

Assessing Opportunities to Implement the Hispanics in Philanthropy (HIP) to College Initiative



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Developed for
Hispanics in Philanthropy (HIP)

by
Excelencia in Education

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Introduction

The Hispanics in Philanthropy (HIP) education initiative, *HIP to College*, is intended to develop local networks of funders to support the Bill & Melinda Gates Foundation's College Ready Education and Postsecondary Success strategies. To further develop the initiative, HIP identified five sites to consider for future work – two states (Colorado and North Carolina), two metropolitan areas (Philadelphia and New Orleans), and one region (South Florida). From these five sites, two will be selected.

To inform HIP's education initiative, *Excelencia* in Education has prepared this education needs assessment of the Latino community with a focus on the five locations HIP has identified. This assessment has four main components:

1. A snapshot of the current status of education for Latinos at the national level and in the five locations. The snapshot includes public data and metrics related to college readiness and postsecondary success, as well as demographic information and population growth data for the total population and for Latinos.
2. A list of community-based organizations that HIP has worked with in each location, followed by a brief overview of other community-based organizations, which *Excelencia* in Education has identified for consideration as HIP evaluates partnership and leveraged opportunities to implement the *HIP to College* initiative.
3. A summary of foundations/funders *Excelencia* in Education has identified for potential collaboration to implement the *HIP to College* initiative.
4. An overview of the local education policy landscape, with opportunities and challenges in College-Ready Education and Postsecondary Success strategies for Latino students.

Overview

The five locations identified by HIP for consideration of its HIP to College initiative represent a diverse set of communities with varying levels of Latino student concentration and college readiness. The following table provides a snapshot by location, total, and Latino population.

Sites by location, total population and Latino population, 2010

Nation	Total Population	Latino Population	%Latino
United States	308,745,538	50,477,594	16%
State			
Colorado	5,029,196	1,038,687	21%
North Carolina	9,535,483	800,120	8%
Region			
South Florida	4,179,513	1,981,037	47%
Metropolitan Area			
New Orleans	1,105,020	81,182	7%
Philadelphia	5,911,638	432,695	7%

Source: U.S. Census Bureau, 2010 Demographic Profile: Colorado and North Carolina. <http://www.census.gov/popfinder/index.php>; and U.S. Census Bureau, 2008-10 American Community Survey, data retrieved on May 13, 2013. www.census.gov/acs.

For each of the sites, the snapshots in the document provide a profile of the population along with metrics related to college readiness and postsecondary success, followed by potential community-based organizations and funders to partner with the HIP to College initiative. The following provides an overview of the methodology/strategy for each section of the snapshots.

EDUCATIONAL PROFILE: The process for gathering information for the educational profile of each location was created using public data. The public data sources used were: U.S. Census Bureau; the Census Bureau’s American Community Survey; the College Board; ACT; the Colorado Department of Education; Public Schools of North Carolina Board of Education; the Florida Department of Education, and the Pennsylvania Department of Education. The educational profiles for each location were determined by the geographic boundaries reported by the U.S. Census Bureau. Regional data were calculated using Broward and Miami-Dade counties. Metropolitan data were calculated using the metropolitan statistical areas (MSA) reported by the U.S. Census Bureau: New Orleans-Metairie-Kenner and Philadelphia-Camden-Wilmington. Since data were collected using different geographies, the data will not be consistent for all locations. Data for college preparation cannot be disaggregated by race/ethnicity for regional or metropolitan areas; therefore, state-level data will be provided for this section.

COMMUNITY-BASED ORGANIZATIONS: Research in identifying community-based organizations (CBOs) was done through national and local resources within the given geographical parameters. Furthermore, Excelencia in Education's collaborations and outreach in each location served as a guide for identifying other potential CBOs for consideration. When potential organizations were found, a follow-up search of their current partnerships and supporters was done to discover other possible groups to connect with.

To complement HIP's CBO grantee database, searches were carried out with the following organizations:

- National Council of La Raza (NCLR) – Drawing from their affiliate network, a search for organizations that served Latino populations was conducted. An emphasis in looking for groups that specifically offered services in the area of education was a priority.
- League of United Latin American Citizens (LULAC) – Websites of local chapters were explored to determine their involvement in educational initiatives, as well as to find associate organizations that reflect efforts in education services for Latinos.
- United Way – As a grantor of funds to local nonprofits, a review of organizations that received funding from United Way agencies revealed groups with similar educational objectives.

FOUNDATIONS AND FUNDERS: Research in identifying foundations and funding organizations was done through national and local resources within the given geographical parameters to complement HIP's current and past funding partner institutions.

When potential partner institutions were being explored, a subsequent search of their current donors was done to investigate their granting policies and guidelines. In the course of identifying organizations that offer services to Latino communities, the grantmakers and funders were explored to find potential matches.

The local United Way agencies were reviewed to identify local affiliates that could lead to other funding sources and partner organizations. A review of organizations receiving funding from United Ways revealed groups with similar educational objectives, and their donors and funders were explored as well.

Another source that was explored was the Foundation Center. As the leading source of information about philanthropy worldwide, the center uses data, analysis, and training to connect people who want to change the world to the resources they need to succeed. The Center maintains the most comprehensive database on U.S. and, increasingly, global grantmakers and their grants.

The following section provides an overview of the Latino population¹, academic readiness², postsecondary preparation³, and attainment⁴ across the nation and in the five sites identified for consideration. To guide additional discussion in identifying the communities for potential participation in the HIP to College initiative, the national data are followed by a more detailed snapshot of each of the five locations: Colorado, North Carolina, South Florida, New Orleans, and Philadelphia.

1 The data in this section was compiled by Excelencia using the U.S. Census Bureau, 2010 Demographic Profile and 2000 Demographic Profile, Summary File 1 (SF1) data set; and U.S. Census Bureau, 2010 and 2000 Census Redistricting Data Summary File.

2 Academic readiness is defined as student performance in K-12 education. The data in this section was compiled by Excelencia using ACT, The Condition of College & Career Readiness, 2009 and 2012 ACT National and State Scores, ACT Profile Report. <http://www.act.org/newsroom/data/2012/>; and College Board, 2012 College-Bound Seniors, Profile Report. <http://research.collegeboard.org/programs/sat/data/cb-seniors-2012>.

3 College readiness is defined as the knowledge, skills, and behaviors that a student needs in order to readily participate in a college-level curriculum, without developmental education. The data in this section was compiled by Excelencia using the U.S. Department of Education, Digest of Education Statistics (2012), table 171; College Board, 2012 College-Bound Seniors, State Profile Reports; and ACT, The Condition of College & Career Readiness, 2009 and ACT National and State Scores.

4 The data in this section was compiled by Excelencia using the U.S. Census Bureau, 2008-10 American Community Survey.

Nation

POPULATION AND GROWTH

The Hispanic population is growing faster than most other groups. More than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Hispanic population. The college-age population of Latinos is also expected to grow. Between 2005 and 2022, the number of Hispanic public high school graduates is projected to increase by 88 percent. In comparison, the number of non-Latino White high school graduates is projected to decline by 15 percent.

ACADEMIC READINESS

In 2009, Latino students were less likely than non-Latino White, Asian/Pacific Islander, or American Indian/Alaska Native students to be proficient or above in reading or mathematics. Just 22 percent of Latino 12th grade students were proficient or above in reading, and 11 percent were proficient or above in mathematics for that year. Latino students (71 percent) were also less likely to graduate high school than were non-Hispanic White students (83 percent)⁵.

COLLEGE READINESS

In 2012, Latino college-bound seniors who took the SAT had lower mean scores in all areas of the SAT reasoning test than did non-Latino White or Asian/Pacific Islander college-bound seniors. Also, Latinos only represented 14 percent of all ACT test-takers in 2012 and only 13 percent of those Latinos met the college readiness benchmark score in all four areas of the ACT test.

HIGHER EDUCATION ATTAINMENT

Latino adults are less likely to have an associate degree or higher than other groups. While Hispanics represented the fastest growth in college completion between 2001 and 2011, only 21 percent of Hispanics had an associate's degree or higher, compared with 57 percent of Asians, 44 percent of non-Hispanic Whites, and 30 percent of Blacks.

State

POPULATION AND GROWTH

At the state level, North Carolina doubled its Latino population and Latino youth population from 2000 to 2010. Colorado also saw an increase in its Latino population and Latino youth population from 2000 to 2010.

ACADEMIC READINESS

In both Colorado and North Carolina, Latinos were less likely to be proficient in reading, mathematics, or science, compared with non-Hispanic White students.

COLLEGE READINESS

At the state level, Hispanic SAT test-takers had lower mean scores in all areas of the SAT reasoning test than did non-Hispanic White or Asian/Pacific Islander test-takers. Latinos also had lower scores in all areas of the ACT test than their non-Latino White or Asian/Pacific Islander counterparts.

HIGHER EDUCATION ATTAINMENT

At the state level, Latino adults (25 to 64 years old) in both states identified by HIP were less likely to have an associate's degree or higher than White non-Hispanics. Latino adults were also less likely to have earned a high school diploma than White non-Hispanics.

⁵ The data in this section was compiled by Excelencia using the U.S. Department of Education, Digest of Education Statistics (2012), tables 143, 161, and 125.

Region

POPULATION AND GROWTH

At the regional level in South Florida, the Latino population and the Latino youth population has increased at a faster pace than the overall population over the past decade (2000 to 2010).

ACADEMIC READINESS

At the regional level in South Florida, Latinos were less likely than non-Hispanic White students to be proficient in all three subject areas.

COLLEGE READINESS

At the regional level in South Florida, Latino test-takers had lower SAT and lower ACT scores in all areas than non-Latino White, Asian/Pacific Islander, or American Indian/Alaska Native test-takers.

HIGHER EDUCATION ATTAINMENT

At the regional level in South Florida, Latino adults (25 to 64 years old) were less likely to have an associate's degree or higher than White non-Hispanics.

Metropolitan Area

POPULATION AND GROWTH

In the metropolitan statistical areas of Philadelphia and New Orleans, the Latino population and the Latino youth population increased substantially over the past decade (2000 to 2010), while the total population and total youth population increased slightly or decreased.

ACADEMIC READINESS

Latinos were less likely than all students to be proficient in all three subject areas in Philadelphia. Academic readiness data was unavailable for New Orleans.

COLLEGE READINESS

In both metropolitan areas, Latino test-takers had lower SAT and lower ACT scores in all areas than non-Hispanic White or Asian/Pacific Islander test-takers.

HIGHER EDUCATION ATTAINMENT

In Philadelphia and New Orleans, Latino adults (25 to 64 years old) were less likely to have an associate's degree or higher than White non-Hispanics.

COLORADO

Overview of college readiness areas for growth/improvement of Latinos

In Colorado, there is a continued large educational gap between Latino students and their peers in academic achievement, college preparation, and educational attainment.

