Measuring the Impact of the HISPA Role Model Program

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CONGRATULATIONS

ETS is pleased to support Hispanics Inspiring Students’ Performance and Achievement (HISPA), including the HISPA Role Model Programs at Grant Elementary School in Trenton, New Jersey, and Cable Elementary School in San Antonio, Texas. Thank you for continuing to provide mentors for students and encouraging academic achievement and persistence leading to higher education.

ETS develops, administers and scores more than 50 million tests annually — including the TOEFL® and TOEIC® tests, the GRE® General and Subject Tests, The Praxis Series™ assessments, and large-scale and customized K–12 assessments — in over 180 countries, at more than 9,000 locations worldwide. Visit us at www.ets.org.

ETS – HISPA Collaboration: A win-win for our Latino students

- ETS employees participate as HISPA Role Models
- ETS provides office space to HISPA in Princeton, NJ and San Antonio, TX
- ETS is one of the sponsors of the HISPA Role Model Program and the HISPA Youth Conferences
- HISPA supports ETS EL initiatives by identifying potential schools/students to participate in research projects
- ETS Yvette Donado serves on the Board of Directors and Frank Gomez serves as Advisory Council Member
- HISPA is registered as part of the ETS Employee Giving Campaign
- Leaders across NJ convene at ETS for a leadership conference co-hosted by HISPA and sponsored by ETS
We all need role models who can inspire us to reach our full potential

But not everyone has access to them.

With your support we make it happen

HISPA invites employee resource groups, professional organizations and alumni networks to join forces in New Jersey, New York and Texas.

HISPA supports employee engagement and allows its partners to practice effective corporate social responsibility.

HISPA prides itself in linking Latino professional role models and our youth.

HISPA is a national 501(c)(3) non-profit organization whose mission is to mobilize Latino professionals to serve as active role models in educational programs within their communities.

SHARE
INSPIRE
TRANSFORM

For further information, contact us:

info@hispa.org
www.hispa.org
Facebook: hispa.org
LinkedIn: HISPAGroup
Our Story: “From ERG to stand-alone organization”

Established in **1984** as the Hispanic Association of AT&T Employees, providing community outreach programs for Hispanic/Latino communities throughout the United States.

- **1986** - HISPA was incorporated.
- **1993** - Became a 501(c)(3) Tax Exempt, Non-Profit entity.
- **2004/2005** - Bylaws were modified to better reflect its diverse membership by making HISPA the official name and allowing non-AT&T members’ full participation in the organization.
- **2006** - Merger of the employee resource groups of Southern Bell Corporation HACEMOS and AT&T HISPA members who were AT&T employees at the time.
- **2007** - The HISPA Governing Council unanimously voted to recast HISPA as a new organization with an updated mission and name: **Hispanics Inspiring Students’ Performance and Achievement.**
I want to be the first to go to college in my family. I will be a college grad.
Focus on Middle Schools –

To reduce dropout rates, intervention is necessary at an early age, even as early as middle school.
Focus on role modeling –

Research has shown that there is a strong correlation between students having a mentor/role model and their pursuit of higher education. Latinos have high aspirations, but too many doubt their ability to reach their goals.
Focus on Hispanic/Latino role models –

• Projection suggest that by 2025, one fourth of all U.S. public school students will be Latino and this population has the highest dropout rate (44%).

• Hispanics now make up 22% of all children under the age of 18 in the U.S. – up from 9% in 1980.

• Among youth ages 16 to 24, Hispanics accounted for over 40% of all current high school dropouts; however they only made up about 17% of the total youth population.
I want to be in college first in my family by 20 th at age 21. I want to be the kind of girl I have always imagined. I want to be able to go to college and work hard to achieve my dreams. Hispa?
Contributing to America’s future by inspiring Latino students’ academic performance and achievement

To mobilize Latino professionals to serve as active role models in educational programs within their communities.
We create and provide instant access to a database of Latino professionals with diverse ethnic backgrounds and careers.

We provide Latino professionals with a venue to impact the future of students in their communities.
HISPA Goals

**Students**
A POWERFUL TOOL FOR EARLY INTERVENTION
To reduce the drop-out rates of Latino students and other minority students by targeting middle schools students and emphasizing the importance of higher education in each role model presentation.

**Schools**
A VALUABLE RESOURCE TO SCHOOLS AND OTHER COMMUNITY BASED EDUCATIONAL PROGRAMS
To become a one-stop resource that provides access to thousands of professional Latino role models.

**Role Models**
AN IMPORTANT LINK BETWEEN SCHOOLS AND THOUSANDS OF PROFESSIONALS
To develop strategic alliances with Employee Resource Groups, Professional Organizations and Alumni Networks in order to mobilize, select, recruit and support our pool of role models.

**Community Based Organizations**
AN INTEGRATING FORCE FOR COLLABORATION
To become a one-stop resource for existing community based educational programs with similar goals that have an existing need for a Latino pool of role models.
HISPA Goals

Goal: Making it easy for all who participate!

