1998 for example, 50.3 percent of the Latino students admitted to the University of Washington enrolled in the Fall; while only 44.2 percent of Latino students admitted to UW in 2007 chose to enroll. In addition, the greatest dip in yield, happened in 1999, with only 42% of students choosing to enroll at the University of Washington following the passage and implementation of Proposition I-200. These data suggest that students were choosing not to enroll in the state's flagship institution perhaps due to climate or perceived campus climate. The fact remains that the yield rate among Latino college admits has historically been a challenge and remains an area for improvement given that approximately 6 percent of enrollment is Latino at the University of Washington, far below parity with the K-12 population.

Other public four-year universities in Washington State, such as Washington State University (WSU), Western Washington University, Central Washington University or Eastern Washington University all have challenges with both Latino enrollments and persistence. In fact, according to the most recent Diversity Report by the Higher Education Coordinating Board in 2005, Latinos constituted only 3.4 percent of all degrees conferred at public four-year institutions and the graduation rate for students who begin their degrees from 1999-2005 was 56.5 percent at public four-year institutions. Again, this is using a standard IPEDS six year graduation rate. Presently the average graduation rate for Latino students in college exceeds eight years.⁴⁶

One promising change that has occurred within public institutions in Washington State is the modest expansion of their Diversity and Equity offices to support faculty of color and students. These offices continue to play a critical role in challenging institutions of higher education in their hiring

Profile of Excellence

John Fraire, Ph.D.



Dr. John Fraire is Vice President for Student Affairs and Enrollment Management at Washington State University in Pullman, WA.

He has worked for nearly 35 years in higher education. John earned a bachelor's degree in government and a master's in education from Harvard University, a master's in history from Western Michigan University, and currently is pursuing his doctorate at the Union Institute & University in Cincinnati, Ohio specializing in Chicano studies. He founded and directed a privately funded college outreach program, Las Memorias, which combined writing, theatre, and performance for Latino students in Central Washington.

Dr. Fraire is a Member of the WA Arts Commission, Appointed by Governor Gregoire since 2008.

John's message to the Latino community:

"One of the most important tools we have for developing the Latino community is education. All of us must do whatever we can to insure that we keep educating and building the Latino community."

practices as well as efforts to support underrepresented student diversity on college campuses. The challenge for diversifying faculty members across institutional sectors is great. Latinos have not surpassed the 3 percent mark—even in two-year colleges. At public four-year institutions, Latino faculty represented 2.3 percent in 2005; private institutions were comparable to public institutions, with Latinos comprising 2.4 percent; and Latino faculty represented 2.9 percent in public two-year institutions. The numbers plummet even further when disaggregated by tenure track faculty members (Table 6).

TABLE 6: FACULTY MEMBERS BY RACE FULL-TIME & PART-TIME FACULTY, 2005

	Public Four-Year	Private Four-Year	Public Two-Year
Race Ethnicity			
American Indian/Alaska Native	0.8%	0.7%	1.6%
Asian American/Pacific Islander	7.1%	5.7%	4.4%
African American	1.5%	3.2%	2.7%
Latino	2.3%	2.4%	2.9%
White	73.2%	81.4%	87.6%
Unknown	6.7%	6.0%	0.7%

Source: Higher Education Coordinating Board Diversity Report 2005, p. 31.

Private and Independent Colleges

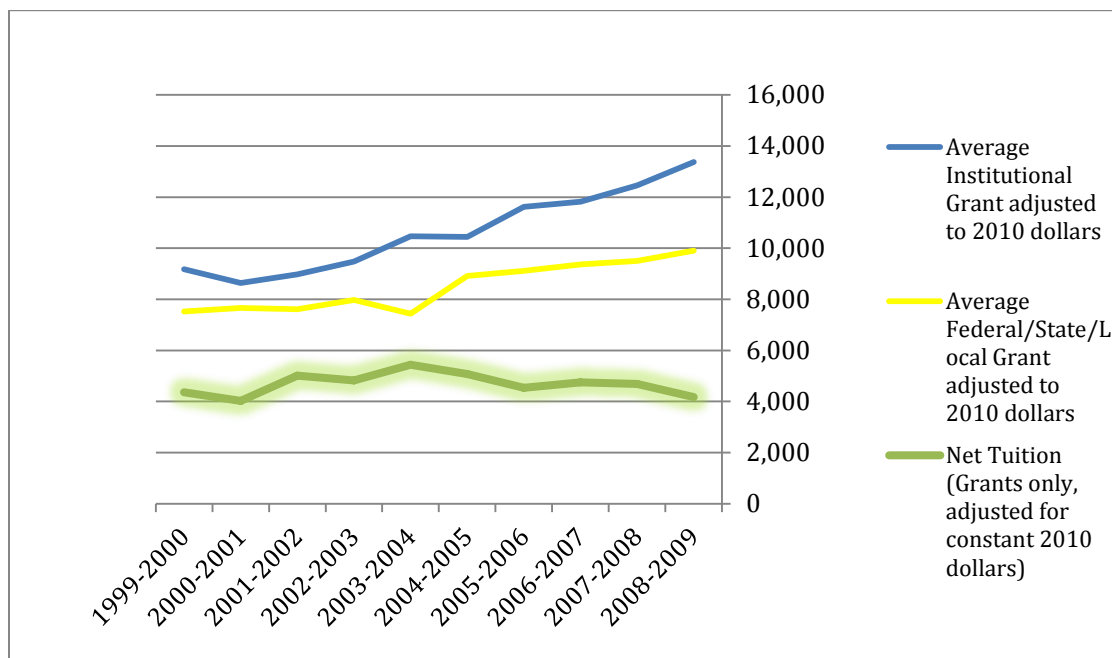
Private Independent Colleges and Universities in Washington State (ICW) offer another viable pathway for Latino students to complete their college degrees. Over the past decade, the ten members of the Independent Colleges of Washington (ICW) and other non-profit colleges in the state have made a concerted effort to increase Latino and underrepresented student enrollment. Over 40,000 students are served at one of 29 institutions in Washington State; with 31 percent of these students are low-income and 25 percent first-generation. In addition, 32 percent of students attending independent colleges in Washington are transfer students.⁴⁷ Heritage University, a Hispanic-Serving Institution in Toppenish, Washington, has over 51 percent of its student body made up of Latino students.

ICW member colleges are able to offer competitive funding packages for low-income or minority students that are not options at public institutions. For example, the average tuition at an ICW member in 2012-13 was 32,000. However, ICW colleges fund institutional grants for 90 percent of undergraduates, averaging \$14,000, in addition to the state and federal aid available to students at public institutions (See Figure 13).