Population Overview

State Population:

21%

of the state population was Latino and projections show a continued increase.⁶

State Ranking:

8th

largest Latino population in the U.S.⁷

K-12 Population:

28%

of the K-12 population was Latino.⁸

Median Age:

26

The median age of Latinos was 26, compared with 40 for White non-Hispanics.⁹

Latino Population:

2%

Of Latinos in the United States, are in Colorado.¹⁰

Population Growth

In Colorado, the Latino population is growing faster than the overall population. From 2000 to 2010, the Latino population increased 41 percent, while the overall population increased 17 percent. During this same time period, the Latino youth population (17 years and younger) increased 45 percent, while the overall youth population increased 11 percent.¹¹

Population Growth from 2000 to 2010



⁶ United States Census 2010: Colorado. <http://2010.census.gov/2010census/data/>

⁷ United States Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

⁸ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

⁹ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

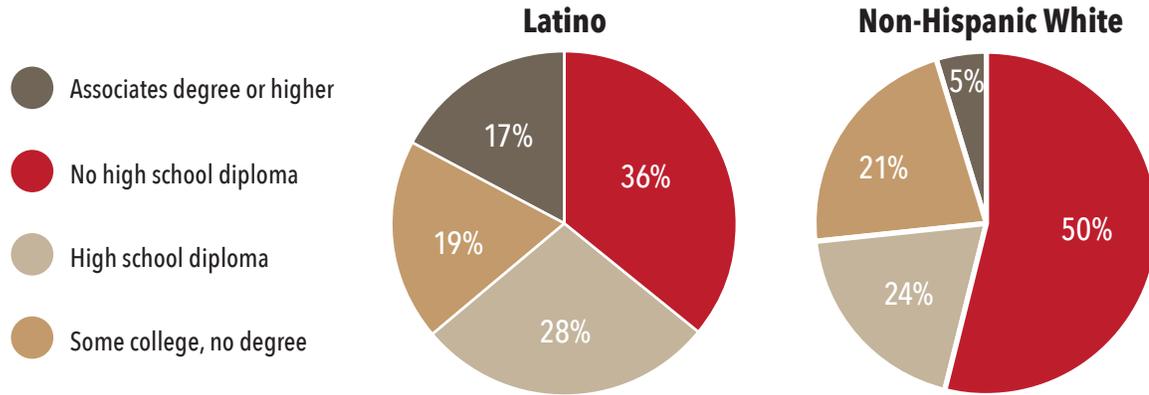
¹⁰ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs; U.S. Census Bureau, 2010 Demographic Profile: Colorado. <http://www.census.gov>

¹¹ U.S. Census Bureau, 2010 Demographic Profile and 2000 Demographic Profile, Summary File 1 (SF1) data set. <http://www.census.gov>; U.S. Census Bureau, 2000 and 2010 Census Redistricting Data Summary File. www.census.gov/acs

Educational Attainment

In Colorado, more than a third of Latino adults (25 years and over) have earned less than a high school diploma (36 percent), compared with White non-Hispanics (5 percent). Latino adults were also less likely to have earned an associate’s degree or higher (17 percent), compared with White non-Hispanics (50 percent).¹²

Education levels for Colorado residents, Latino and Non-Hispanic White, 25 years and over



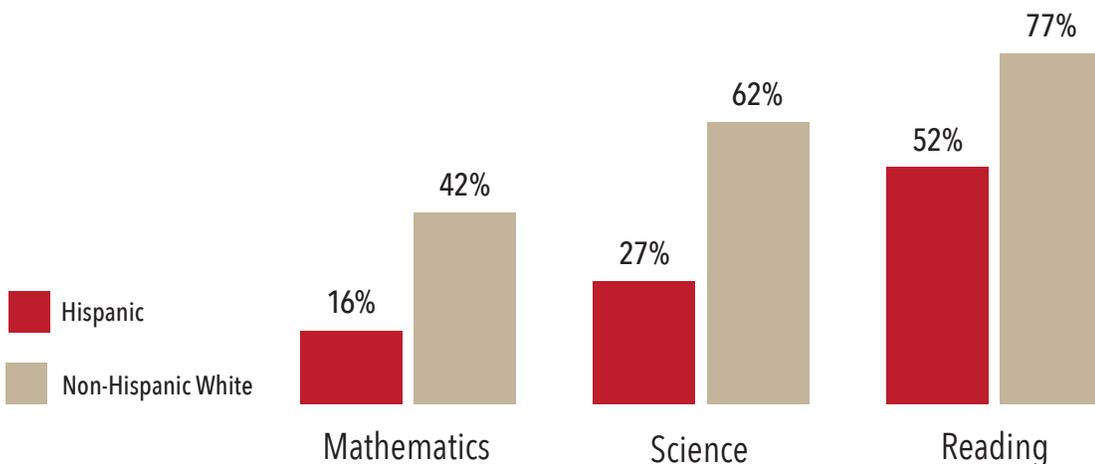
Academic Achievement

In Colorado, students take the Transitional Colorado Assessment Program, also known as TCAP, to determine the level at which students meet the Colorado Model Content Standards in the content areas assessed. Students are tested yearly from grades 3-10.

In 2012, Latino 10th grade students were less likely to be proficient or advanced in mathematics, science, or reading, compared with non-Hispanic White 10th grade students.¹³

Latino students were also less likely to graduate from high school on-time than non-Latino White students. In 2011-12, the on-time graduation rate for Latinos was 63 percent, compared with 82 percent for non-Hispanic Whites.¹⁴

Percentage of 10th grade students who were proficient or advanced in select subjects of TCAP



¹² U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

¹³ The Colorado Department of Education, Assessment Unit, CSAP/TCAP – Data & Results, 2012 TCAP State Summary Results, Mathematics Grades 3-10, Science Grades 5,8, and 10, and Reading Grades 3-10.

¹⁴ The Colorado Department of Education, Education Statistics, Graduation Statistics, Graduation Data for the Class of 2011-12, Graduates and Completers by District, Gender, and Race/Ethnicity. <http://www.cde.state.co.us/cdereval/gradcurrent.htm>

College Preparation

ACT

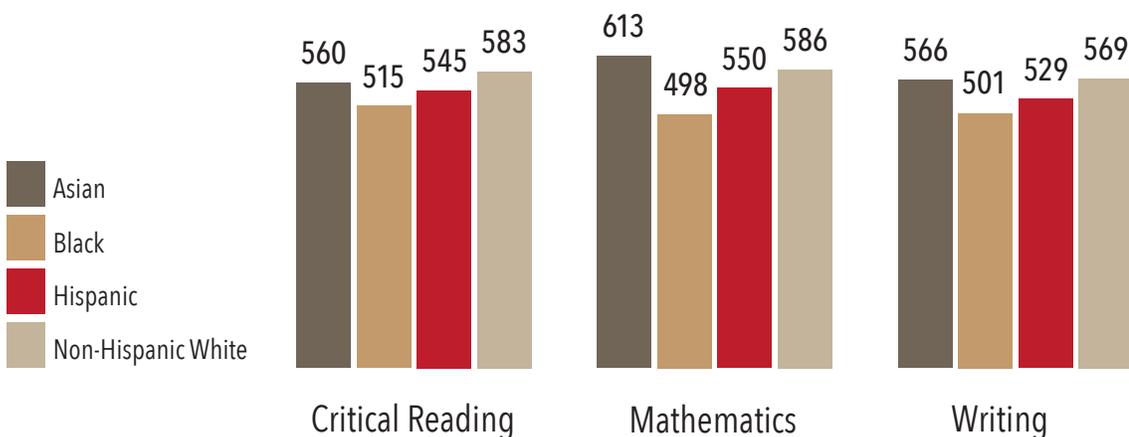
Latinos represented 25 percent of ACT test-takers in 2012. Of those, 9 percent met the College Readiness Benchmark score in all four areas of the ACT test. Between 2009 and 2012, Latinos increased their average score in the Math and Science areas of the ACT test, but continued to have lower Composite scores (17.6) than all groups, except Blacks.¹⁵

Average ACT Composite Score by Race/Ethnicity



SAT

Latinos represented 7 percent of SAT test-takers for 2012 college-bound seniors but had lower mean scores in all areas of the SAT reasoning test than did non-Hispanic White or Asian/Pacific Islander students.¹⁶



ADVANCED PLACEMENT (AP)

In Colorado, 26 percent of Latino graduates in the class of 2012 took an AP exam during high school. Of those students, 47 percent scored a 3 or higher.¹⁷

¹⁵ ACT, The Condition of College & Career Readiness, 2009 and 2012 ACT National and State Scores, ACT Profile Report – Colorado. <http://www.act.org/newsroom/data/2012/>

¹⁶ College Board, 2012 College-Bound Seniors, State Profile Report, Colorado.

¹⁷ College Board, 9th Annual AP Report to the Nation, State Supplements, Colorado. <http://apreport.collegeboard.org/download-press-center>

Community-Based Organizations

Beyond HIP's ongoing Colorado-based community partners, following are five community-based organizations for consideration as potential partners to support the HIP to College initiative.

Colorado Latino Forum (CLF)

<http://www.coloradolatinoforum.org>

The mission of the Colorado Latino Forum (CLF) is to increase the political, social, educational and economic strength of Latinas and Latinos. CLF is a nonpartisan, statewide advocacy organization committed to improving Latino participation and awareness in the electoral process and civic engagement. It strives to educate the community on current issues and ensure that elected officials are responsive to the needs of the Latino community in Colorado.

Although a primary focus of CLF is voter mobilization and political empowerment, it stresses the importance of education within the Latino community. As a statewide organization, it could be a potential resource for outreach and advocacy for a broader network in Colorado. Colorado Latino Forum is associated with the Colorado Latino Leadership, Advocacy & Research Organization (CLLARO), which is an affiliate organization of the National Council of La Raza.

Mi Casa Resource Center

<http://www.micasaresourcecenter.org/>

Mi Casa is one of Colorado's oldest and largest Latino-serving nonprofit organizations. Since 1976, Mi Casa has been dedicated to advancing the economic success of Latino and working families in the Denver Metro area.

Mi Casa's Student Services program provides case management and evidence-based life skills classes for students and families in need of extra support. The focus of Student Services is to provide young people with opportunities to promote making decisions around positive life choices. Although this program is limited to the Lake Middle School Campus, an opportunity to consider expanding the program can be explored. Mi Casa Resource Center is an affiliate organization of the National Council of La Raza.

Colorado Youth at Risk

<http://coyar.org/>

Colorado Youth at Risk empowers teenage students to make life choices that positively impact their future through community-based mentoring and intensive training. After a "Summer of Violence" in 1993, due to excessive gang activity, Denver residents organized themselves to provide an alternative to gang culture.

Colorado Youth at Risk offers a variety of programs supporting youth from ninth grade through graduation. These programs include mentoring, team-building activities, leadership development and community workshops. Several foundations support Colorado Youth at Risk, including the Adolph Coors Foundation and The Denver Foundation.

Save Our Youth (SOY)

<http://www.saveouryouth.org/>

Save Our Youth (SOY) transforms the lives of at-risk youth through mentor relationships providing the skills for success in educational, emotional, and spiritual development. The goals of SOY include improving the connection and commitment to academics, developing a positive relationship with peers, adults and their mentors, as well as their spiritual development.

Since 1993, SOY has provided services to Denver's at-risk urban youths, who come from 15 communities within the Denver Metro area. The program, which matches each at-risk youth with a caring adult mentor, requires that mentors commit to spending two to three hours a week with their mentee for one year.

OUR Center

<http://www.ourcenter.org/>

The mission of OUR Center is to help people move toward self-sufficiency by unifying community resources. Its vision is to be recognized as a leader in transforming people's lives by joining them in reaching their potential as productive citizens.

OUR Center was founded in 1986 and grew out of the Longmont Ministerial Association. Faith-based leadership realized that those in need who were turning to the religious institutions for assistance were not always served due to a lack of resources. The churches agreed that uniting community resources would give better help to those who needed it, and also give the churches a consistent place to refer community members. Out of this realization grew the Outreach United Resource Center, Inc., or OUR Center. OUR Center has several community partners, including El Comité de Longmont, the Foothills United Way and St. Vrain Valley School District.

Foundations and Funders

Beyond ongoing work with Colorado-based foundations, following are five additional foundations/funders to consider for potential partnerships to support the HIP to College initiative.

Adolph Coors Foundation

<http://www.coorsfoundation.org/>

The Adolph Coors Foundation supports organizations that promote the Western values of self-reliance, personal responsibility and integrity. The foundation believes these values foster an environment where entrepreneurial spirits flourish, helping Coloradans reach their full potential. It places a high priority on programs that help youth to prosper, encourage economic opportunities for adults, and advance public policies that reflect the nation's founding principles.

Areas of support typically include student mentoring programs, job training and a variety of self-help initiatives. The Adolph Coors Foundation supports evidence-based results. It has awarded 138 organizations in Colorado an estimated \$3 million in grants. For example, it has granted funds to Alternatives for Youth, Inc., located in Longmont, Colo., a CBO that HIP has previously worked with.

The Burt Foundation

<http://www.burtfoundation.org/>

The Nathan B. and Florence R. Burt Foundation is a nonprofit corporation operating as a private foundation. The foundation dispenses grants outright or on a matching basis, primarily to tax-exempt charitable and educational organizations. The foundation generally restricts its grants to organizations addressing and affecting the needs of children and senior citizens, primarily in, but not limited to, the Denver Metro area. A grant application for a specific purpose, program, or need is far more likely to receive favorable consideration than an application for general administrative or operational costs. The Burt Foundation has awarded funds to HIP grantee Centro de la Familia, in Colorado Springs.

Denver Active 20-30 Children's Foundation

<http://da2030.com/>

This organization is a philanthropic fundraising institution dedicated to raising money to help at-risk and disadvantaged children in the Denver area and throughout Colorado. Through a number of fundraising events and with support from other partners, it provides an estimated \$1 million to over 50 children's charities annually. Denver Active 20 - 30 has granted funds to Latino CBOs Mi Casa Resource Center, Colorado Youth At Risk, Save Our Youth and La Clínica Tepeyac.

El Pomar Foundation

<http://www.elpomar.org/>

El Pomar Foundation is a grantmaker for nonprofit organizations and government agencies involved in philanthropic activities in Colorado. It supports programs across a broad spectrum of focus areas that include the arts and culture, civic and community initiatives, education, health, and human services.

