

OREGON LATINO HIGHER EDUCATION SUMMIT

Retention and Completion

Overview and Lessons Learned

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Latino Partnership Program and Education Programs Oregon Community Foundation



TABLE OF CONTENTS

OVERVIEW _____	3
LESSONS LEARNED _____	4
1. WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION: NATIONAL PERSPECTIVE _____	4
2. STAYING FOCUSED: SUPPORTING LATINO STUDENTS BEYOND RECRUITMENT AND ADMISSION _____	5
3. WORKING TOGETHER ACROSS SYSTEMS TO ADDRESS SUCCESS AND GRADUATION: WHO IS RESPONSIBLE? _____	6
CONCLUSION AND RECOMMENDATIONS _____	8
SPEAKERS _____	11

OVERVIEW



The Latino Higher Education Convening is the first philanthropy-led event that aims to spark critical conversations and thinking about retention and graduation issues for Latinos in Oregon.

The Convening served as a space for attendees to engage with each other and with a selection of innovators working on successful efforts to increase

Latino student success and graduation. It was designed for people charged for student success at colleges and universities in Oregon, including public, private, 2-year and four-year schools as well as key policy and private stakeholders.

For the Latino Partnership Program and the education portfolio programs at Oregon Community Foundation, education is an opportunity equalizer and successful higher education sets the tone for closing the opportunity gap for young people and future generations. Although we recognize that access to higher education for Latinos continues to lag the overall population, there is also more work to be done to ensure that those that continue post-secondary education also succeed and graduate. Current efforts that promote and support success is often isolated and lack statewide coordination and backing. Thus, the emphasis of this convening was on highlighting what works for Latino students in higher education, the systemic barriers to education success in Oregon, the cultural and family expectations that students face, the economic and political environments, and the opportunity that colleges, universities, private and public agencies, and philanthropy must work together so that Latino students succeed and graduate.

This report provides a summary of key speakers' presentations/stories, the two panel presentations, the path forward conversations in an effort to share the most valuable takeaways as inspiration for future action.

LESSONS LEARNED

WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION: NATIONAL PERSPECTIVE

Although gaps still exist, Latino students are graduating from high school at high rates, their school attendance is higher than other populations, they are enrolling in college, and are starting businesses or entering the labor force at increasing numbers. By some accounts, while more Latinos are entering post-secondary education than previous years, those same accounts also show that more Latino students drop out and don't finish higher-education. Economic growth and forecasts cannot ignore this trend. The state needs a well-prepared labor force of young people. To address and begin exploring how colleges, universities, public and private organizations can and should help Latinos college students succeed and graduate, Janette Martinez shared data, research and best practices about what works with summit attendees. Janette is Senior Policy/Research Analyst with the national organization ¡Excelencia in Education!

At the convening, Martinez pointed out that since 1 in 5 students in K-12 are Latino, the higher education pipeline includes a large number of Latino students. This is already evident in the college enrollment and graduation rates. Latinos in higher education are more likely to be first generation students than most other groups of students. They are also the majority in the non-traditional student age group, and many work 30 or more hours per week. Based on the work that Excelencia has been doing, Martinez encouraged schools and universities to **think beyond enrollment**, provide **orientation that involves families**, **establish cohort models with guided support**, provide **supplemental instruction**, and create **faculty mentorship and role-modeling**.

Excelencia works and partners with Hispanic Serving Institutions (HSI). HSI institutions are those who serve 25% or more Latino students and receive accreditation and funding support from US Department of Education to create the structure and programs that will serve Latino students. HSI are not the same as Hispanic Enrolling Institutions.

Janette's slide presentation can be found [HERE](#)

STAYING FOCUSED: SUPPORTING LATINO STUDENTS BEYOND RECRUITMENT AND ADMISSION

iExcelencia in Education! proposes that enrollment, retention, financial support, faculty diversity and modeling, and graduation are key factors that influence Latino college completion. To explore how and where some of these practices are being implemented in Oregon, each of the three-member panel from Western Oregon University, Linfield College and Chemeketa Community College, talked about their work and their schools' efforts in these areas. This is a summary of their presentation and conversation with attendees.