Despite only receiving 2 percent of the Higher Education budget, in the form of financial aid to the student,⁴⁸ and despite higher tuition levels, one in five degrees in Washington State are conferred to students who attend one of the Independent Colleges of Washington and 80 percent of graduates finish their college degrees in four years or less. This holds promise for Latino students who prefer a smaller classroom and college

environment, and want to finish in four years. The average time-to-degree among Latino students in public institutions is 6 to 8 years.⁴⁹ However, 75 percent of Hispanic graduates at private institutions finish in four years versus 52 percent at public institutions.⁵⁰

FIGURE 13: NET TUITION AT INDEPENDENT COLLEGES 2000-2009, IN 2010 DOLLARS



Source: Independent Colleges of Washington, Presentation 2010.

In addition to the demonstrated ability to provide high levels of financial aid, there are also public partnerships that further help to support students, including undocumented students. One highly successful example of a partnership between Private Liberal Arts Colleges in the state and a non-profit organization is Act Six Washington (See also Appendix). Act Six enrolls low-income students of color in high school and provides them with leadership training and academic support to successfully transition to college. Students often enter colleges as a small cohort with ongoing communication with Act Six staff. An important feature of this non-profit private college partnership is the financial scholarships that are committed for all Act Six students. That is, students are supported through their college degree at a considerable financial level to ensure college persistence and completion. Model programs like Act Six convey the importance of mentorship, the development of strong peer networks, the relevance of leadership development as a means of college success, and the need for financial assistance to ensure college enrollment, persistence and graduation.⁵¹

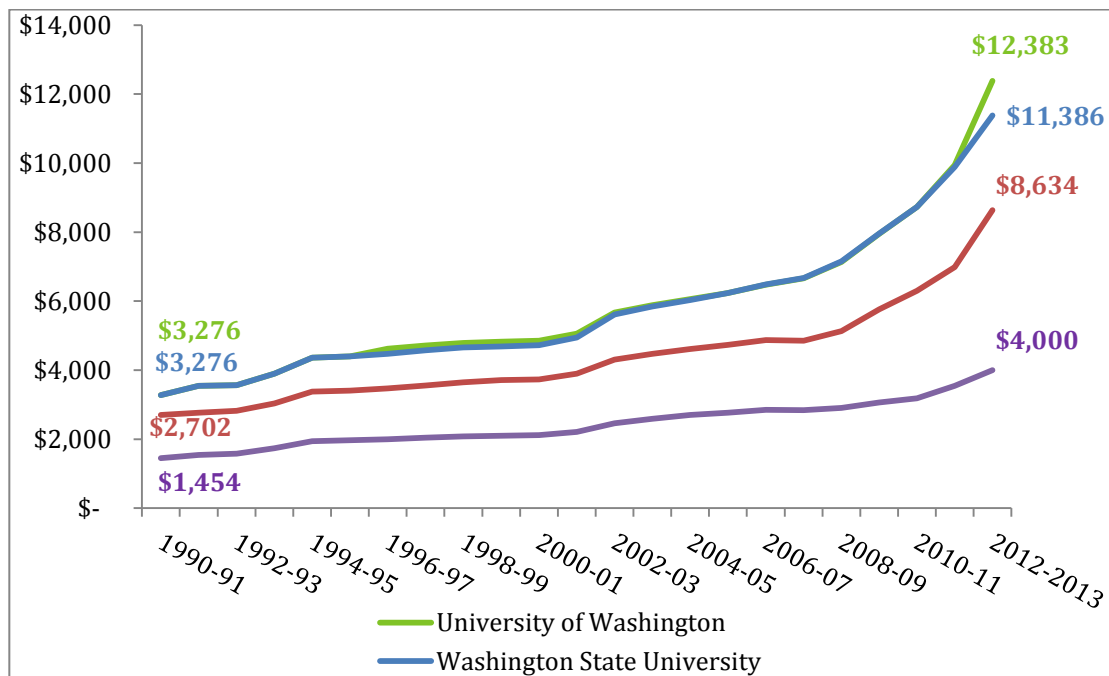
Factors Affecting Transition, Persistence and Completion

There are several factors affecting college success. This section highlights the research on the key factors affecting Latino students in higher education—areas that both institutions and the Latino community may consider when supporting Latino college students. Rising tuition costs, college financing options, institutional climate, and undocumented student challenges in particular have emerged as significant barriers in the higher education literature to Latino college completion.

Rising Tuition Costs

The cost of higher education in Washington State continues to rise, as the state continues to decrease the level of public support for institutions of higher education to account for budget shortfalls. Tuition has increased across all sectors, with rates growing exponentially over the past five years. Figure 14 shows the tuition and fee levels since 1968 for public institutions in Washington State. For many students, the rising cost of college has influenced the type of college students select (two-year vs. four-year) and the number of hours they work while in college to pay for college rather than incur high levels of debt.⁵²

FIGURE 14: TUITION & FEES AT WASHINGTON PUBLIC UNIVERSITIES 1968-2013



Source: Washington Student Achievement Council, 2012.

Such sizable increases in tuition rates across the public institutions and community and technical colleges are cause for concern, as students can no longer afford to attend higher education institutions without incurring debt. One response by public institutions has been to attempt to attract out of state students, which limits the investment these institutions are making in Washington State residents—students that are likely to stay in the state and contribute to the economy. Investing in out of state students for larger tuition rates also inhibits diversity, because students of color from other states are not likely to have the capability to pay the high out-of-state tuition rates (Table 7). Thus, greater numbers of out-of–state college students essentially means less underrepresented students in college classrooms.

TABLE 7: COST OF COLLEGE ATTENDANCE BY COLLEGE SIZE IN WA, 2011

Institution Name	City	State	In-State	Out-of-State	# of Students
University of Washington-Seattle Campus	Seattle	WA	\$6,385	\$22,131	40,218
Washington State University	Pullman	WA	\$6,866	\$17,180	24,396
Western Washington University	Bellingham	WA	\$5,291	\$16,365	14,276
Bellevue Community College	Bellevue	WA	\$2,898	\$8,367	12,305
Eastern Washington University	Cheney	WA	\$4,905	\$13,749	10,686
Central Washington University	Ellensburg	WA	\$5,493	\$14,895	10,505
Clover Park Technical College	Lakewood	WA	\$3,504	\$3,504	9,829
Clark College	Vancouver	WA	\$2,601	\$7,775	9,705
Spokane Falls Community College	Spokane	WA	\$2,229	\$7,380	9,623
Edmonds Community College	Lynnwood	WA	\$2,897	\$8,105	8,435
Heritage University	Toppenish	WA	\$9055	\$9055	1,198
Everett Community College	Everett	WA	\$2,676	\$7,884	7,674
Seattle University	Seattle	WA	\$26,325	\$26,325	7,529
Pierce College at Fort Steilacoom	Lakewood	WA	\$2,663	\$7,837	7,504
Spokane Community College	Spokane	WA	\$2,229	\$7,380	6,961
Green River Community College	Auburn	WA	\$2,767	\$8,247	6,919
Gonzaga University	Spokane	WA	\$26,658	\$26,658	6,873