Additionally, it has its own leadership development and community development programs. Its Emerging Leaders Development Program promotes activities that minorities are involved in around community organizing and facilities training opportunities. Through its Karl E. Eitel Fund, El Pomar supports exemplary Colorado nonprofit groups that offer services to at-risk youth. It has granted funds to Latino CBOs Mi Casa Resource Center and Centro de la Familia.

Temple Hoyne Buell Foundation

<http://www.buellfoundation.org/>

The Temple Hoyne Buell Foundation is a professional philanthropic organization supporting the positive development of children through grants and partnerships with other sectors within the community. The Temple Hoyne Buell Foundation focuses primarily on Colorado.

The foundation supports programs that have achieved successful results in helping children excel. Its efforts are to improve quality of living, encourage meaningful evaluation and assessment, and to partner with exceptional organizations to improve the systems that serve children. Particular focus is placed on programs that target underserved communities. With an area of interest specific to early childhood education and development, it funds programs that relate to preschool, language development/literacy, parenting education and professional development for service providers. The Temple Hoyne Buell Foundation has granted funds to Latino CBO Centro de la Familia and to the Colorado Statewide Parent Coalition.

Policy context and insights for consideration

- Colorado districts generally began using teacher effectiveness ratings in the 2013-14 school year, after three years of development and pilot testing.
- Colorado ranks second among states in postsecondary degree attainment. However, this is in part because Colorado has a steady migration of people who have already attained their postsecondary education in other states. The representation of Coloradans (many Latinos) who earn a degree in the state is notably lower.
- Colorado has a Higher Education Master Plan (Colorado Competes) that acknowledges the large attainment gaps between Latinos and non-Hispanic Whites in the state and identifies this as a need to address in policy and planning. However, the references for action evolve from Latino focus to that of the “underserved” and “low-income,” without the explicit recognition that Latinos are both.
- There is a growing interest by funders to improve state policy efforts in Colorado to increase college readiness and completion. This includes the Lumina and Ford Foundations.
- The Colorado Department of Education estimated that about 12,000 four-year-olds, who were considered to be at-risk because of economic and social conditions, would have no preschool available to them in the upcoming 2013 school year.

Latino capacity for collaboration

- Colorado Lt. Gov. Joe Garcia, has been involved in education policy and leadership for many years and is currently the Executive Director of the Department of Higher Education and the highest-ranking Latino in Colorado. He is a former college president and has extensive knowledge of Latinos and their performance in the educational pipeline within Colorado. He is collaborative and engaged on issues of Latino student success and sees it as critical to Colorado’s future.
- Beyond the local community groups mentioned earlier, the one group of note addressing college readiness and postsecondary success statewide is the Higher Education Access Alliance (HEAA). HEAA is a statewide coalition of organizations and individuals dedicated to promoting affordable access to higher education for all Colorado high school graduates. HEAA is managed by 10 organizations that make up the Steering Committee. About half of them are explicitly focused on Latino students. The 10 organizations are: The Bell Policy Center; the Colorado Education Association; the Colorado Immigrant Rights Coalition; the Colorado Latino Leadership Advocacy & Research Organization; the Latin American Educational Foundation; Metropolitan State University of Denver; Padres y Jóvenes Unidos; the Service Employees International Union, Local 105; Stand for Children, and Together Colorado.
- Another statewide group that provides potential for collaboration is CO-CEAL (The Colorado Coalition for the Educational Advancement of Latinos). It is a coalition of postsecondary and other professional educators who recognize the link between college readiness and success. However, the coalition began in 2008 and may be more helpful as part of a statewide collaborative effort, rather than as a single partner.

NORTH CAROLINA

Overview of college readiness areas for growth/improvement of Latinos In North Carolina, the Latino population is young. Most have parents with no college experience, and there is an educational gap between Latino students and their peers in academic achievement, college preparation, and attainment.

Population Overview

State Population:

8%

of the state population was Latino and projections show a continued increase.¹⁸

State Ranking:

11th

largest Latino population in the U.S.¹⁹

K-12 Population:

11%

of the K-12 population was Latino.²⁰

Median Age:

25

The median age of Latinos was 25, compared with 41 for White non-Hispanics.²¹

Latino Population:

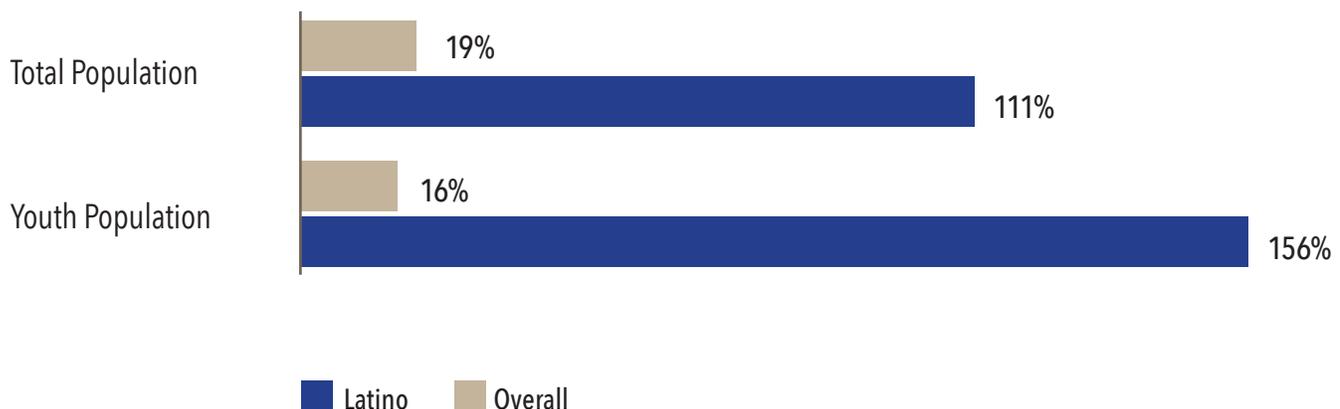
2%

Of Latinos in the United States, are in North Carolina.²²

Population Growth

In North Carolina, the Latino population is growing faster than the overall population. From 2000 to 2010, the Latino population increased 111 percent, while the overall population increased 19 percent. During this same time period, the Latino youth population (17 years and younger) increased 156 percent, while the overall youth population increased 16 percent.²³

Population Growth from 2000 to 2010



¹⁸ United States Census 2010: North Carolina. <http://2010.census.gov/2010census/data/>

¹⁹ United States Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

²⁰ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

²¹ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

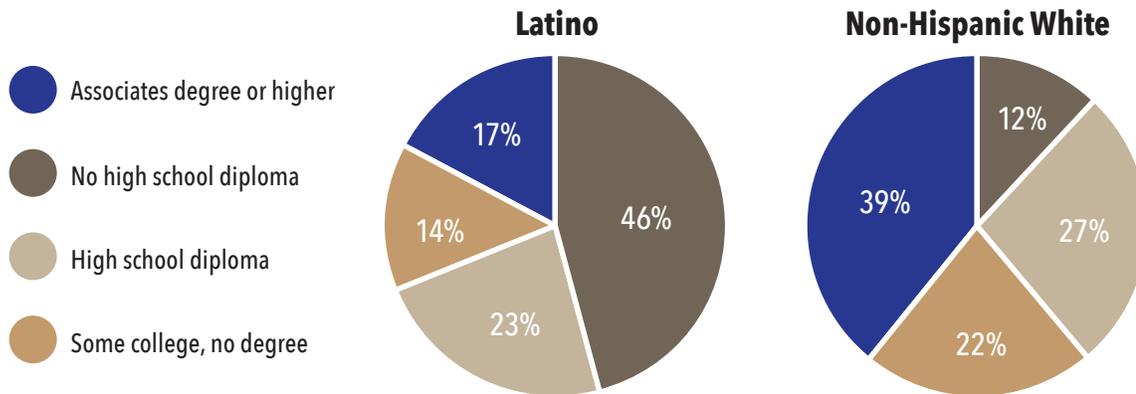
²² U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs; U.S. Census Bureau, 2010 Demographic Profile: North Carolina. <http://www.census.gov>

²³ U.S. Census Bureau, 2010 Demographic Profile and 2000 Demographic Profile, Summary File 1 (SF1) data set. <http://www.census.gov>; U.S. Census Bureau, 2000 and 2010 Census Redistricting Data Summary File. www.census.gov/acs

Educational Attainment

In North Carolina, the majority of Latino adults (25 years and over) had earned less than a high school diploma (46 percent), compared with White non-Hispanics (12 percent). Latino adults were also less likely to have earned an associate's degree or higher (17 percent), compared with White non-Hispanics (39 percent).²⁴

Levels of education for North Carolina residents, Latino and non-Hispanic White, age 25 years and over



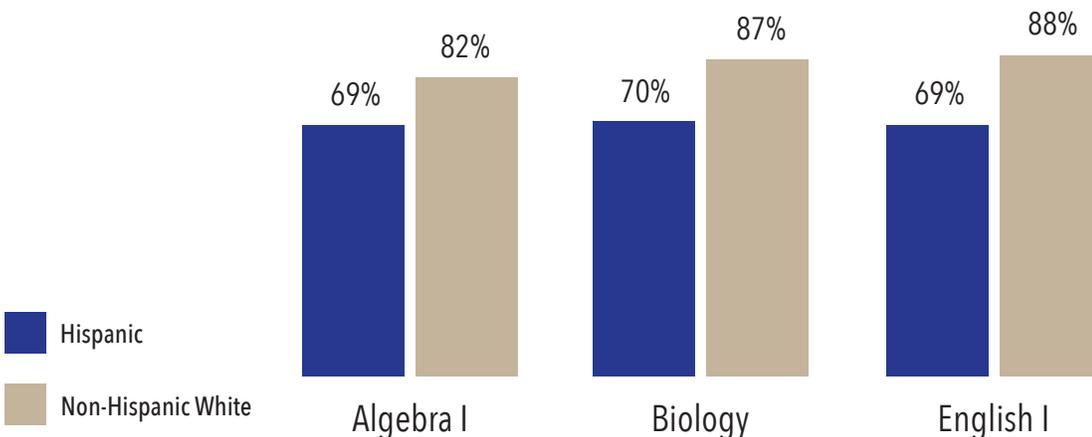
Academic Achievement

In North Carolina, high school students are required to take End-of-Course Tests (EOCS) in English I, Algebra I, and Biology to meet the federal requirements of No Child Left Behind.

In 2011-2012, Latino high school students were less likely to be proficient in Algebra I, Biology, or English I, compared with non-Hispanic White high school students.²⁵

Latino students were also less likely to graduate high school in four years than non-Latino White students. In 2011-12, the four-year cohort graduation rate for Latinos was **73 percent**, compared with **85 percent** for non-Latino Whites.²⁶

Percentage of high school students who were proficient on select End-of-Course tests



²⁴ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

²⁵ North Carolina State Testing Results, End-of-Course tests, 2011-12 End-of-Course Test Results, Statewide Performance of Students Test: Algebra I, Biology, and English I. <http://report.ncsu.edu/ncpublicschools/AutoForward.do?forward=eoc.pagedef>

²⁶ Public Schools of North Carolina, State Board of Education, Department of Public Instructions, Accountability Services Division, Testing and Accountability Results, Cohort Graduation Rate, 4-Year Cohort Graduation Rates, 2008-09 Entering 9th Graders Graduating in 2011-12 or Earlier. <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate>

College Preparation

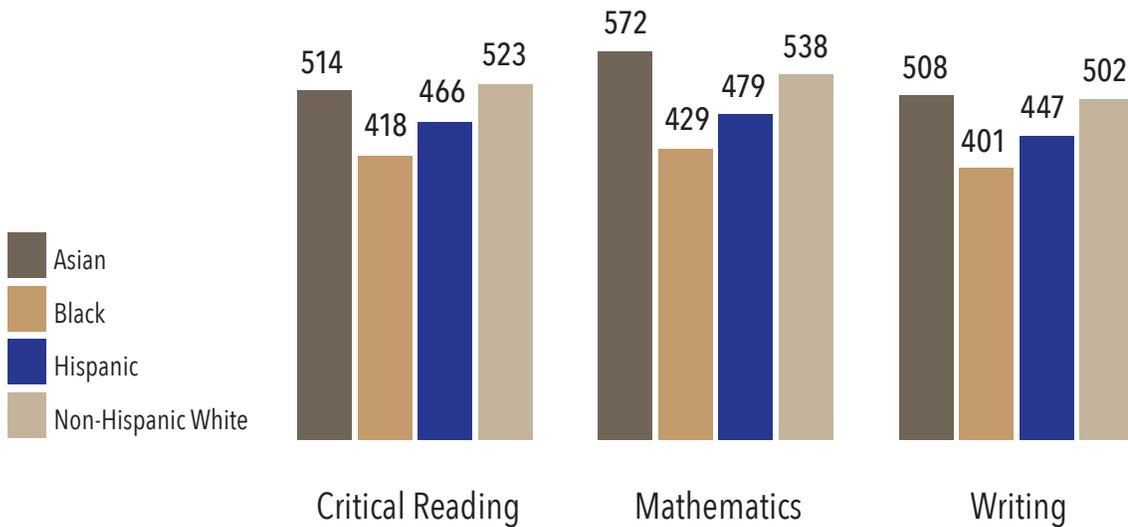
ACT

Latinos represented **6 percent** of ACT test-takers in 2012. Of those, **22 percent** met the College Readiness Benchmark score in all four areas of the ACT test. Between 2009 and 2012, Latinos increased their average score in the Math and Reading areas of the ACT test, but continue to have lower Composite scores (**20.9**) than all groups, except Blacks.²⁷