There is a general agreement that enrollment is up but retention and completion continue to be a major issue which impacts students' ability to go into meaningful work. Personalized support clubs and student enrichment programs are being implemented. With wrap around support – faculty modeling, academic support, sense of belonging, and supportive culture – Linfield, Western and Chemeketa are seeing retention at higher than average rates. For Latino students, especially those that are the first to go to college in their families, there's a certain family achievement guilt -the impostor syndrome- that must be managed. The conversation with attendees highlighted Willamette Promise (WP). Willamette Promise offers over 30 courses in high schools for university credit. Paired with career and college exploration and experiences, the WP makes sure that students see the connection to their future in each and every classroom and experience. Linfield students are assigned a mentor and provide an all-Spanish graduation ceremony to reflect the students and parents cultural background.

“Retention starts at recruitment and admission” – Attendee Comment

The Financial aid package is an important factor, and not just in the first year. Students need a lot more financial support as they progress as one-time aid disappears. This aid must also address housing and other non-tuition needs. Furthermore, there is a need to have bilingual financial aid counselors, so students and families are fully aware of not only the cost but the fiduciary responsibility in obtaining a student loan.

Diversifying faculty starts with determining what the goals for the institutions are in serving their diverse student population. Chemeketa facilitates conversations and workshops about needed positions before a job is posted to ensure the intentionality about diversifying faculty is carried out. Faculty diversity requires intentionality and commitment from higher levels of leadership at the schools and it must be done every day. It's not a function of HR alone. Without it, schools cannot move beyond just statements about diversity. For students' self-efficacy and success, they need to see someone like themselves.

WORKING TOGETHER ACROSS SYSTEMS TO ADDRESS SUCCESS AND GRADUATION: WHO IS RESPONSIBLE?

The afternoon presenters set the stage with short presentations for a group discussion to explore how a cross-system collaboration, including the nonprofit and philanthropic sectors, can help advance post-secondary education success and graduation for about ¼ million of Latino college students.

At national and regional levels, the Hispanic Association of Colleges and Universities (HACU) talked about their mission and being the only education association that represents Latino students. They support institutions to become Hispanic Serving Institutions (HSI) by hosting an international conference for institutions and students. Central to HACU's mission is legislative efforts. They track legislation in five states – Arizona, California, Oregon, Washington, Nevada. They provide, through their leadership institute, support for Latino faculty looking to become presidents. In addition to colleges and universities -four 2-year and one 1-year schools- there are in Oregon Hispanic Serving School Districts. Oregon has five Hispanic Serving Institutions and five emerging ones. HACU's goal is to increase the number of HSIs.

Who is responsible at the state level? The Higher Education Coordinating Commission (HECC) is responsible for anything post-secondary. The commission provides “moral” support and political cover for higher education institutions but also supporting under represented students from an asset-based approach. While enrollment numbers in general are declining the Latino student enrollment is increasing. One of the commissions goals is sustaining that access and the funding formula for universities is one strategy to help attain the goal.

The HECC creates funding formula and advocates partly on the basis of race and ethnicity to address issues of equity. The commission has expanded financial aid opportunities to include the Oregon Promise and the ORSSA (financial aid portal for undocumented students) application process. For adult, returning, and non-traditional students in post-secondary education we are falling short on the mark, for students of color in particular. With a \$700,000 grant from Lumina Foundation HECC will be able to help eliminate disparities in postsecondary success rates between Oregon's overall student population and historically underrepresented students of color. The grant supports a suite of state leadership activities aimed to improve postsecondary success in Oregon for African-American, Hispanic/Latino, Native American/Alaska Native, and Native Hawaiians/Pacific Islanders. To drive this work, the HECC will convene a council of statewide equity leaders to help guide Oregon's agenda to increase educational attainment and close equity gaps through an informed, community-driven statewide plan.

From the legislative side, we have got to do better in investing in higher education. The challenge in funding distribution is funding those that have highest rate of access as opposed to those that don't and which may reside in rural communities.

From an institutional front, becoming an HSI is an important element. Such designation provides the resources and the process for supporting and serving students. Furthermore, it benefits the whole school because it opens up scholarship opportunities for any student applying to any college or university that is a member of the Hispanic Association of Colleges and Universities. Chemeketa Community College, for example, has a five-year development grant to put in place the structure to serve Latino students. There is a difference between being a Hispanic Serving Institution, which is the one to strive for than being a Hispanic Enrolling Institution. In policy conversations this distinction needs to be clear. Enrollment is a matter of access while Serving is pre-requisite and a matter for success doing everything possible and with intentionality that Latino students graduate.