Source: CollegeStats.org

Paying for College is a Struggle

College financing is perhaps the greatest challenge to Latino student college enrollment, persistence and completion across the United States and in Washington State. Nationally, parents play a significant role in college financing, although the ability of parents to pay tuition has diminished.⁵³ However, because Latino parents are less educated and possess lower paying jobs, they are less likely to have additional financial resources to finance higher education for their children. Thus, college financing largely falls on the shoulders of Latino students with this group working greater than 20 hours a week while in college. Latino students that are enrolled in higher education, particularly public institutions, tend to work more hours per week than their peers (greater than 20 hours), which ultimately affects time to degree.⁵⁴ Because Latino students prefer a “pay as you go” model to financing education, and have been found to be more debt averse than their peers,⁵⁵ two-year institutions have been a more popular route to higher education for this group.

In addition the greater number of hours that Latino students are working, Latino parents are less likely to participate in college financial savings plans at comparable rates to non-Latino parents, due to lack of knowledge about options, limitations in disposable income, larger family sizes compared to other ethnic groups in the state, and greater levels of economic instability due to the fact that parents are more likely to be in service or low-wage labor sectors. Further, the recent economic decline in Latino household wealth (over 66 percent from 2005-2009) due to the national housing crisis has left the Latino community with significant limitations in household wealth, with many families the victims of the burst of the housing bubble.⁵⁶ Despite these limitations, Latino parents help their children at the postsecondary level by allowing their student to continue to live at home while they attend college (over 37 percent nationally)⁵⁷ particularly those students who are single parents.⁵⁸

Institutional Climate

Institutional climate is a factor affecting choice, persistence and college completion. Many studies have found that perceived hostile racial climates adversely affect time to degree, persistence, academic performance while in college, as well as overall college persistence.⁵⁹ In a study conducted on high achieving Latino students, Hurtado (1994) found that 68 percent of the Latino students she surveyed felt that their peers on campus knew very little about their culture, which had a significant effect on their feelings of racial and ethnic tension and their accounts of discriminatory experiences on campus. Climate therefore plays a key role on Latino student persistence, and is an area for institutions of higher education to address if campuses are to increasingly attract Latino students and develop a track record of success with this group.

In addition, faculty diversity plays a pivotal role in undergraduate and graduate student persistence and success, because faculty members of color are more likely to mentor students from diverse backgrounds and provide a multitude of supports for these students such as financial support (through research assistantships, independent study experiences, etc.) and motivational support that inspires Latino students to graduate and pursue graduate degrees.⁶⁰ The challenge for institutions of higher education, as previously mentioned, is the limited faculty diversity that exists across all institutional sectors in Washington State. Such low levels of faculty members of color, translates into a small pool of mentors, advisors and colleagues who are more likely than their non-diverse faculty peers to be knowledgeable about race, equity and persistent institutional barriers for historically underrepresented students on campus. This shared understanding and perhaps experiences, give Latino students and other students of color a level of support that is difficult to replicate in non-diverse faculty.

Undocumented Student Challenges

Undocumented students in higher education (or HB 1079 students in Washington) face specific challenges and barriers to higher education which include misinformation, lack of cultural competency among higher education staff, lack of knowledge about the 1079 law and the rights that this bill passed in 2003 affords undocumented college students,⁶¹

and the ongoing policy struggle to enable undocumented college students to be eligible for in-state and federal financial aid.

On June 15, 2012, President Obama signed the Deferred Action for Childhood Arrivals policy, which enables undocumented students under the age of 30 to work legally in this country and attend higher education institutions. Students may request Deferred Action for Childhood Arrivals if they meet the following criteria:

1. Were under the age of 31 as of June 15, 2012;
2. Came to the United States before reaching your 16th birthday;
3. Have continuously resided in the United States since June 15, 2007, up to the present time;
4. Were physically present in the United States on June 15, 2012, and at the time of making your request for consideration of deferred action with USCIS;
5. Entered without inspection before June 15, 2012, or your lawful immigration status expired as of June 15, 2012;
6. Are currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and
7. Have not been convicted of a felony, significant misdemeanor, three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.⁶²

There has also been an ongoing struggle in this state to allow undocumented students access to financial aid. The Latino Educational Achievement Project (LEAP), along with the Washington State Commission on Hispanic Affairs have worked to introduce legislation in 2009 that enables undocumented students to be eligible and compete for in-state financial aid. This struggle will continue in the halls of the legislature in Washington State and nationally as DREAM Act students continue to advocate for their rights as students and future citizens of the United States.

The youth in Washington State have also experienced an increase in political mobilization around this issue, with the development of the Washington State Dream Coalition among other student groups on college campuses holding informational conferences and workshops on this issue to educated prospective college students and their families. The resource list in the appendix of this report details specific efforts for undocumented students.

Profile of Excellence

Uriel Iñiguez



Uriel Iñiguez is the Executive Director of the Commission on Hispanic Affairs. He earned his BA degree from Eastern Washington University.

Uriel is a tireless advocate for educational equity, civil rights and economic empowerment for communities of color in Washington State. Uriel's message to the Latino community:

"Education is a way to make life more fulfilling and meaningful for you and those around you. Regardless of the color of your skin, poverty effects people that have limited or no access to vital resources for daily life. Education helps you learn how to access those resources and improve access to others."

This year all of Uriel's siblings (11) have all earned a college degree. Uriel notes his family's success as an example of how higher education can change not only your life as an individual, but the lives of your entire family.