SAT

Latinos represented **6 percent** of SAT test-takers for 2012 college-bound seniors. But Latinos had lower mean scores in all areas of the SAT reasoning test than did non-Latino White or Asian/Pacific Islander students.²⁸



ADVANCED PLACEMENT (AP)

In North Carolina, **21 percent** of Latino graduates in the class of 2012 took an AP exam during high school. Of those students, **56 percent** scored a 3 or higher.²⁹

²⁷ ACT, The Condition of College & Career Readiness, 2009 and 2012 ACT National and State Scores, ACT Profile Report – North Carolina. <http://www.act.org/newsroom/data/2012/>
²⁸ College Board, 2012 College-Bound Seniors, State Profile Report, North Carolina. <http://research.collegeboard.org/programs/sat/data/cb-seniors-2012>
²⁹ College Board, 9th Annual AP Report to the Nation, State Supplements, North Carolina. <http://apreport.collegeboard.org/download-press-center>

Community-Based Organizations

HIP is currently leading a four-year joint project with the Adelante Educational Coalition, with support from the Lumina Foundation, to address Latino college readiness and success in its Triangle for Latino Student Success (TLSS) project. This project is in the target counties of Durham, Wake, and Johnston, where Latinos have an overall dropout rate of over 50 percent, the majority of Latino families do not speak English at home, and the cultural competency to serve Latinos in the area is limited.

Beyond the partnerships HIP currently has with CBOs in North Carolina, following are four potential partners that may expand HIP's opportunities to collaborate at the statewide level to support the HIP to College initiative.

Centro para Familias Hispanas/Hispanic Family Center

<http://www.cpfhraleigh.org>

Centro para Familias Hispanas (the Hispanic Family Center) is dedicated to empowering Hispanic families to become more integrated in the community and to improve their quality of life by implementing programs of education, health, job training, and referrals to facilitate access to existing community resources. Specific activities include programs for adults to enhance their academic or employment skills, from English as a Second Language (ESL) to General Educational Development (GED) tests and La Plaza Comunitaria, which is a partnership with the Mexican Consulate and Wake Technical Community College for Latino adults to improve their literacy and educational levels.

North Carolina Migrant Education Program (NCMEP)

<http://www.dpi.state.nc.us/mep>

The mission of the North Carolina Migrant Education Program is to help migrant students and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

The Action, Inspiration, Motivation (AIM) program is designed to improve graduation and academic achievement levels for middle and high school students. The program strives to engage with migrant children before they engage in risky behaviors that may result in their dropping out of school.

Between 30 and 40 percent of North Carolina's migrant students are Out of School Youth (OSY), eligible youths who have left formal schooling before graduating from high school. Regardless of their academic ambitions, they are a challenging population to serve due to their long work hours. The NCMEP is part of the Public Schools of North Carolina and is federally funded as part of the Elementary and Secondary Education Act (Title 1, Part C).

NC Child

Formerly Action for Children North Carolina

<http://www.ncchild.org>

NC Child is a statewide, independent, nonpartisan, nonprofit child advocacy organization, dedicated to educating and engaging all people across the state to ensure that children are healthy, safe, well-educated and have every opportunity for success.

In the field of education, NC Child informs lawmakers and community advocates of public policies and programs that benefit children and young people. A focus of service provision is for them to be provided the opportunity and resources to succeed in their education.

Smart Start

<http://www.smartstart.org>

The mission of Smart Start is to advance a high quality, comprehensive, accountable system of care and education for every child beginning with a healthy birth. Smart Start is an innovative solution to address the challenge of children coming to school unprepared to learn. In 1993, The North Carolina Partnership for Children, Inc. was created to lead Smart Start. Today, 77 partnerships use public and private funds to serve all 100 counties.

Smart Start ensures that families have access to high quality, affordable early care and education and support services. Smart Start works throughout the state to support families with parenting, school readiness and pre-literacy programs, as well as to improve children's health with preventive health care, early diagnosis, and obesity prevention programs and to improve the quality of early childhood care and education.

Foundations and Funders

Beyond HIP's current collaborations with foundations in North Carolina, following are three foundations/funders to consider as potential partners for the HIP to College initiative.

Brady Education Foundation

<http://bradyeducationfoundation.org>

The Brady Education Foundation seeks to close the achievement gap for children at risk for poor school outcomes due to environmental factors associated with living in poverty. The Brady Education Foundation pursues its mission by promoting collaboration between researchers and educators via the funding of research and program evaluations in education.

The Brady Education Foundation generally funds two types of projects: evaluations of existing model programs, and innovative research on model development. It seeks to fund high quality research that encourages early and regular collaboration between researchers and practitioners. It favors projects that leverage other funds and have the potential to inform or guide policy or funding decisions, as well as those that structure time for researchers/evaluators and program providers to collaborate.

North Carolina Association for the Education of Young Children (NCAeYC)

<http://ncaeYC.org>

The North Carolina Association for the Education of Young Children (NCAeYC) is the state affiliate of the National Association for the Education of Young Children (NAEYC). They are membership organizations that focus on helping children from birth through age eight. NCAeYC has over 3,000 members across the state and NAEYC has nearly 100,000 members across the country. Members include teachers, childcare providers, administrators, directors, researchers, college faculty, education coordinators, quality enhancement specialists and others.

NCAeYC is governed by a 26-member Board of Directors representing eight districts with 16 local affiliate groups that provide resources, networking, and training at the community level. With an office in Raleigh, it has two full-time staff members who manage the operations of the organization.

Blumenthal Foundation

<http://www.blumenthalfoundation.org>

Established in 1953, the Blumenthal Foundation has focused the majority of its grants on programs and projects that have an impact on Charlotte and the state of North Carolina. The Board of Trustees believes that it is important to provide basic operational funding for non-profits, not just support for special programs or projects. They also believe that by providing nonprofits with these general operating funds, they will have the resources necessary to carry out their basic mission.

Although there are nine areas of interest for funding consideration, the Blumenthal Foundation has granted over \$70 thousand to 16 organizations in the field of education. The foundation has granted funds to the Action for Children organization.

Policy context and insights for consideration

- The large, rapid growth of the Latino community in North Carolina reflects a young population with limited college readiness and even more limited postsecondary success to date, especially compared with peers. However, this youth and growth of the population provides ample opportunity for added investments in college readiness that can lead to increased postsecondary success.
- HIP's existing work in the Triangle for Latino Student Success project, while relatively new, provides a potential baseline of work on college readiness and community partnership/engagement that could be scaled for increased HIP to College impact.
- The funders identified are focused on education in the early years more than college readiness, and not overtly targeting Latinos.
- In North Carolina, there seem to have been more constraints than improvements in recent policy. A concerted effort and investment would be required to ensure a policy environment that effectively targets Latino students in college readiness efforts. For example, lawmakers have recently ended teacher tenure, eliminated added teacher pay for advanced degrees, and established a letter-grade rating system for its schools. They have also voted to increase school choice.
- In the funding landscape, there is a \$55 million public-private partnership, founded in 2011 with corporate and family foundations to focus on west Charlotte. The goal of Project Leadership and Investment for Transformation, or Project LIFT, is to improve the academic outcomes for a cluster of public schools that serve some of the city's most disadvantaged students. It seeks to provide resources and boost the academic performance of the 7,400 students at West Charlotte High School and the eight schools that feed into it.

Latino capacity for collaboration

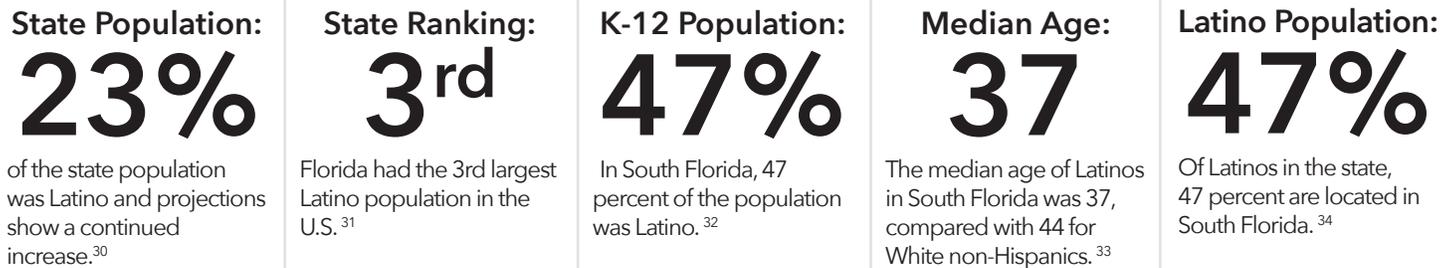
- The Latino community in North Carolina does not have a strong policy presence to date, and the focus on policy has generally been around undocumented students and potential college access. There is a small but growing awareness of Latinos in some of the small private institutions that are part of the Appalachian College Association. But this is not generalized throughout the state.
- The previously mentioned CBOs do not have a sharp focus on college readiness and postsecondary success. Their focus is more on community engagement, services, and empowerment for families and very young youths.
- There is increasing attention on the need to address collaboration for Latino college readiness and success through the Lumina Latino Student Success effort led by HIP. The consortia is working in rural communities where there are growing Latino populations. This effort is community-grounded and involves a growing number of partnerships from diverse stakeholders. But it is relatively new and not statewide in its efforts.

South Florida (Miami-Dade and Broward counties)

Overview of college readiness areas for growth/improvement of Latinos

The college readiness and postsecondary success of Latinos in South Florida is higher than the other communities examined in this environmental scan. Since about a third of Latino adults have at least an associate's degree, the data show fewer readiness gaps with peers, although gaps still exist. The lower concentration of potential first-generation college goers presumes more college knowledge about academic readiness expectations and opportunities.

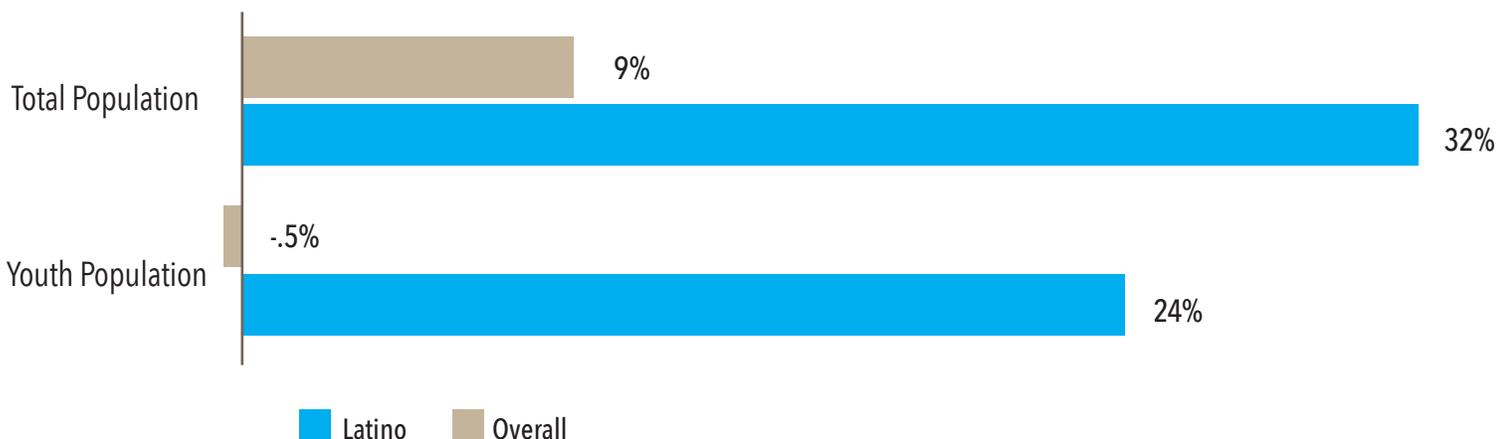
Population Overview



Population Growth

In South Florida, the Latino population is growing faster than the overall population. From 2000 to 2010, the Latino population increased 32 percent, while the overall population increased 9 percent. During this same time period, the Latino youth population (17 years and younger) increased 24 percent, while the overall youth population decreased 0.5 percent.³⁵