The Ford Family Foundation (TFFF) is in its 25th year of providing scholarship support to post-secondary education bound students. The goal for the foundation is to cover 90% of unmet educational needs, renewable for four years. Added to the scholarship is student direct service and support and create a family environment that motivates and encourages students to succeed. The foundation's scholarship program has seen a significant increase of students that self-identify as Hispanic. As the demographics change so will their scholarship applicants and recipients, and the question for the foundation is whether they are prepared to support this cohort of students. The foundation is adding Spanish speakers to the team, translating materials for students and families, and engaging with partners. Many of these students face racial trauma that need to be addressed through culturally trained and competent counselors.

Because the foundation reaches 900-1000 scholars at any one time, the foundation will need the participation of nonprofit partners as well as from the colleges and universities. TFFF has scholarships for adult/returning students but fewer students are applying and unable to reach the hardest to reach.

Some changes also need to happen in the higher education system. Faculty training has not necessarily stayed current with changing cultural and social trends. Faculty diversity has not kept up with the changing demographics the country and state has experienced and will continue to see.

Throughout the conversation it showed that while each of the institutions represented shared what they are doing, they cannot do it alone. They and others will have to join in to create a collective approach, because it is a complex and multiple level higher education system.

CONCLUSION AND RECOMMENDATIONS

Each of the speakers, panelists and group discussions highlighted the obstacles but also the opportunities to advance policy, research, shared practices that can help schools and institutions, educators, and communities advance post-secondary education for Latinos. Based on these discussions, a few things are clear:

1. The pipeline of Latino students from high school to post-secondary education will continue to expand as the number of Latino children entering K-12 keeps increasing. Post-secondary institutions and policy-makers need to transform themselves to effectively support this wave of students.
2. There are ways to make higher education systems work for the students who need the most support, we just need to be more creative and intentional.
3. We can not to expect one institution or group alone to solve the issues of graduation and success. There is space and roles for colleges/universities, policy-makers and public agencies, philanthropy and community organization partners.
4. Graduation and success start at enrollment. For enrollment to lead to graduation and success it needs the participation of families.
5. There are others at the regional and national level working on the same issues and whose efforts should be added to Oregon efforts.

Since this was the first convening on Latinos in higher education that OCF hosted, and to explore the possibility of future ones, we asked the attendees to discuss in groups what they thought the next steps ought to include.

For convenience and to look for overarching themes we have grouped the attendees' recommendations into four major categories.

Accountability

- Accountability for public and private schools and agencies in charge of higher education for targeted recruitment and graduation. Discuss the development of a Latino scorecard for the state and post-secondary education institutions. Institutions could also do equity self-assessments.

- Continue collecting data and analysis to gain a better understanding where intervention is needed. This could extend to data on Latino high school graduates and post-secondary education accessibility.
- Center the students who are the subject of these discussions and include them in the conversations, and not just those that overcome adversity but also those who have been pushed out of higher education. This should include non-traditional, adult learners.
- Institutions of higher education need to provide adequate funding to match their strategic goals, support values in faculty diversity hiring and support services for under-served student populations.

Convening

- Create subcommittees (within colleges and cross-system) to take the lead on Excelencia's recommended factors for Latino student success: enrollment, retention, financial support, faculty diversity and modeling, and graduation to make Latino graduation rates a priority.
- Create different learning and working opportunities for colleges and universities (public and private), such as trainings, workshops, and workgroups utilizing communication technologies.
- Create and support small group meetings- ad hoc groups to focus on one task/one theme and present to a larger group at subsequent convenings. Small groups can self-select their participation based on a specific task, theme or issue but include community college, university, policy level representatives. Include topics that attract the participation of deans, provosts and other school and agency leaders to build foundational knowledge.

Coordinate Resources

- Model ¡Excelencia in Education!'s website to share an inventory or state database of resources/programs each institution provides. This repository can be a place to collect documents, websites and resources related to this work for ongoing progress and development.
- Include the business communities in this conversation and create partnerships for training, certificates, experiential education, and funding.

Program/Community

- Offer role models and mentors for students currently in the pipeline.
- Support, require, facilitate cultural competency improvement at colleges and universities among faculty, staff and administrators. The Oregon Association of Community Colleges, the Oregon Alliance of Independent Colleges and Universities could have a role.
- Establish a statewide organization for Latinos in higher education that advocates, promotes legislations and organize community and business involvement.