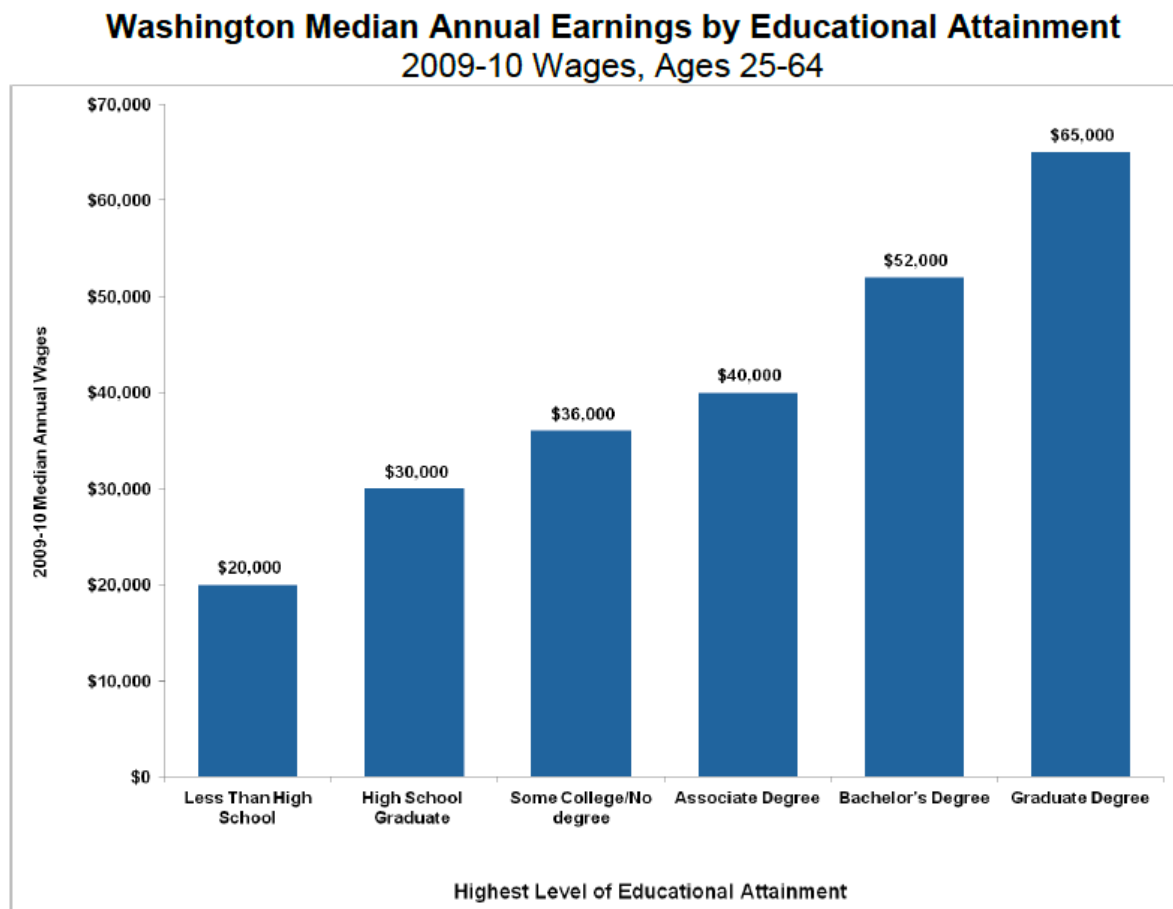
Diverse faculty members provide a source of academic, moral and potentially financial support for their students—they often possess a strong commitment to the next generation and therefore take mentoring seriously.



Part IV: Conclusion & Recommendations

The imperative to raise Latino college completion rates is clear for the state of Washington, as it continues to build an infrastructure of workers that will lead the state on a more sustainable pathway. To do so, state and community leaders must develop a strategic effort to invest in Latino students—throughout the educational P-20 pipeline. This report conveys the critical need for targeted efforts to better engage low-income, bilingual, and multicultural students if the state is to utilize the existing strength in the current and future pool of workers. Decades of research confirm the connection between higher education, earnings and financial resources for public goods (See also Figure 15). The state therefore has the opportunity to alter its current path of limited investment to maximize the potential of all communities to be economically sustainable.

FIGURE 15: EARNINGS BY EDUCATIONAL ATTAINMENT, WORKERS AGE 25-64, 2010



Source: HECB staff analysis of data from American Community Survey, 2010.

The members of the report committee put forth the following set of policy recommendations to serve as a foundation for policy, community and individual change that invests in the talent and skills of a growing proportion of the state population and K-12 schools. Demographic change is not coming—it is already here. Thus, addressing the needs of Latino students and other underserved communities in this state is an investment in all Washington residents.

Policy Recommendations

- 1) Establish a coordinated effort among all education sectors. An authentic P-20 approach where all sectors are engaged in exchanging ideas, best practices and open communication is a critical first step to systemic collaboration for effective education service delivery.
- 2) Establish a statewide Latino College Completion Agenda that enlists the support of Community College, Public Four Year, and Independent College Leaders to seriously assess and develop a multi-sector strategy to raise Latino college completion.
- 3) Increase access to rigorous curriculum and academic supports for Latino students. Students not meeting reading standards in early grades (minimally by grade three) require immediate intervention to ensure grade level performance. Parent awareness of student progress and knowledge of the college-going practices and curriculum early is essential for Latino families.
- 4) Provide and promote greater access to education programs that are evidence-based, such as Running Start, IBEST, Opportunity Grant Program, Promise Scholarship.
- 5) Increase financial aid options for students, particularly in STEM and high demand fields. Initiatives that provide even modest financial incentives are investments in students who will meet the demands of high demand fields for the state, minimizing the need and current trend to seek overseas and out-of-state talent by Washington corporations.
- 6) Provide access to financial assistance for all students, including undocumented students protected by House Bill 1079. Allowing undocumented Latino students to compete for in-state financial aid is an investment in the future workforce of this state.
- 7) Provide incentives in Colleges of Education to produce more Latino teachers, who are role models for Latino students.
- 8) Develop a statewide bilingual “college begins in preschool” campaign to promote college awareness among parents of early learners.

- 9) Use technology effectively to communicate with families in Spanish and English.
- 10) Support for students to attend and be involved in programs or extracurricular efforts in colleges and universities. Arts education programs for students in the secondary sector have shown to influence academic achievement. These programs promote creativity and cognitive development. Support for arts programs in higher education should be upheld for students to be exposed to a well-rounded postsecondary education.
- 11) Support Basic Skills funding because it is critical for all students, particularly for students of color who attend low-resource high schools.
- 12) Transfer—facilitate transfer among Latinos in community and technical colleges. Transfer rates for Latinos in 2005 (the most recent cohort study) was a mere 36 percent out of the entire cohort. Since over 60 percent of all Latinos begin their postsecondary pathway in the community college sector, greater emphasis and support for transfer is critical to raising overall degree completion rates in the state. Model efforts such as campus transfer centers on college campuses have been found to be highly effective in raising student awareness about transfer requirements and processes by institutional type.
- 13) Improve Yield Rates. Institutions of higher education must develop a clearer and more effective strategy to enroll Latino students. Access alone is not enough. Providing incentives and improving institutional climates are important for raising Latino student representation on college campuses.
- 14) Faculty Diversity. The presence of Latino faculty in Washington State remains dismal. Greater efforts to reflect the changing state population would improve the institutional climate within the public and private institutions in this state.

While this list of policy recommendations is not exhaustive, it represents a starting point and Call to Action for all key stakeholders in the state who care about the economic future of Washington. The prosperity of Washington State is closely intertwined with the fate of Latino students. We have the ability to rewrite the current story of neglect and inequity to one that invests in our collective future.