Population Growth from 2000 to 2010



³⁰ United States Census 2010: Florida. <http://2010.census.gov/2010census/data/>

³¹ United States Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

³² U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

³³ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

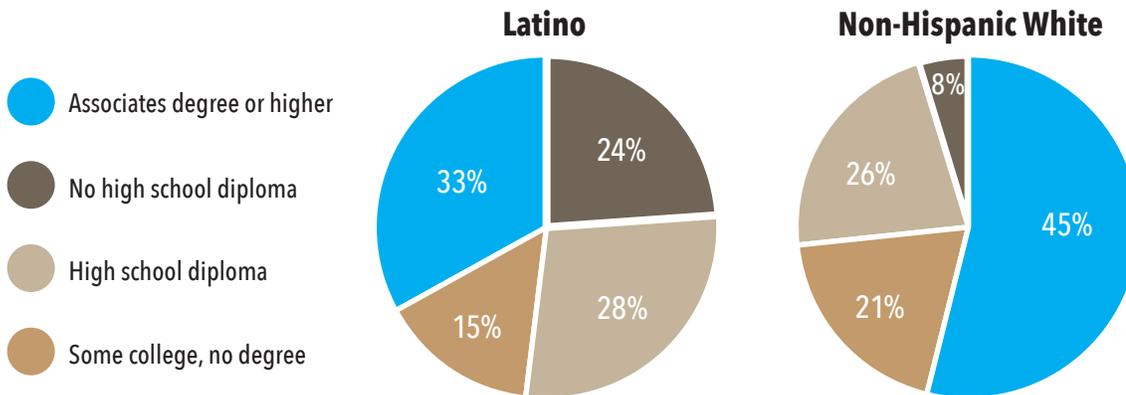
³⁴ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs; U.S. Census Bureau, 2010 Demographic Profile: Florida. <http://www.census.gov>

³⁵ U.S. Census Bureau, 2000 and 2010 Census Redistricting Data Summary File. www.census.gov/acs

Educational Attainment

In South Florida, the majority of Latino adults (25 years and over) had an associate's degree or higher. However, Latino adults were still less likely to have earned an associate's degree or higher (33 percent), compared with White non-Hispanics (45 percent).³⁶

Levels of education for South Florida residents, Latino and non-Hispanic White, age 25 years and over



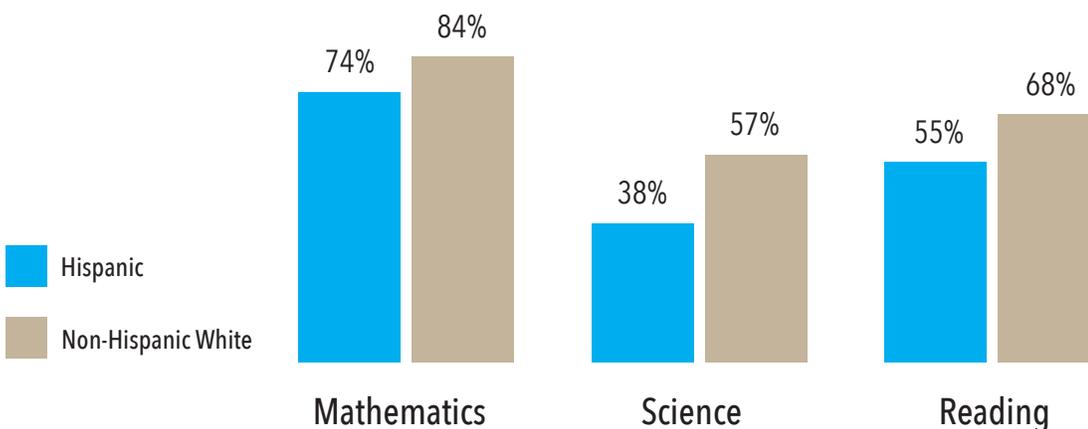
Academic Achievement

In South Florida, students must achieve a Level 3 or higher on the Florida Comprehensive Assessment Test (FCAT) to be considered on grade level. In 2010-2011, the statewide assessment programs began transitioning to the FCAT 2.0 and Florida End-of-Course Assessments. Selected grades and subjects continue to participate in FCAT assessments until the transition is complete. Mathematics grades 3-10 and science grades 5-11 are assessed with FCAT; reading grades 3-10 are assessed with FCAT 2.0.

In 2011-12, Latino high school students were less likely to be proficient in mathematics, science, or reading, compared with non-Hispanic White high school students.³⁷

Latino students were also less likely to graduate from high school than non-Hispanic White students. In 2011-12, the five-year graduation rate for Latinos was 76 percent, compared with 84 percent for non-Latino Whites.³⁸

Percentage of high school students who were proficient on select End-of-Course tests



³⁶ U.S. Census Bureau, 2008-2010 American Community Survey, www.census.gov/acs

³⁷ Florida Department of Education, FCAT Demographic Results, 2011 FCAT, District level demographic results, Mathematics (grade 10) and Science (grade 11); 2011-2012 FCAT 2.0, Reading (grade 10). <https://app1.fldoe.org/FCATDemographics/>

³⁸ Florida Department of Education, Data Publications and Reports, Graduation and Dropout Rates, Five-Year Modified Graduation Rates by Race by School, 2011-12. <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>

College Preparation

ACT

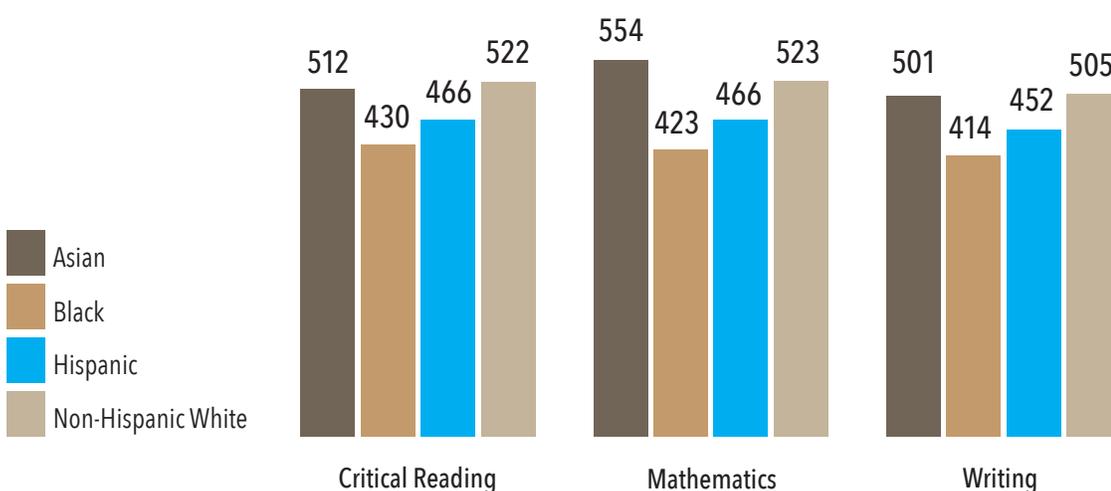
Latinos represented 26 percent of ACT test-takers in 2012. Of those, 13 percent met the College Readiness Benchmark score in all four areas of the ACT test. Between 2009 and 2012, Latinos increased their average scores in all areas of the ACT test, but they continue to have lower Composite scores (19.0) than all groups, except Blacks.³⁹

Average ACT Composite Score by Race/Ethnicity



SAT

Latinos represented 26 percent of SAT test-takers for 2012 college-bound seniors. But they had lower mean scores in all areas of the SAT reasoning test than did non-Hispanic White or Asian/Pacific Islander students.⁴⁰



ADVANCED PLACEMENT (AP)

In Florida, 55 percent of Latino graduates in the class of 2012 took an AP exam during high school. Of those students, 58 percent scored a 3 or higher.⁴¹

³⁹ ACT, The Condition of College & Career Readiness, 2009 and 2012 ACT National and State Scores, ACT Profile Report – Florida. <http://www.act.org/newsroom/data/2012/>

⁴⁰ College Board, 2012 College-Bound Seniors, State Profile Report, Florida. <http://research.collegeboard.org/programs/sat/data/cb-seniors-2012>

⁴¹ College Board, 9th Annual AP Report to the Nation, State Supplements, Florida. <http://apreport.collegeboard.org/download-press-center>

Community-Based Organizations

Beyond the organizations that have collaborated with HIP in the past, following are three potential partners for consideration.

Hispanic Unity of Florida, Inc.
<http://www.hispanicunity.org>

The mission of Hispanic Unity of Florida, Inc. is to empower Hispanics and other members of the community to become self-sufficient, civically engaged and to lead productive lives.

Hispanic Unity of Florida, Inc., is becoming the largest nonprofit organization in Broward County that is focused on providing services to the Hispanic community. The programs it offers include: job placement; health education; HIV/AIDS education, prevention and outreach; free tax preparation; summer camps; children's literacy, and a senior activities center.

One Hispanic Unity of Florida, Inc., program is Unity 4 Kids, which provides children with skills to succeed in school. This is done through a dual-language program with an emphasis on self-discovery, literacy skills, and parental involvement, which are part of its family support services. Similarly, the Unity 4 Teens Program is a year-round youth development program that provides approximately 600 at-risk youth between ages 11 and 18 with academic support, life-skills training, counseling and case management.

LULAC Council 7220
<http://my.lulac.org/group/466>

The League of United Latin American Citizens (LULAC) is the nation's largest and oldest civil rights volunteer-based organization that empowers Hispanic Americans and builds strong Latino communities. LULAC's programs, services and advocacy address the most important issues for Latinos, meeting critical needs of today and the future.

LULAC Council 7220 advances the economic condition, educational attainment, political influence, health, housing and civil rights of the Latino population of Miami and the surrounding area.

Minority Development & Empowerment, Inc.
<http://www.mdeinc.org/home.html>

The purpose of the Minority Development & Empowerment, Inc., since it started in 1996, has been to provide professional and culturally competent programs and services that empower Caribbean and other minority populations.

Its Youth Force & Youth Bridge programs provide students with academic, life-skills training, and cultural and community service activities at Broward County school campuses. The program has an after-school component and a summer session to improve academic performance and increase opportunities for success in high school and beyond.

Foundations and Funders

Beyond the foundations HIP maintains relationships with in South Florida, following are two foundations identified by Excelencia in Education for potential partnership consideration.

The Jim Moran Foundation
<http://www.jimmoranfoundation.org>

The mission of The Jim Moran Foundation is to improve the quality of life for the youth and families of Florida through the support of innovative programs and opportunities that meet the ever-changing needs of the community. With the intention of helping charitable organizations plan for the future and set aside funds to keep programs operating, The Jim Moran Foundation established endowment funds at the Community Foundation of Broward, creating a strategic plan for years to come. The Jim Moran Foundation has granted funds to the Hispanic Unity of Florida and the Minority Development and Empowerment organization.

Community Foundation of Broward
<http://www.cfbroward.org>

The mission of the Community Foundation of Broward is to provide leadership on community solutions and foster philanthropy that connects people who care with causes that matter. As the community's philanthropic advisor for 28 years, it offers resources, knowledge, and expertise in charitable giving. The Community Foundation of Broward is managed by a diverse and committed staff that promotes the values of the organization.

The Community Foundation of Broward has a history of working with the nonprofit sector in Broward County to strengthen it through strategic grants and leadership development. It serves a wide range of organizations from emerging nonprofits to well-established ones. For example, the School is Cool program increases high school graduation rates by strengthening middle school students' readiness for academics. One-fifth of all dropouts nationwide occur in 25 school districts, including Broward's. Florida has an active group of policymakers very focused on the state's education system, and the Latino policymakers are a critical voice in these policy efforts and strategies. Many of these policymakers represent South Florida and reflect Latino leadership in school districts in the region, and community leadership overall. They are aware of Latino student profiles but also focused on efficiency in the education system.

Policy context and insights for consideration

Beyond the organizations that have collaborated with HIP in the past, following are three potential partners for consideration.

- The superintendent in Miami-Dade is Hispanic and has garnered community and broader support for his efforts to increase accountability for schools and opportunity for students.
- Last summer, a complaint was lodged alleging that Florida education officials have set less ambitious test result goals for Black and Hispanic students, compared with non-Latino White and Asian students.
- Florida has an A to F grading system for its schools. There have been dozens of policy changes in just the past three years to the formula behind the grading system, and increasing criticism that the rating system is confusing to understand for both parents and communities.