- Discuss and explore connections between college/universities and community organizations. Faculty engagement with community groups can serve this purpose and count this engagement as part of the service requirement on faculty by universities.
- Seek assistance from philanthropy as neutral parties to improve professional development utilizing cultural and equity lens.

Who should be at the table who isn't currently?

Since this was the first convening focused on higher education we at OCF were aware that we had not reached everyone. Invitations were sent to university and college programs that provide support and services to students. This include TRIO programs, deans' offices for student affairs, VP offices for recruitment, special programs, and culturally specific support groups where we knew they existed. We asked the attendees who else we should include for possible future convenings and these are their suggestions:

- Organizations that engage in educating families to help connect colleges/universities with the community
- Legislators and elected officials
- Other funders, public and private – corporations and foundations.
- Student leaders and groups
- Key institution key-decision makers such as presidents, deans, administrators, provosts, vice presidents and school superintendents
- College board members
- Have more students as opposed to only two
- Advocates for Latino population, i.e. Oregon Commission on Hispanic Affairs
- School district leaders
- Parents
- Employers
- Other under-represented and under-served students

Over the next few months OCF will explore the major themes and lessons generated at the Latinos in Higher Education convening in some more detail. Our vision is to dive into these lessons discussions and generate next steps, short and long-term- or expand on the valuable information we gathered from this year's convening.

SPEAKERS



DENISE CALLAHAN The Ford Family Foundation

Denise Callahan joined The Ford Family Foundation in 2012 and is the Foundation's Director of Postsecondary Program. She leads their scholarship and postsecondary programs, focusing on strategic planning and developing long-term community relations and collaborations with partners. Denise came to the Foundation from her alma mater, Willamette University, in Salem, Oregon where she held several leadership positions focused on increasing the access, opportunities, experiences, and success of students and alumni at the institution. Denise holds bachelor degrees in English and Spanish and an MBA from Willamette University. She is a member of the National Scholarship Providers Association and the National College Access Network and works closely with higher education professionals across Oregon and Siskiyou County, California, in developing proactive strategies to address the barriers facing students' postsecondary attainment and completion. Denise grew up in northeastern Oregon, where her family still resides. Having spent the last half of their lives in the valley, she and her husband, John, enjoy traveling and exploring new venues for sightseeing, hiking and dining.

VIVI CALEFFI PRICHARD

Chemeketa Community College

Vivi Caleffi Prichard is the Diversity and Equity Officer at Chemeketa Community College. She champions, promotes and implements the equity and diversity strategic direction set for the college and reaffirms and fosters a community and campus climate that values and actively supports equity and diversity. Vivi recently won an Under 40 Award, Class of 2019 from the national American Association for Women in Community Colleges (AAWCC). This is an annual recognition of the youngest community college women who are movers and shakers on their college campuses.

BEN CANNON

Higher Education Coordinating Commission

In October, 2013, Ben Cannon was appointed Executive Director for the Higher Education Coordinating Commission, the state's top higher education official. Previously, he had served as Education Policy Advisor to Gov. John Kitzhaber. He helped shepherd the state's efforts to win a waiver from No Child Left Behind and was an architect of an overhaul of Oregon's higher education system in 2013. Until his appointment as education policy advisor he served on the Oregon House of Representatives from 2006 to 2011.

EVELYN GUZMAN

Western Oregon University. 2019 Graduate

Evelyn Guzmán is a senior at Western Oregon University with a major in business and double major in Spanish and Legal Studies. She's also the 2018-2019 Associated Students of WOU President having served as Vice President the prior year. The primary job of the ASWOU President is to represent the students of Western Oregon University to not only the WOU administration but at a local/state/federal level as well. On top of advocating for the rights of students, the President is responsible for the inter-workings of ASWOU. Evelyn's hometown in Salem and went to South Salem High School. She will graduate this spring of 2019.