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Appendix:

Resources to Promote College Enrollment, Success & Completion

Act Six

Contact

www.actsix.org
717 Tacoma Ave S Ste A
Tacoma, WA 98402
info@actsix.org
<http://actsix.org>

Program Overview

The Act Six Leadership and Scholarship Initiative is the Northwest's only full-tuition, full-need scholarship for emerging urban and community leaders who want to use their college education to make a difference on campus and in their communities at home.

Mission

Act Six is a leadership and scholarship program that connects community ministries with faith- and social justice-based colleges to equip emerging urban and community leaders to engage the college campus and their communities at home.

Program Summary

As a leadership development and college access and retention initiative, Act Six accomplishes this mission through the following model:

- (1) **Recruit and Select:** Locally recruit and select diverse, multicultural cadres of the Northwest's most promising emerging urban and community student leaders.
- (2) **Train and Prepare:** Intensively train these groups of students in the year prior to college, equipping them to support each other, succeed academically and grow as service-minded leaders and agents of transformation.
- (3) **Send and Fund:** Send the teams together to select faith- and social justice-based colleges across Washington and Oregon on full-tuition, full-need scholarships.
- (4) **Support and Inspire:** Provide strong campus support, ongoing leadership development and vocational connections to inspire scholars to serve their home communities.

AVID

Contact

AVID Center HQ
9246 Lightwave Ave., Suite 200
San Diego, CA 92123
(858) 380-4800

Organization Overview

“AVID, Advancement Via Individual Determination, is a college readiness system for elementary through postsecondary that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.”

AVID now serves over 425,000 students in more than 4,800 elementary and secondary schools in 48 states, the District of Columbia and across 16 countries/territories. The AVID College Readiness System spans elementary through postsecondary education. Avid consists of the following sub programs: AVID Elementary, AVID Secondary (The AVID Elective), and AVID Postsecondary.

CAMP (College Assistance Migrant Program)

Contact

<http://www2.ed.gov/programs/camp/index.html>

Organization Overview & Mission

The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. The funding supports completion of the first year of studies. Services include outreach to persons who are eligible, counseling, tutoring, skills workshops, financial aid stipends, health services, and housing assistance to eligible students during their first year of college. Limited follow-up services are provided to participants after their first year. Migrant and Seasonal Farmworkers are served by CAMP. Participant amounts vary by program and location.

Community College Educators for Critical Multiculturalism

Contact

Tanya Velasquez, iamtanya@u.washington.edu
Betsey Barnett, bbarnett@shoreline.edu
www.criticalmulticulturalism.com

Organization Overview

Community College Educators for Critical Multiculturalism – Is a Washington State Faculty Learning Community dedicated to professional development and the promotion of critical multicultural understanding for the advancement of justice, equality and social reconstruction everywhere, from local classrooms to global communities.

The Faculty Learning Community (FLC) comprises approximately 50 members, representing both public and private institutions, community and technical colleges, baccalaureate institutions, and community-based organizations.

FLC Goals

- Design and participate in professional development that focuses on teaching for justice, equality, and social reconstruction.
- Align course content and outcomes with the Association of American Colleges and Universities' National Recommendations for Diversity and Student Learning (AACU).
- Encourage the development of curriculum and assessment tools with a critical multicultural approach.
- Practice critical pedagogy for self-reflection and transformative praxis with our students and amongst ourselves.
- Advocate for the recognition of our work as a legitimate field of study that is integral and essential to community college curricula.

Scope of Impact: Target Population & Average Number Served

The target audience for our Faculty Learning Community is instructors from community colleges who teach multicultural and diversity courses for the purpose of increasing professional development opportunities in this highly specialized field of study. Additionally instructors from the general curriculum are encouraged to participate, thus a second target population. Most importantly, because community college educators are our target population, it is expected that their students, including Latino/as, will also benefit from highly skilled instructors who teach and model cultural competencies. Overall approximately 50 members currently participate.

GEAR UP

Contacts

National

GEAR UP
Office of Postsecondary Education
U.S. Department of Education
1990 K Street, N.W., 7th Floor
Washington, DC 20006-8524
(202) 502-7773
gearup@ed.gov

Washington State

www.gearup.wa.gov

Organization Overview

GEAR UP has several sites throughout the nation. A number of states also have statewide GEAR UP programs (Washington State GEAR UP, California GEAR UP). It is a federal intervention program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools in diverse district contexts. GEAR UP focuses on middle and high school age youth, where grantees serve an entire cohort of students beginning no later than the seventh grade and follow

the cohort through high school. GEAR UP funds are also used to provide college scholarships to program participants from low-income backgrounds.

GEAR UP, through the Department of Education Office of Postsecondary Education has both state and partnership grants. “State grants are competitive six-year matching grants that must include both an early intervention component designed to increase college attendance and success and raise the expectations of low-income students and a scholarship component. Partnership grants are competitive six-year matching grants that must support an early intervention component and may support a scholarship component designed to increase college attendance and success and raise the expectations of low-income students” (see <http://www2.ed.gov/programs/gearup/index.html>).

Heritage University TRIO Support Services

Contact

509-865-0447

<http://heritage.edu/AcademicPrograms/ResourcesSupport/TRiOStudentSupportServicesS3.aspx>

Program Overview

TRIO/SSS Program mission is to increase retention and graduation rates of students by offering academic and personal support. It is committed to serving 160 low-income, first-generation college students and students with disabilities to earn a bachelor’s degree within six years. While student financial aid programs help students overcome financial barriers to higher education, TRIO programs help students overcome class, social, and cultural barriers to higher education.

Types of services the TRIO/SSS Program provide:

- Career Guidance
- Free Tutoring
- Mentoring
- College Success Workshops
- Grant Aid
- Resume Writing Seminars
- Cultural Enrichment Activities
- Assistance applying for financial aid and internships
- Scholarship Awareness
- Summer Academic Enrichment Program

High School Equivalency Program (HEP)

Contact

<http://www2.ed.gov/programs/hep/index.html>

Organization Overview & Mission

The High School Equivalency Program (HEP) helps migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or

begin postsecondary education or training. HEP participants receive developmental instruction and counseling services intended to prepare them to:

1. Complete the requirements for high school graduation or for General Educational Development (GED) certificates;
2. Pass standardized tests of high school equivalency; and
3. Participate in subsequent postsecondary education and career activities. The major support services offered through HEP are counseling, job placement, health care, financial aid stipends, housing for residential students, and cultural and academic programs.

Scope of Impact: Target Population & Average Number Served:

Migrant and Seasonal Farmworkers. Annually the program serves more than 7,000 students.