Latino capacity for collaboration

- The Latino population in South Florida is evolving from one that was generally more Cuban to more immigrants from Puerto Rico and Central and South America.. This creates an opportunity to address the continual needs of an emerging Latino population with limited experience in the U.S. system of education and knowledge about college readiness and pathways for success.
- There are significant Latino organizations in South Florida identified by HIP. Many are direct service providers or partnering with higher education already. These would be the most prepared in the locations in this scan to be engaged partners in college readiness and success efforts at a larger scale in the region.

NEW ORLEANS

Overview of college readiness areas for growth/improvement of Latinos

Latino college readiness and postsecondary success in New Orleans was challenging to gauge due to limited public data. There are numerous charter school systems and limited focus by race/ethnicity in reporting. However, it is clear the growth population is relatively new, Latino, and young. In Louisiana, Latino readiness and success levels have relatively smaller gaps with non-Latino White peers than in other locations in the scan. But overall the numbers are low and the opportunities to focus on the population are high.

Population Overview

State Population:

4%

of the state population was Latino and projections show a continued increase.⁴²

State Ranking:

31st

largest Latino population in the U.S.⁴³

K-12 Population:

7%

of the K-12 population was Latino.⁴⁴

Median Age:

31

The median age of Latinos was 31, compared with 42 for White non-Hispanics.⁴⁵

Latino Population:

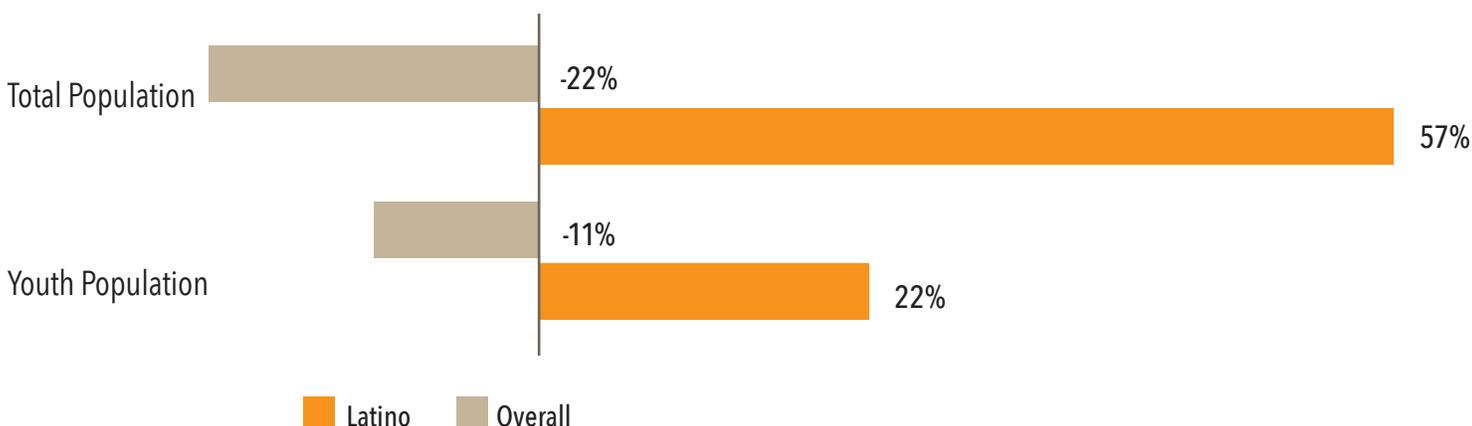
42%

Of Latinos in Louisiana, 42 percent are located in New Orleans.⁴⁶

Population Growth

In New Orleans, the Latino population is growing faster than the overall population. From 2000 to 2010, the Latino population increased 57 percent, while the overall population decreased 11 percent. During this same time period, the Latino youth population (17 years and younger) increased 22 percent, while the overall youth population decreased 22 percent.⁴⁷

Population Growth from 2000 to 2010



⁴² United States Census 2010; Louisiana. <http://2010.census.gov/2010census/data/>

⁴³ United States Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

⁴⁴ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

⁴⁵ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

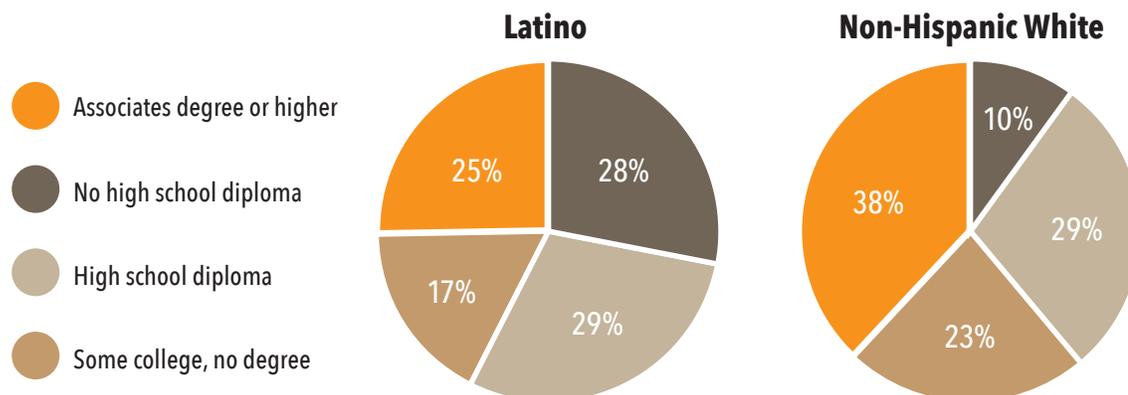
⁴⁶ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs; U.S. Census Bureau, 2010 Demographic Profile: Louisiana. <http://www.census.gov>

⁴⁷ U.S. Census Bureau, 2000 and 2010 Census Redistricting Data Summary File. www.census.gov/acs

Educational Attainment

In New Orleans, the majority of Latino adults (25 years and over) had a high school diploma or higher. However, Latino adults were less likely to have earned an associate's degree or higher (25 percent), compared with White non-Hispanics (38 percent).⁴⁸

Levels of education for New Orleans residents, Latino and non-Hispanic White, age 25 years and over



Academic Achievement

Disaggregated data regarding academic achievement is unavailable for New Orleans.

⁴⁸ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

College Preparation

ACT

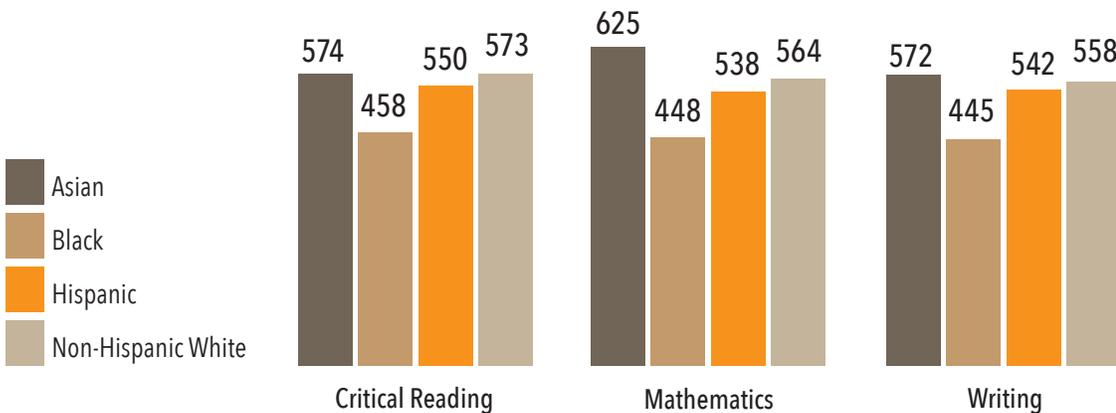
Latinos represented 4 percent of ACT test-takers in 2012. Of those, 18 percent met the College Readiness Benchmark score in all four areas of the ACT test. Between 2009 and 2012, Latinos increased their average scores in all areas of the ACT test, but continue to have lower Composite scores (20.5) than non-Latino Whites or Asians.⁴⁹

Average ACT Composite Score by Race/Ethnicity



SAT

Latinos represented 5 percent of SAT test-takers for 2012 college-bound seniors, but had lower mean scores in all areas of the SAT reasoning test than did non-Latino White or Asian/Pacific Islander students.⁵⁰



ADVANCED PLACEMENT (AP)

In Louisiana, 30 percent of Latino graduates in the class of 2012 took an AP exam during high school. Of those students, 53 percent scored a 3 or higher.⁵¹

⁴⁹ ACT, The Condition of College & Career Readiness, 2009 and 2012 ACT National and State Scores, ACT Profile Report – Louisiana. <http://www.act.org/newsroom/data/2012/>

⁵⁰ College Board, 2012 College-Bound Seniors, State Profile Report, Louisiana. <http://research.collegeboard.org/programs/sat/data/cb-seniors-2012>

⁵¹ College Board, 9th Annual AP Report to the Nation, State Supplements, Louisiana. <http://apreport.collegeboard.org/download-press-center>

Community-Based Organizations

HIP does not have previous partnerships with community-based organizations in New Orleans. Following are four community-based organizations Excelencia in Education identified for consideration.

Puentes New Orleans

<http://puentesno.org>

The mission of Puentes New Orleans is to build assets and create access for and with Latinos of the Greater New Orleans area through civic engagement, leadership development, economic asset building, policy, and advocacy.

The role of Puentes within the Latino community is to facilitate the participation of Latinos in public, political and socio-economic life. Puentes is applying programs to identify better educational opportunities for Latino youth, promoting participation of Latino families in decision-making processes and advocating beyond racial barriers for fair distribution of resources, opportunity, and justice.

Through the LatiNola Youth Leadership Council (LYLC), Puentes is advancing the growth of the next generation of young Latino leaders who can speak on issues that are of concern to their communities. The LYLC cultivates an active commitment to the community, advocating scholarship and higher education access, while preserving Latino cultural identity and working with other diverse youths across the Greater New Orleans area.

New Orleans Hispanic Heritage Foundation

<http://nohhf.org>

The New Orleans Hispanic Heritage Foundation (NOHHF) is a nonprofit community organization. Its main purpose is to provide an organized and directed effort in cultivating and promoting the Hispanic heritage of New Orleans and the Southern region. The NOHHF attempts to share and integrate Hispanic heritage into the area's economic, cultural and social mainstream.

The NOHHF identifies and supports talented Hispanic high-school students by offering educational scholarships at local schools participating in the NOHHF Scholarship Program. NOHHF provides the one-year scholarships directly to participating schools to help individual Hispanic students, who have financial need and a strong academic record.

Catholic Charities Archdiocese of New Orleans

<http://www.ccano.org>

Catholic Charities Archdiocese of New Orleans collaborates with the wider community to serve those in need. It is one of the largest health and human service providers in the Gulf South. As a nonprofit agency of 40 programs and two affiliated ministries, it works to serve the poor and vulnerable, regardless of religion, race, or economic status.

Catholic Charities provides English as a Second Language (ESL) and citizenship classes to hundreds of adult learners each year, from more than 30 countries around the world. The classes provide a key component to helping immigrants become independent, productive, and integral members of U.S. society. The classes are open to those who have recently arrived as well as those who have been living in the United States for several years. After School Assembly provides a safe, fun, educational environment for children in grades K-8. In three locations throughout the New Orleans area, students receive help with homework, a snack, and the opportunity to participate in dance, athletics and other enrichment activities. Counselors are at each location daily.

Boys & Girls Clubs of Southeast Louisiana (BGCSELA)

<http://bgcsela.org>

Since 1965, Boys & Girls Clubs of Southeast Louisiana (BGCSELA) has provided children with a constructive way to spend their afternoons through effective programming led by qualified staff members. It operates five units and serves hundreds of young people through club activities and programs. Club membership is available to anyone between the ages of 6 and 18. Clubs are staffed with full-time professional leaders, who work to prepare youth for the future. There is an open-door policy to all members during regular hours of operation. Dues are low and ensure that all young people can afford to participate.

Education and career development services are offered with club membership. Members receive help with homework and are taught valuable computer technology skills. Organizations such as UPS and Old Navy have provided programming to help members prepare for the workforce. Furthermore, members develop their creativity and cultural awareness through learning and appreciating visual and performing arts.

Foundations and Funders

Beyond the foundations HIP maintains relationships with in South Florida, following are two foundations identified by Excelencia in Education for potential partnership consideration.