DR. REBECCA HERNANDEZ

George Fox University

Dr. Rebecca Hernandez serves as the Associate Provost of Local and Global Engagement and Chief Diversity Officer at George Fox University for over five years. Born in Joliet, Illinois, and a daughter of migrant farm workers, Dr. Hernandez has been working on Latino issues throughout her career. She began as a schoolteacher in 1989 where she worked with middle and high school students for several years. After completing her MPA, Rebecca served as a community program director and non-profit leader in Oregon for over 15 years. She also held faculty appointments at Oregon State University and at Oregon Health and Sciences University, School of Nursing, where she worked to develop community-based programs to reduce health disparities among Latinos. In 2008 she left Oregon for Goshen College to serve as the Director of the Center for Intercultural Teaching and Learning, which was tasked to work at recruitment of Latino students, and transform the campus and curriculum, while researching the results and sharing best practices in higher education across the country. At Goshen she was named Associate Dean in 2012, continuing transformational work on intercultural issues and

serving as program director for the Master's in Intercultural Leadership at the Center for Intercultural and International Education. She likes Oregon so much she moved back, and in July 2014, she started at George Fox University to oversee diversity planning and implementation, career and academic center, Center for Study Abroad, faculty development, and Leadership Development programs.

AMY JIMENEZ

Hispanic Association of Colleges and Universities (HACU)

Amy Jimenez is Legislative Director for HACU's Western Regional Office. The regional office handles Hispanic higher education legislative and policy issues in the western region of the U.S (Arizona, California, Nevada, Oregon, and Washington). The office advocates for policies and legislation that expand access to and encourage retention in and graduation from 2- and 4-year colleges and universities. They also advocate for the resources our colleges and universities need to succeed in fulfilling their missions. The Western Regional Office also houses a HACU National Internship Program (HNIP) which recruits college students for paid summer- and semester-long internships at federal agencies and private corporations in Washington, D.C., and throughout the country. Since 1992, HNIP has placed over 7000 college students in rewarding and challenging internships matching their majors and career goals.

FABIAN JIMENEZ ARENAS

George Fox University Graduate. Multnomah County Engineer

Fabián is a graduate of George fox University with a B.S. in Mechanical Engineering. I graduated in 2017, currently I live in Beaverton and work for Multnomah County in their Bridge engineering section as an engineer 1. I work with a small team of engineers and maintenance staff tasked with the ongoing maintenance and management of the 5 county owned bridges over the Willamette river and over 20 smaller bridges scattered throughout the Eastern part of Multnomah County. In my time with the County I have had the privileged to work on some big projects including the Sellwood Bridge replacement, the Morrison Bridge Deck replacement, and the Broadway Bridge Rall Wheel project all of which are project that people typically recognize because at some point in time they got caught in the traffic caused from some of the construction impacts. In my free time I enjoy reading, spending time in the outdoors either hiking or camping, and landscape photography.

DAVE MCDONALD

Western Oregon University

David McDonald is the Associate Vice President for Public Affairs and Strategic Initiatives at Western Oregon University (WOU). His primary focus areas include student access, success and completion. He serves on state and national committees that work to improve the educational attainment levels of all students, but especially those from traditionally underserved communities. McDonald was a member of the statewide workgroup that created the Oregon Student Success and Completion Model (SSCM). He also serves on the Oregon Student Aid Advisory Committee (financial aid) and is a founding member of the College Board's College Participation Access and Completion (CPAC) Committee.

He has been actively involved in access building efforts throughout his 20+ year career in higher education. These efforts include the Oregon Statewide GEAR UP Grant (wrote and served as Project Director); Ronald E. McNair Scholars Program (Project Director); the WOU Project (Created); Willamette Promise Dual Credit (Campus leader).

The National Academic Advising Association (NACADA) selected McDonald as the recipient of the Pacesetter Award in 2011 for leadership as an executive officer in support of academic advising excellence. McDonald has received numerous recognitions for his work on behalf of student access.

JANETTE MARTINEZ

iExcelencia in Education!

Janette is a Senior Policy and Research Analyst at *iExcelencia in Education!*. She focuses on federal and state policy and effective institutional practices to accelerate Latino student success. Janette works with the *Excelencia* policy and research team on key issues including affordability, institutional capacity, and workforce development. She started her career in education as a sixth-grade teacher in Houston before moving to DC to pursue a graduate degree. She previously worked as a policy analyst at Education Reform Now. Janette earned her bachelor's degree from The University of Texas at Austin and her Master of Public Administration from George Washington University.

JAMES MCNICHOLAS

Chemeketa Community College

James McNicholas is Coordinator for Chemeketa's Accelerated Pathways for Success program. He was previously Student Recruitment Manager. He also coordinates Chemeketa's work to be an Oregon Hispanic Serving Institution.