LEAP (Latino Educational Achievement Project)

Contacts

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Email LEAP@seamarchc.org

Mission: Improve academic achievement of Latino/a students in Washington state. The Latino/a Educational Achievement Project (**LEAP**) was founded in 1998.

Goal: All students will graduate from high school with the skills, knowledge and confidence needed for success in postsecondary education or in today's information age and technology-driven workplace.

Our Strategy: Utilizing the experience and skills of educators, students, parents and community leaders from across the state, and with good data, develop educational policy priorities to improve teaching and learning in Washington State. LEAP Sponsors a statewide conference in the Winter for high school and college students. All LEAP policy priorities are directed at achieving our mission and goal and are forwarded to state and local institutions and policymakers, including the U.S. Congress, State Legislature, Governor's Office, Higher Education Coordinating Board, Office of Superintendent of Public Instruction, State Board of Education, and school boards, boards of trustees and regents.

Mt. Vernon Migrant Leaders Program

Contact

Janice Blackmore
Graduation Specialist
LaVenture & Mt. Baker Middle Schools
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Mount Vernon, WA 98273
360-510-1457

jblackmore@mv.k12.wa.us

Mount Vernon Migrant Leaders Club (MLC) at LaVenture & Mount Baker Middle Schools

History: Created three years ago by Janice Blackmore as a project-based student engagement club for migrant students. The LaVenture Migrant Girls Club (MGC) had existed previously, but did not include boys and was more focused on self-esteem and academics than on community projects. MLC was set-up to be entirely student-driven, whereas MGC had been very advisor-driven.

Mission: Increase migrant student engagement in school in order to increase students' chances of graduating from high school and making positive, healthy decision for their future.

Strategies:

- Create a safe space for migrant students
- Build self-esteem
- Maintain high-expectations
- Focus on skill-building
- Help students to do community networking
- Encourage students to affect change in their school/community

Requirements for membership:

Originally students were required to be migrant students, but we now invite migrant students and their friends. This change is because in the last 2 years the number of migrant students in our school district has been cut in half because families are not moving as much as they used to, both because of the bad economy and because of the increased enforcement at the US/Mexico border. Some of the students involved, although not current migrant students (must have moved within the last 3 years), are former migrant students who still work in the fields and face many obstacles to academic success.

Pacific Lutheran University Latinos Unidos

Contact

Melannie Denise Cunningham
Director of Multicultural Recruitment
cunninmd@plu.edu
253-535-8716

Overview

Latinos Unidos dinner and family visit program, tour in Spanish. Latinos Unidos club for enrolled students. A few undocumented students on full scholarship through Act Six Program, other institutional aid available.

Rural Alliance for College Success

Contact

4242 S. Regal Street
Spokane, WA 99223
509.789.3592
<http://www.ruralallianceforcollegesuccess.org>
<http://ruralallianceforcollegesuccess.org/site/default.aspx?PageID=1>

Program Overview

The Rural Alliance for College Success is an collaborative group of small, rurally isolated school districts in Eastern Washington, together with several community colleges and baccalaureate institutions. Alone, these school districts are too small to compete for resources and attention from policy makers. As an alliance, the group hopes to create some leverage. The alliance exists to increase the college going rate of students from rural communities. Most of the member school districts serve a majority Latino and low-income families. Recently, the alliance received a Community Access Challenge Grant from the HECB the proceeds of which have supported the sharing of best practices among the alliance members.

Seattle Pacific University Early Connections Program

Contact

Susan Okamoto Lane
Director of [Multiethnic Programs](#)
solane@spu.edu
206-281-2598
<http://spu.edu/events/orientation/early-connections/ec-schedule.html>

Overview

Early Connections is a two-day early orientation (starting two days before Welcome Week) for incoming freshmen from diverse backgrounds who are likely to experience difficulties adjusting to college life at Seattle Pacific University. The goals of the Early Connection program are to:

- 1) Connect Early Connections students to essential SPU services

-
- 2) Connect them with one another and to older students from diverse backgrounds to build a foundational support network
 - 3) Connect them with the city by introducing them to riding public transportation and exploring some downtown Seattle attractions

Students selected to be invited to Early Connections meet more than *two* of the following criteria:

- 1) Student of color from a diverse high school, community and family, 2) Attended a public urban high school, 3) First in their family to attend a four-year university, 4) From a low income family (Pell grant), 5) Incoming freshman under 20 years old.

Seattle Pacific University SALSA Club

Contacts

Susan Okamoto Lane, M.Ed.
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solane@spu.edu
206-281-2598
www.spu.edu/mep

Ineliz Soto, M.P.A.
Assistant Director of Admission, Freshmen Recruitment
Ineliz@spu.edu
206-281-2021
<http://www.spu.edu/depts/ugadm/makecontact/soto.asp>

Program Overview

SALSA (Spanish and Latin Student Awareness) Club was started in 2004 as a group where students (primarily white) could practice speaking Spanish and learn about Spanish and Latino culture. , sponsoring annual events such as Noche de Salsa, Dia de los Muertos and Cinco de Mayo. With the growth of Latino students, the club is now led by Latino students and made up primarily of Latino students. At the 2012 Cinco de Mayo celebration, families were involved and three SPU students performed. There are many other intercultural clubs including MOSAIC (an intercultural club), After Choir Flava (hip hop dance group), Asian American Association, Black Student Union, Ohana O Hawaii, International Student Club, MAPS (Minority Association of Pre-med Students). There are strong and collaborative relationships between all the clubs with students participating in different club events. In student government, there is an elected Vice President for Intercultural Affairs and a leadership team.

Seattle Pacific University SPIRIT Recruitment Effort

Contacts

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Assistant Director of Admission, Freshmen Recruitment
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206-281-2021
<http://www.spu.edu/depts/ugadm/makecontact/soto.asp>

Formed in 2009, SU's S.P.I.R.I.T. (Seattle Pacific Intercultural Recruitment Intern Team) team comprised of two paid student interns and a team of volunteer students who are responsible to host, lead tours, plan events, and follow up with prospective students and their families. Intentional recruitment of bilingual Latino interns and pairing of S.P.I.R.I.T. volunteers with prospective students and families from similar backgrounds. S.P.I.R.I.T. supports current students by providing an avenue for service, identification with their school, and camaraderie with others from similarly diverse backgrounds.

Seattle University Connections Leadership Program

Contact

Juanita Jasso

206.296.6074

<http://seattleu.edu/newstudent/immersions/connections/>

Program Overview

The Office of Multicultural Affairs at SU offers a variety of programs for multicultural awareness, dialogue, celebration. Connections Leadership Program for development of committed, connected leaders of color. CLP begins with a three-day immersion prior to Welcome Week each fall and continues with every-other-week cohort gatherings during Fall and Winter Quarters.