United Way of St. Charles (UWSC)

<http://www.uwaysc.org>

United Way of St. Charles (UWSC) has been working to improve lives since 1955. UWSC is committed to bringing the community together to deliver lasting changes throughout St. Charles Parish. The UWSC mission is to lead and unite the community in providing a program of health and human services that is comprehensive, efficient and effective. UWSC focuses on advancing the common good by funding programs that target education, income and health. Partner agencies of the United Way of St. Charles include: Catholic Charities, Boy Scouts of America and Creative Family Solutions.

Total Community in Action (TCA)

<http://www.tca-nola.org>

The mission of Total Community in Action is to reduce poverty in the community by providing human services, experiences, and opportunities that move people from poverty to self-sufficiency. It provides services to residents of New Orleans, which include early childhood development, comprehensive family support, workforce development, family strengthening, homeless prevention, free tax-preparation assistance and more.

Through the TCA Office for Children, Youth and Families (OCYF), TCA promotes school-readiness for low-income children by enhancing their cognitive, social and emotional development in a learning environment that supports children's growth in language, literacy, mathematics, science, and approaches to learning. The New Orleans policy discourse generally focuses on Black and White demographics, rather than on Latinos. But that is starting to change in the city as awareness of the population grows.

Policy context and insights for consideration

- Charter schools have a large presence in the city and educate a large percentage of students.

Latino capacity for collaboration

- The local community groups noted earlier are either relatively new (if focused on Latinos), or are broader and more inclusive of groups as their representation grows (especially the Catholic Church and Boys & Girls Club). The Latino capacity for collaboration is relatively new (compared with more established communities in New Orleans) and does not have a strong policy presence in education discourse, but it is expanding from a community focus on youth and education

PHILADELPHIA

Overview of college readiness areas for growth/improvement of Latinos

The college readiness and the postsecondary success of Latinos in Pennsylvania and in Philadelphia are significantly lower than that of their non-Hispanic White peers. Data on college readiness for Latinos in Philadelphia was difficult to attain.

Population Overview

State Population:

6%

of the state population was Latino and projections show a continued increase.⁵²

State Ranking:

13th

largest Latino population in the U.S.⁵³

K-12 Population:

10%

of the K-12 population was Latino.⁵⁴

Median Age:

26

The median age of Latinos was 26, compared with 42 for White non-Hispanics.⁵⁵

Latino Population:

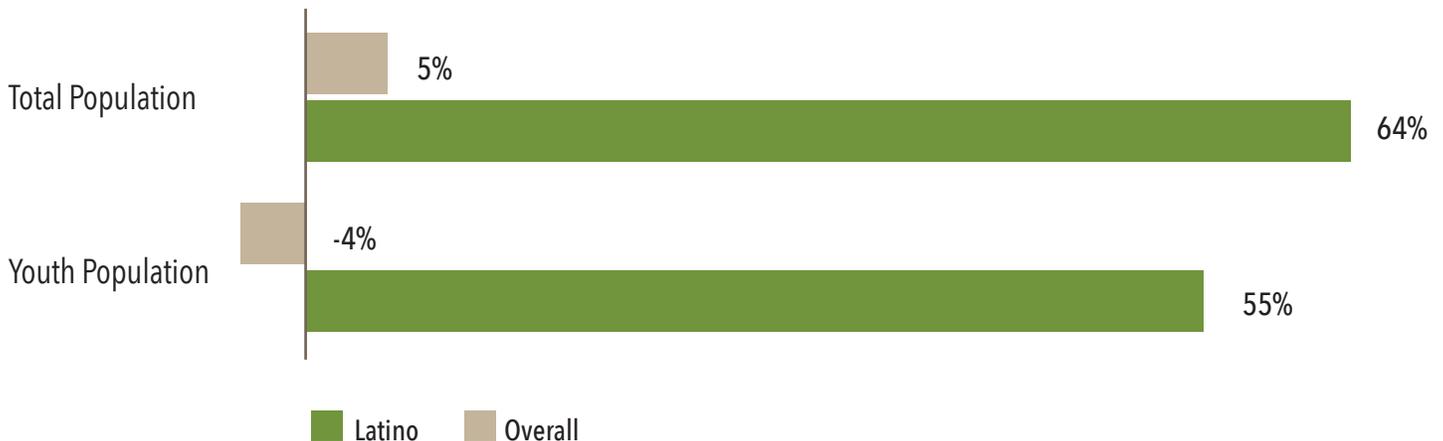
60%

Of Latinos in Pennsylvania, 60 percent are located in New Orleans.⁵⁶

Population Growth

In Philadelphia, the Latino population is growing faster than the overall population. From 2000 to 2010, the Latino population increased 64 percent, while the overall population increased 5 percent. During this same time period, the Latino youth population (17 years and younger) increased 55 percent, while the overall youth population decreased 4 percent.⁵⁷

Population Growth from 2000 to 2010



⁵² United States Census 2010: Pennsylvania. <http://2010.census.gov/2010census/data/>

⁵³ United States Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

⁵⁴ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

⁵⁵ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

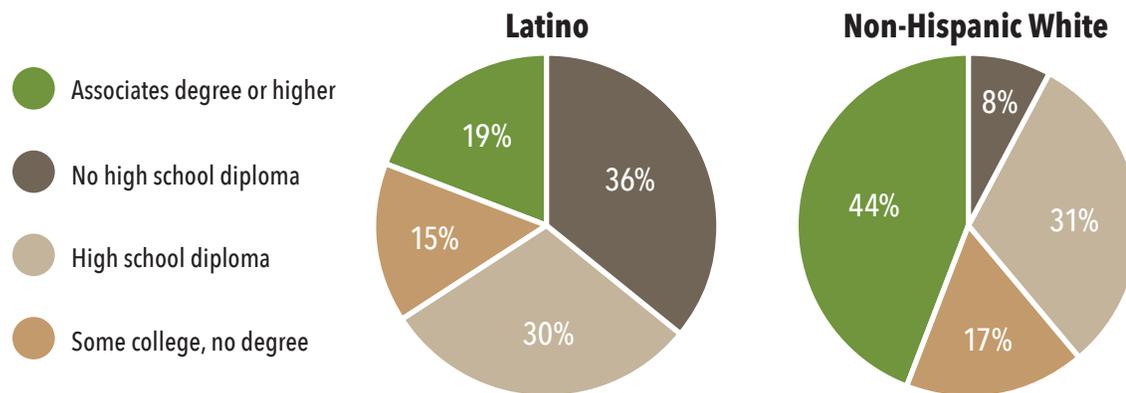
⁵⁶ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs; U.S. Census Bureau, 2010 Demographic Profile: Pennsylvania. <http://www.census.gov>

⁵⁷ U.S. Census Bureau, 2000 and 2010 Census Redistricting Data Summary File. www.census.gov/acs

Educational Attainment

In Philadelphia, more than a third (36 percent) of Latino adults (25 years and over) did not have a high school diploma, compared with the White non-Hispanic peers (8 percent). Latino adults were also less likely to have earned an associate's degree or higher (19 percent), compared with White non-Hispanics (44 percent).⁵⁸

Levels of education for New Orleans residents, Latino and non-Hispanic White, age 25 years and over



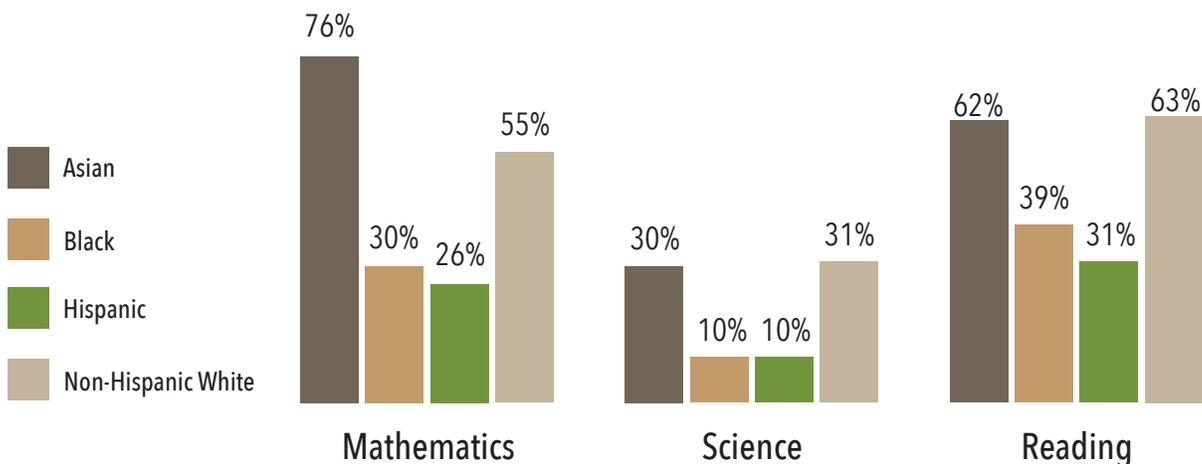
Academic Achievement

Students take the Pennsylvania System of School Assessment, also known as PSSA, to determine individual achievement in reading, mathematics, science and writing. According to the federal No Child Left behind Act, students must be 100 percent proficient in reading and math by 2014. Academic achievement markers include data for Philadelphia School District only.

In 2011-12, Latino 11th grade students were less likely to be proficient or advanced in mathematics, science, or reading, than all other racial and ethnic groups.⁵⁹

Latino students were also less likely to graduate from high school than non-Hispanic White students. In 2011-12, the graduation rate for Latinos was 44 percent, compared with 55 percent for non-Latino Whites.⁶⁰

Percentage of 11th grade students who were proficient or above in select subjects of PSSA



⁵⁸ U.S. Census Bureau, 2008-2010 American Community Survey. www.census.gov/acs

⁵⁹ Pennsylvania Department of Education, 2011-12 PSSA and AYP Results, 2011-12 PSSA District Level Math, Reading, and Science Results (Disaggregated Results - by Subgroup). http://www.education.state.pa.us/portal/server.pt/community/school_assessments/7442

⁶⁰ The graduation rate for any year is the number of graduates divided by the cohort for that year multiplied by 100. Pennsylvania Department of Education, 2011-201 District Report Card, Attendance and Graduation data. <http://paapp.emetric.net/Content/reportcards/RC12D126515001.PDF>

College Preparation

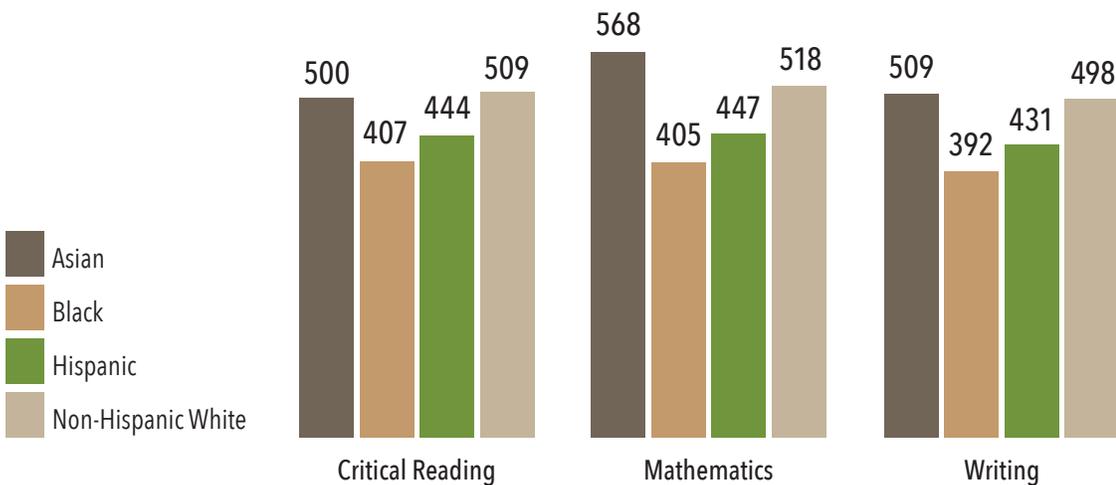
ACT

Latinos represented 4 percent of ACT test-takers in 2012. Of those, 20 percent met the College Readiness Benchmark score in all four areas of the ACT test. Between 2009 and 2012, Latinos increased their average scores in all areas of the ACT test but continue to have the lowest Composite scores (19.8) of all groups, except Blacks.⁶¹

Average ACT Composite Score by Race/Ethnicity



Latinos represented 5 percent of SAT test-takers for 2012 college-bound seniors, but had lower mean scores in all areas of the SAT reasoning test than did non-Hispanic White, or Asian/Pacific Islander students.⁶²



ADVANCED PLACEMENT (AP)

In Pennsylvania, 14 percent of Latino graduates in the class of 2012 took an AP exam during high school. Of those students, 47 percent scored a 3 or higher.⁶³

⁶¹ ACT, The Condition of College & Career Readiness, 2009 and 2012 ACT National and State Scores, ACT Profile Report – Pennsylvania. <http://www.act.org/newsroom/data/2012/>
⁶² College Board, 2012 College-Bound Seniors, State Profile Report, Pennsylvania. <http://research.collegeboard.org/programs/sat/data/cb-seniors-2012>
⁶³ College Board, 9th Annual AP Report to the Nation, State Supplements, Pennsylvania. <http://apreport.collegeboard.org/download-press-center>

Community-Based Organizations

Beyond ongoing HIP relationships in Philadelphia, following are four community-based organizations in Philadelphia identified for consideration as potential partners.