GERARDO OCHOA

Linfield College

Gerardo Ochoa is Special Assistant to the President & Director of Community Relations. Previously, Gerardo was Assistant Dean for Diversity and Community Partnerships at Linfield College. He was one of few administrators in higher education nationwide selected to participate in the Counsel of Independent College's 2016-2017 Senior Leadership Academy.

Gerardo is staunch advocate for Latino youth access to higher education having been the associate director of Financial Aid with the Portland Campus of Linfield College and provided consultations with school administrators and families about financial resources for college for Latinos and other underrepresented youth. He serves as a motivational speaker and educational consultant with Path to Scholarships, a national outreach program that provides guidance and assistance with college planning for students with financial need. He is a contributing author to the workbook, Path to Scholarships: College Edition. He spearheaded the annual MENTE Summit which brings together professionals, college, and high school students to address many of the inequities and barriers facing Latino males to succeed in higher education. He has a BA in sociology and Latin American history from the University of Oregon. He is originally from Zamora, Michoacán, in Mexico.

LANE SHETTERLY

OCF Board Member and Western Oregon Trustee

Lane Shetterly, alumnus of Western Oregon University, is a partner in the law firm Shetterly Irick and Ozias in Dallas, Ore. From 2004 through 2007, Shetterly was the director of the Oregon Department of Land Conservation and Development (DLCD). Prior to his appointment, Shetterly served seven years in the Oregon Legislature, serving as speaker pro tem of the House from 2001 until he resigned to become director of DLCD. He is chair of the Oregon Law Commission, a position he has held since 1998, and was appointed by the governor in 2005 to serve as a representative from Oregon on the National Conference of Commissioners on Uniform State Laws. During his first session in the legislature, he was privileged to be the chief sponsor of HB 2364, which established WOU as a university. In 2010, he received the Henry and Helen Graven Award for his contributions to community, church and society from Wartburg College, Iowa, past recipients of which include Robert F. Kennedy, Jr. and Greg Mortensen. He was awarded the Western Oregon University Alumni Award of Excellence in 2004. Shetterly earned a bachelor's degree in education from WOU and a JD from Northwestern School of Law.

MAX WILLIAMS

Oregon Community Foundation

Max Williams is President and CEO of the Oregon Community Foundation. As a proven change agent, motivated by a vision for a better way to support critical needs of Oregonians, Williams joined the Oregon Community Foundation in early 2012 as its new President and CEO. Since that time, Williams has doubled the foundation's endowment with the support of civically-minded and generous individuals, families and businesses, transforming individual philanthropy into sustained, community-driven impact. Partnering with thousands of nonprofit organizations and other philanthropic funders on initiatives and projects to invest in innovation, convene stakeholders and catalyze positive change, OCF has become not only the state's largest public charity, but an integral part of Oregon's ecosystem for good.

ROBERT G. WINNINGHAM, PH.D.

Western Oregon University

Dr. Rob Winningham is Provost and Vice President for Academic Affairs at Western Oregon Community College. He is faculty at Western's Behavioral Sciences Division with a focus on Cognitive Psychology and Applied Memory Issues in Older Adults. He has held various positions on campus and finds time to serve on off campus boards and committees. He has a wide range of publications which combined with his academic teaching has merit him many awards and honors including the 2010 Who is Who in Collegiate Faculty.

A very special thank you to our planning group



OCF would like to thank the following for their time, thoughts, perspectives and insights in putting this first Latinos in higher education convening. They not only contributed to the production and delivery of the sessions, they were wholeheartedly supportive of the event's vision from the very first meeting we talked about it.

Dr. Rebecca Hernández
Associate Provost of Local and Global Engagement and Chief Diversity Officer
George Fox University

Dave McDonald
Associate Vice President for Public Affairs and Strategic Initiatives
Western Oregon University

Elias Villegas, Dean
Woodburn Center
Chemeketa Community College

OCF Staff

Belle Cantor, Education Program Officer

Roberto Franco, Latino Partnership Program Director

Rocio Pérez, Community Engagement Assistant



OUR MISSION

To improve lives for all Oregonians through the power of philanthropy.

LATINO PARTNERSHIP PROGRAM

Collaborating with Latino leaders and organizations statewide to engage with Oregon's fastest growing community.

LATINO PARTNERSHIP PROGRAM GOALS:

- Support Latino education achievement
- Help increase Latino representation and participation
- Build bridges between OCF and Latino communities and among Latinos and their communities