Skagit Valley College Champions of Diversity

Contact

Anita Ordóñez

Director of Multicultural Student Services

Skagit Valley College

http://www.skagit.edu/directory.asp_Q_pagenummer_E_321

Program Overview

“Champions is a spectacular annual event that has done so much to connect Skagit Valley College to all segments of our community, across boundaries of ethnicity, language, sexual orientation, wealth and poverty, and all the other differences that threaten to divide and isolate us. Young people seem to be leading the way in reaching across these boundaries, and the Champions of Diversity program recognizes their leadership.”

Carl Young Director, College Advancement and Global Partnerships

Program Focus/Mission

The Champions of Diversity (COD) Program is designed to honor students, from grades 9 through 12, from Skagit, San Juan and Island County high schools who have contributed to diversity on their campuses and in their communities. Given the demographics of the Skagit Valley, the majority of those recognized are Latino/a youth.

In addition to being honored by students, staff, faculty, and community members at the COD ceremony each fall quarter, nominated seniors are eligible for scholarships offered by Skagit Valley College, Central Washington University, Eastern Washington University, The Evergreen State College, University of Washington - Seattle, University of Washington - Bothell, Washington State University, Western Washington University and local businesses and organizations.

Program Highlights/Outcomes

Since 2000, Skagit Valley College has collaborated with area high schools to select, recognize, and provide financial incentives for at-risk high school students to attend college. High school

personnel are invited to identify students who have obstacles to attending college, but whose academic abilities or other activities indicate a potential to succeed with adequate support.

The event is called Champions of Diversity and it is a national model for reaching out to underserved populations. It has attracted involvement and scholarship funding from every public university in Washington State. The ceremony is conducted each fall to recognize and encourage local high school students to complete their high school diplomas and begin to plan for college. Most seniors selected for the event each year are offered scholarship support.

Counselors, teachers, and community members from Skagit, San Juan and Island County high schools nominate students who have shown cultural leadership skills, performed community service, and engaged in diverse school activities often in spite of significant hardships. Over the years, students have been recognized for starting school clubs to build understanding of others, for a vast array of service activities in their communities, and for campus leadership.

St. Martins University AHANA Conference

Contact

John Hopkins
Director of Intercultural Initiatives
360-486-8847
ihopkins@stmartin.edu
[AHANA connections](#)

Program Overview

SMU provides all incoming students with a general student orientation, the Office of Intercultural Initiatives (OII) offer a two-day orientation designed specifically for incoming students of color, about 25 percent Latino. Dinner for graduating seniors of color. Intercultural Club Alliance (ICA) has Latino Students Alliance club.

Statewide Student of Color Conference

Contact

Larissa Tikhonova
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ltikhonova@cascadia.edu
<http://depts.bellevuecollege.edu/socc/agenda/>

23rd Annual Students of Color Conference
“Awakening Your Inner Scholar: Legacy, Resilience, Action”
Yakima Convention Center, Yakima, WA
Thursday – Saturday, April 11-13, 2013

Purpose/Mission

To convene students from public two-year and four-year colleges to engage in discussions around access, diversity, equity, persistence and graduation from higher education in Washington.

UW Washington MESA (Math Engineering Science Achievement)**Contact**

University of Washington
Office of Minority Affairs & Diversity (OMAD)
394 Schmitz Hall, Box 355845
1410 NE Campus Parkway (physical)
Seattle, WA 98195
Main: (206) 685-8892 - Fax: 206-508-3546
James Dorsey
Executive Director and PI to MCCP
ibdorsey@uw.edu
www.washingtonmesa.org

Washington MESA Community College
Programs (WA MCCP)
Verónica Guajardo
Asst. Director & Project Monitor, WAMCCP
University of Washington, OMAD
vero2@uw.edu
<http://www.youtube.com/user/washingtonmesa>
<http://stepcentral.net/projects/108>
(National Science Foundation)

Program Focus/Mission

MESA's Community College Programs (WA MCCP, award #0856830) is the newest addition to Washington MESA's educational programs and services. Supported with funding from the National Science Foundation (NSF), its goal is to increase the number of underrepresented (African American, Native American, Latino, and Pacific Islander/Hawaiian) community college students who successfully transfer to four-year institutions and earn STEM (science, technology, engineering, and mathematics) bachelor's degrees. This is achieved by providing academic and transfer support services such as academic advising, professional development, Academic Excellence workshops and a student study center with a dedicated Director at each participating campus, so underrepresented STEM students may excel academically, thus addressing the urgent need to increase the pool of technical talent in Washington State and in this country. There are 6 specific support components: <http://wamesa1.squarespace.com/>

UW Gear Up/Project Lead the Way**Contact**

GEAR UP front desk
(206) 221-6495
gearupinfo@uw.edu

UW GEAR UP Educator Development
Initiative Program
[Schmitz Hall](#)
Box 355845
University of Washington
Seattle, WA 98195-5845

Organization Overview

The University of Washington GEAR UP, which has served over 8,000 middle and high school students, has adopted Project Lead the Way for its program participants. The UW GEAR UP approach to engage a national model and implement culturally responsive practices is an example of how intervention programs may adopt and partner with national strategies for Latino students. PLTW is a comprehensive, turnkey program with a quick turnaround time and support for smooth and efficient implementation, whether you're starting up for the first time or introducing new courses.

- All course materials and equipment are selected by PLTW experts in science, technology, engineering, and mathematics and are provided for each program. Teachers and students use the latest state-of-the-art equipment found in robotics, biotechnology, electronics, civil engineering and architecture, engineering design, and aerospace.
- PLTW.org gives educators 24-hour access to information, sourcing, and purchasing.
- PLTW offers full-year and multi-year options for middle and high schools, both the Engineering and Biomedical Sciences tracks dovetail with current class offerings.
- Curricula include standards, learning outcomes, sequence and schedule, problems, projects, integrated activities, assessments, and support.
- PLTW provides professional development and support.
- Teachers receive comprehensive training from a PLTW partner university.
- Training gives teachers full proficiency regardless of previous experience.
- PLTW's Virtual Academy for Professional Development updates teachers through an online repository of information and references.
- PLTW also offers counselor conferences to provide high school guidance counselors with a clear understanding of the program and how it fits within a student's scholastic/academic career path.

University of Washington GEAR UP/Two Valleys One Vision Project

Contact

<http://twovalleys-onevision.org/>

Program Overview

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)

GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school.