Casa del Carmen

http://www.catholicsocialservicesphilly.org/family_service_centers_casadelcarmen.php

Casa del Carmen was founded in 1954 to serve the growing number of Latino immigrants settling in North Philadelphia. Services have expanded to meet the changing composition and needs of the city's Latinos and other immigrant communities. Casa del Carmen offers counseling and family support services with bilingual therapists and case managers, summer camp programs, and after-school academic enrichment and recreational opportunities for local youths.

The Teen Placement Diversion Program implements an in-home intervention service as another option to foster care placement for at-risk children and their families. Social workers based at Casa del Carmen in North Philadelphia visit families within the community on a daily basis. This short-term, intensive assistance is aimed to support families in crisis due to teenage truancy, delinquency, substance abuse or unplanned pregnancy. Parenting guidance, life-skills training, and comprehensive case management often prevent future placement by strengthening families while ensuring child safety and well-being. Casa del Carmen is based out of Catholic Social Services.

Latino Partnership Initiative (LPI)

<http://www.pponline.net/www.pponline.net/LP.html>

Formed in 1995, the Latino Partnership Initiative (LPI) was established to develop and implement goals and objectives that would strengthen Philadelphia's Latino communities, which have disproportionately high poverty rates. LPI is cultivating relationships across the diverse Latino populations of Philadelphia for awareness and action in these neighborhoods to develop a community-based prevention system that will empower communities to address alcohol and other drug problems.

LPI is a community-driven process that promotes coalition building, increased awareness and action. The Latino Partnership Initiative began by initiating and convening nine focus groups involving over 400 individuals representing all social, age and political spectrums of the Latino community and the major institutions that serve them.

A major objective of LPI is to develop a tutor-mentoring program using Latino college students as mentors and tutors for high school students. The high school students, in turn, work with the college students to tutor and mentor middle-school students. The program works to build self-esteem, as well as cultural and career awareness. It empowers younger students as they receive support from older youths, who are also successful Latino students.

Nationalities Service Center (NSC)

<http://www.nscphila.org/>

Serving immigrants and refugees since 1921, the Nationalities Service Center (NSC) is a non-profit organization that provides social, educational and legal services to immigrants and refugees in the Greater Philadelphia area. It was founded in the belief that its strength lies in the diversity of its clients and services. Its mission has always been to help immigrants and refugees participate fully in American society.

The NSC's Social Services Department helps newly arrived refugees and asylum seekers achieve self-sufficiency by providing support, information and advocacy. Each family works with a case manager to overcome barriers to work and school, such as literacy, language, health concerns, transportation and childcare. It also offers adult education classes in literacy, basic writing skills, and English-as-a-Second Language classes at various levels. The Test of English as a Foreign Language (TOEFL), General Education Development (GED) and citizenship preparation courses are also available.

The Nationalities Service Center works with several partners to offer its programs and services. Supporters include the Migrant Education Program, the U.S. Committee for Refugees and Immigrants and the Mayor's Commission on Literacy.

Foundations and Funders

Beyond ongoing HIP work with foundations in Philadelphia, following are two potential partners identified by *Excelencia* in Education for consideration.

Philadelphia Education Fund

<http://www.philaedfund.org>

The mission of the Philadelphia Education Fund is to improve the quality of public education in Philadelphia and the region, so that youths are prepared for college and careers. The organization works with school districts and partners, including businesses, universities and nonprofit agencies, as well as other community stakeholders. Its goals are to increase the number of public secondary schools (grades 6 -12) that are high performing, increase the number of public school students who access postsecondary education and persist to completion, and position the Philadelphia region as central to state and national dialogues around improving public education.

As a local education fund, the Philadelphia Education Fund is dedicated to building partnerships with organizations, including school districts, schools, businesses, universities, nonprofit organizations, and community stakeholders with the goal of improving student achievement for all Philadelphia public school students.

The Philadelphia Education Fund is a member of the Public Education Network (PEN); the 21st Century School Fund BEST (Building Educational Success Together) initiative, the National College Access Network (NCAN); the Council for Opportunity in Education; Urban Teacher Residency United (UTRU), and other national associations. It is also a community partner of the United Way of Greater Philadelphia and Southern New Jersey (UWGPNJ). Through these memberships, the Philadelphia Education Fund is well-positioned to bring best practices from across the country to the region and to disseminate local expertise to a national audience.

Hilda & Preston Davis Foundation

<http://www.hpddavis.org>

The Hilda & Preston Davis Foundation was founded in the belief that every young person should be nurtured, protected and taught while they are young, thus allowing them to grow up into confident, healthy and upstanding adults who lead productive lives and serve as inspiration to others. The foundation provides funds to charitable organizations whose programs advance the development of all areas of the lives of children and young adults. It places special emphasis on, and channels most of its financial resources toward those organizations whose attention is concentrated on education for the underprivileged and eating disorders.

The Alfred and Mary Douty Foundation

<http://www.doutyfoundation.org>

The mission of The Alfred and Mary Douty Foundation is to foster equitable opportunities for children, youths and communities by supporting organizations that demonstrate a commitment to community engagement, education and grassroots leadership. Since 1968, The Alfred and Mary Douty Foundation has provided funding to organizations working to foster equitable opportunities for communities, particularly children and youths in Montgomery and Philadelphia counties in Pennsylvania. It seeks to support organizations that are at the forefront of sparking social change and expanding opportunities in their communities. It seeks out grantee partners that have demonstrated roots in their communities and that are comfortable with taking risks and pursuing new ideas.

The Douty Foundation favors small grassroots organizations that have limited access to funding. Support goes to projects that try to solve problems in a rational way, rather than serving short-range needs. Preference is for groups that lack vast resources and contacts. Giving is limited to the Greater Philadelphia area, particularly Montgomery and Philadelphia counties.

Policy context and insights for consideration

- There is a rapidly expanding Latino population around southern Philadelphia (closer to the cities of Redding and Lancaster) and an increasing political awareness of the Latino community in policy discussions.
- The Philadelphia school district has ongoing, severe financial problems. These problems remain unresolved and appear to be getting worse. The Pennsylvania State System of Higher Education (PASHHE) is beginning to address Latinos' college readiness and enrollments due to the leadership of Latinos at the Kutztown University of Pennsylvania.
- The leadership of the Governor's Commission on Hispanics is raising awareness of the state of Latinos in education with a focus on K-12, teachers serving students, and linking the growth of the population with workforce needs in the state.
- Some institutions of higher education looking to recruit more Latinos are realizing the need to partner with more K-12 and community-based organizations, in order to increase their potential base of college-ready Latinos for enrollment.

Latino capacity for collaboration

There is a longer standing Latino population of Puerto Rican heritage reflected in some of the current capacity of community-based organizations previously identified (ASPIRA of PA is based in Philadelphia), and a growing representation of organizations serving Latino immigrant populations. Some of these organizations focus less on education and more on community and family needs but could be prime partners for a more overt focus on education and college readiness. There appears to be an interest in leveraging for more scale in serving students from the Latino Partnership Initiative.

Summary

The purpose of this education assessment scan is to provide critical information on factors of population, college readiness, and postsecondary success for Latino communities in five sites identified by HIP. The education assessment scan does bring attention to the need for opportunities at each site to invest in collective efforts and strategies that can increase Latino students' college readiness and postsecondary success. However, the five sites are not easy to compare and contrast given their diversity in geographic scale, educational achievement of the Latino population, the extent of prior engagement by HIP with community-based organizations, and policy context. While these factors are critical in the broader consideration of communities ready to work on college readiness and postsecondary success initiatives of U.S. Latinos, this assessment scan does not presume to select the sites that HIP will choose to work with in its HIP to College initiative.

There are some broad takeaways to consider:

- The Latino population is growing in each of the five sites selected. As is the case nationally, the Latino population is younger than other populations and its representation is growing in K-12 enrollments.
- Colorado Latinos have significant educational preparation and attainment gaps, compared with the White non-Hispanic population in the state. There is increasing awareness of the condition of Latinos in education in the state and some policy leadership to address this. HIP has had significant partnerships in the state with both community-based organizations and foundations/funders.
- The Latino community in North Carolina has significant educational attainment gaps, which suggest that the majority of Latino students would be the first in their families to go to college, if they are academically prepared and able to enroll. In the past two years, policy work in the state has led to significant changes to K-12 teacher tenure and compensation, and school choice. The changes will have to be tracked to understand the impact on Latinos and other students. HIP has significant partnerships in the state with both community-based organizations and foundations/funders as part of an existing effort with some support from the Lumina Foundation.
- In South Florida, the education achievement and attainment gap is smaller than in other sites, but is still notable. There is an active policy environment focused on education, but it is less targeted to education gaps between groups. HIP has had partnerships with Latino community leaders and organizations in the past, but it has had more limited partnership with foundations/funders.
- New Orleans has the smallest Latino population of the five sites, and the Latino population there is relatively new. Although there are some opportunities for targeted work to increase Latino college readiness and postsecondary success, the community support infrastructure (community-based organizations and funders) may need additional investment for longer-term success in Latinos' college readiness and attainment.
- The Philadelphia school district has many fiscal challenges, and the academic achievement of Latinos in Pennsylvania is significantly lower than for White non-Hispanics. HIP has had significant partnerships in the city with both community-based organizations and foundations/funders.

HISPANICS IN PHILANTHROPY

COLORADO

Community-Based Organization

Colorado Latino Forum (CLF)	http://www.coloradolatinoforum.org/
Mi Casa Resource Center	http://www.micasaresourcecenter.org/
Colorado Youth at Risk	http://coyar.org/
Save our Youth (SOY)	http://www.saveouryouth.org/
OUR Center	http://www.ourcenter.org/

Foundations and Funders

Adolph Coors Foundation	http://www.coorsfoundation.org/
The Burt Foundation	http://www.burtfoundation.org/
Denver Active 20-30 Children's Foundation	http://da2030.com/
El Pomar Foundation	http://www.elpomar.org/
Temple Hoyne Buell Foundation	http://www.buellfoundation.org/

NORTH CAROLINA

Community-Based Organizations

Centro para Familias Hispanas/ Hispanic Family Center	http://www.cpfhraleigh.org/
North Carolina Migrant Education Program (NCMEP)	http://www.dpi.state.nc.us/mep/
NC Child	http://www.ncchild.org/
Smart Start	http://www.smartstart.org/

Foundations and Funders

Brady Education Foundation	http://bradyeducationfoundation.org/
North Carolina Association for the Education of Young Children (NCAeyc)	http://ncaeyc.org/
Blumenthal Foundation	http://www.blumenthalfoundation.org/

SOUTH FLORIDA

Community-Based Organizations

Hispanic Unity of Florida, Inc.	http://www.hispanicunity.org/
LULAC Council 7241	http://my.lulac.org/group/466
Minority Development & Empowerment, Inc.	http://www.mdeinc.org/home.html

Foundations and Funders

The Jim Moran Foundation	http://www.jimmoranfoundation.org/
Community Foundation of Broward	http://www.cfbroward.org/

HISPANICS IN PHILANTHROPY

NEW ORLEANS

Community-Based Organizations

Puentes New Orleans	http://puentesno.org/
New Orleans Hispanic Heritage Foundation	http://nohhf.org/
Catholic Charities Archdiocese of New Orleans	http://www.ccano.org/
Boys & Girls Clubs of Southeast Louisiana (BGCSELA)	http://bgcsela.org/

Foundations and Funders

United Way of St. Charles (UWSC)	http://www.uwaysc.org/
Total Community in Action (TCA)	http://www.tca-nola.org/

PHILADELPHIA

Community Based Organizations

Casa del Carmen	http://www.catholicsocialservicesphilly.org/family_service_centers_casadelcarmen.php
Latino Partnership Initiative (LPI)	http://www.ppponline.net/www.ppponline.net/LP.html
Nationalities Service Center (NSC)	http://www.nscphila.org/
Philadelphia Education Fund	http://www.philaedfund.org/

Foundations and Funders

Hilda & Preston Davis Foundation	http://www.hpDavis.org/
The Alfred and Mary Douty Foundation	http://www.doutyfoundation.org/