UW Office of Minority Affairs and Diversity

The Office of Minority Affairs and Diversity (OMA/D), located on the main Seattle campus, implements the University of Washington's diversity initiatives. OMA/D's mission is to ensure the access and academic success of a diverse student population. As the grant recipient for the GEAR UP Programs, OMA/D administers the program with its main GEAR UP Management

Office in the Yakima Valley. GEAR UP is one of many programs OMA/D operates that advances the UW's mission of increasing access for diverse students going to postsecondary education.

UW Local GEAR UP Management

The University of Washington OMA/D manages two large GEAR UP grants serving students in Eastern Washington and Skagit Valley. The GEAR UP Management Office is located in Toppenish, Washington in the Yakima Valley. This GEAR UP Office, consisting of a Director, Assistant Director and support personnel, provides project oversight, program management, budget oversight, monitoring of contracts, collecting of cost share and evaluating of program performance. GEAR UP staff work closely with an Advisory Committee consisting of representation from all the GEAR UP partners.

School Districts

The two GEAR UP grants, Two Valleys One Vision and Sky's the Limit, consist of 14 school districts. Each school district employs a GEAR UP Coordinator responsible for developing and implementing all the local GEAR UP services and activities.

Community Partners

The GEAR UP Program also includes essential community partners that provide valuable services to students and parents. These partners range from nonprofit organizations to private businesses. Their services include workshops on college preparation/financial aid, counseling/advising, college visits and family events.

Washington State Dream Act Coalition

Contact

<http://wdac.info/p/about.html>
wdac.info@gmail.com

Overview

The Washington Dream Act Coalition (WDAC) is a grassroots youth lead movement founded by student leaders from the state of Washington in an effort to raise awareness and build support to push for Comprehensive Immigration Reform and the DREAM Act.

The mission is to link, aid and empower organizations, communities and individuals across the state of Washington to come together and find new ways to raise awareness on Comprehensive Immigration Reform and the Dream Act by means of grassroots organizing, alliance building and non-violent direct action and civic engagement.

**Washington State University Performance as Education Project
Las Memorias Performing Arts Program**

Contact

John Fraire, Ph.D.
Vice President for Student Affairs and Enrollment
Washington State University
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Pullman, WA 99164-1066
509-335-5900
ifraire@wsu.edu

Program Overview

Performance as Education employs writing, theater, culture, and performance to enrich the educational experience of high school students. This effort seeks to increase the attendance and retention rates of the students who participate.

Program participants are nurtured through the process of writing about their life experiences, which are then converted to a theatrical performance. In the process, students experience the culture of their collective history and discover and create their own historical and cultural identities. The students and their stories are then brought together with a professional theatre personnel (director, lighting designer, stage manager, musicians). By bringing students together with professional theatre people, the participating students are treated as professional actors, and asked to perform a "head taller" than where they are at. The end result is a production that is grassroots and professional.

Performance as Education was conceived by John Fraire, Washington State University's vice president for student affairs & enrollment, who himself grew up in the Mexican-American neighborhoods of Gary, Indiana. A published playwright, he is the founder of the New Latino Visions Theatre Company and has worked with the Castillo Theatre in New York City. John is also a Washington State Arts Commissioner.

Wenatchee School District (Huenachi Mariachi Program)

Contact

Ramon Rivera
Wenatchee School District Mariachi Program Director
Wenatchee High School Mariachi Office
1101 Millerdale
Wenatchee, WA 98801
Office: 509-663-8117 ext. 284
Cell: 509-393-8871
rivera.r@mail.wsd.wednet.edu
www.whsmariachi.com

Mission Statement

To promote cultural awareness within the Wenatchee Valley through peer education and a performance of live Mariachi Music.

Vision and Goals

To offer participants a quality musical experience of a multi-generational and traditional Mariachi sound, in sequence with standards-based curriculum to increase awareness of the literal and Emotional content of music. Our Mariachi Program will provide beginning to advanced Mariachi Students an excellent opportunity to learn Mariachi Music in a fun and interactive atmosphere that facilitates creativity, learning and a lifelong appreciation of music.

Program Highlights/Outcomes

(e.g. percent of Latino/a students going on to graduate school)

This year the Mariachi program has 10 seniors going to College. Five of them were accepted to Major Universities such as: Washington State University, The University of Washington, University of Idaho, and Central Washington University. These students are the first in their families to go to a University or college which is setting a trend and example for other students in the mariachi program.

Program Overview

Wenatchee School District Mariachi Program

The Wenatchee School District's Mariachi Program has been nationally recognized as being the fastest growing Mariachi Music program outside of Mexico. It currently has over 300 participating students ages 9-18. Mariachi students are encouraged to celebrate and share the Mexican culture and heritage with the community through public performances. Thanks to its many local supporters, the program is free, thus allowing all students, regardless of their economic status or ethnic background, access to a musical instrument. The program first became popular among Hispanic & Latino students, but nowadays it is becoming increasingly common to see the participation of non-Latino students as well.

The Mariachi program is directed by Ramon Rivera, and its teachers from Lewis & Clark Elementary, Orchard & Pioneer Middle Schools, & Wenatchee High School are Aaron Davis, Lynn Love, Cliff Bull, & Tami Lopushinsky.

Whitman College State of the State for Washington Latinos

Contact

<http://whitman.edu/academics/whitman-signature-programs/state-of-the-state-for-washington-latinos>

Program Overview

The State of the State for Washington Latinos is a community-based research project at Whitman College. Led by Professor Paul Apostolidis, Judge T. Paul Chair of Political Science,

the project is taught as a politics course and combines intensive research with public outreach to propel students far beyond the classroom.

Since its inception in 2005, State of the State has offered Whitman students the opportunity to conduct cutting-edge research, present their findings to a national audience, and even testify before the legislature. Students involved with the project strive to identify, analyze and address social and political inequalities by bringing research findings and recommendations to the attention of policy makers, organization leaders and the public.

Recent research topics have included voting rights, the representation gap, immigration legislation, poverty, cultural competency and dual-language immersion in local public schools.

Whitman College WISE Program

Contact

Sonja Aikens
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Whitman College
345 Boyer Avenue
Walla Walla, WA 99362
aikenssl@whitman.edu
509.527.5596

Program Overview

WISE (Whitman Institute for Scholastic Enrichment)

WISE is an all-expenses paid program that aims to introduce local middle school students to college life in order to generate excitement for pursuing a college education. Studies show that pre-college counseling has a proportionally higher impact on students who are low-income or whose families are not college educated, and students from those groups will be given priority in selection for the WISE program.

Students participating in WISE are on campus for three days and stay in a college dorm for two nights. They attend classes taught by Whitman professors and college prep workshops. There are also many opportunities to interact with current Whitman students who act as Resident Assistants and mentors, leading various activities such as art projects and college panels. There are recreational activities and social time as well. The program includes a workshop for parents, providing guidance for financial aid, academic choices at the high school level and addressing other concerns about preparing for college.