Students
- Continued reinforcement by recurring visits
- Inspirational/motivational program
- Attitude/behavior oriented, not skills oriented

Role Models
- Latino professionals inspiring Latino youth
- HISPA Role Model Program is easy to commit based on little time commitment
- A unique opportunity for professional development for the role models

Schools
- Corporate/Foundation sponsors per school
- Tailored programs
- Teachers’ support provides continuity

Community Based Organizations
- WIN/WIN Partnerships with existing educational programs
- Partner delivers curriculum and HISPA strengthens it with the HISPA Role Model Program (e.g. YMCA, Princeton Center for Leadership Training)
- Partner sub-contract to HISPA the recruitment of volunteers (e.g. Save Latin America)
47 SCHOOLS
275 SESSIONS
330 ROLE MODELS
3,044 STUDENTS
“Thank you for coming in and sharing your story with us, I really appreciated your story, it inspired me. “ – Student from Elizabeth

“Thank you for making me want to go to college and I love how you were dancing I hope you have good luck. You are the most fabulous person in the world. “ – Student from Trenton

“Inspirarme a ir a la universidad muchismas gracias y enseñarme a valorar. “ – Student from Perth Amboy
Challenge: How to measure the impact of the program?
Overview

For the 2011/12 school year, HISPA and ETS collaborated to develop, administer and analyze survey instruments for students participating in the HISPA Role Model program.

• Included Fall and Spring background surveys.

• Feedback questionnaires for each of the six HISPA Role Model talks the students attended.

• Data was collected for over 400 students, with complete results for about 300 students from nine schools.
Purpose

Goal was to provide HISPA with information on:

• The background of the participating students.
• Student reactions to the HISPA Role Models.
• The possible impact of the program.

HISPA may use this information to:

• Better understand their students.
• Determine if certain HISPA Role Model talks were more successful than others.
• Refine or revise aspects of the program.
• Provide some basic data on the impact and efficacy of the program to funders.
Role Model Sessions

Ratings for the HISPA Role Model sessions were almost always very positive.

Students rated the sessions interesting and inspiring, even when they did not feel the career or job the HISPA Role Model was discussing was something they would like to do.

Ratings were about the same across all six sessions, indicating that students neither became less interested in the sessions over the course of the year nor found later sessions to be repetitive.
# Role Model Sessions

## Role Model Sessions – Mean Ratings

<table>
<thead>
<tr>
<th>Question</th>
<th>Overall</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the presentation inspire you to set “going to college” as a goal? (Not at all to Definitely)</td>
<td>4.56</td>
<td>4.7</td>
<td>4.6</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Did the presentation inspire you to do better in school? (Not at all to Definitely)</td>
<td>4.36</td>
<td>4.5</td>
<td>4.4</td>
<td>4.4</td>
<td>4.2</td>
<td>4.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Did you find the presentation interesting? (Not at all to Very interesting)</td>
<td>4.26</td>
<td>4.3</td>
<td>4.2</td>
<td>4.3</td>
<td>4.1</td>
<td>4.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Would you have liked to hear more from the HISPA Role Model? (Not at all to Definitely)</td>
<td>4.05</td>
<td>4.2</td>
<td>4.0</td>
<td>4.2</td>
<td>3.9</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>How much did you learn about possible careers? (Learned nothing to Learned a lot)</td>
<td>4.03</td>
<td>4.2</td>
<td>4.1</td>
<td>4.1</td>
<td>3.9</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Is the HISPA Role Model’s career something you might want to do? (Not at all to Definitely)</td>
<td>3.09</td>
<td>3.3</td>
<td>3.0</td>
<td>3.2</td>
<td>2.7</td>
<td>3.2</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Fall and Spring Surveys

A high percentage of students, 88%, indicated in the fall that they wanted a college or graduate degree. Despite starting out so high, that percentage increased in the spring to 93%.

Students had positive attitudes about college and its importance in both the fall and the spring.

One area that showed a large gain was on the question “Attending college would be fun”:

- 51% agreed or strongly agreed in the fall.
- 83% agreed or strongly agreed in the spring.
## Fall and Spring Surveys

**How much do you agree or disagree with the following?**

(1 = Strongly disagree, 5 = Strongly agree)

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Fall</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finishing high school is important to my family</td>
<td>4.8</td>
<td>0.7</td>
<td>4.8</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will need a college degree to achieve my goals</td>
<td>4.7</td>
<td>0.8</td>
<td>4.7</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I will need a college degree to make more money</td>
<td>4.6</td>
<td>0.8</td>
<td>4.7</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I am looking forward to high school</td>
<td>4.5</td>
<td>1.0</td>
<td>4.7</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will need a college degree to get the job I want</td>
<td>4.7</td>
<td>0.6</td>
<td>4.6</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College is worth the effort and cost</td>
<td>4.5</td>
<td>0.9</td>
<td>4.6</td>
<td>0.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending college would be fun</td>
<td>3.6</td>
<td>1.4</td>
<td>4.3</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finishing high school is all I will need to succeed</td>
<td>3.0</td>
<td>1.7</td>
<td>3.0</td>
<td>1.6</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Fall and Spring Surveys

Although only 35% of students indicated a parent had attended college, 84% indicated that at least one relative (a parent, grandparent, brother/sister, aunt/uncle or cousin) had attended college.
Fall and Spring Surveys

Did any of the following people you know attend college?

- A brother, sister or cousin: 51%
- A grandparent, aunt or uncle: 36%
- A parent: 35%
- An adult (not from your school) that you know well: 25%
- A parent of a friend: 24%
- None of the above: 5%

Are any of the following people encouraging you to think about attending college?

- A parent: 83% (Fall), 76% (Spring)
- A grandparent, aunt or uncle: 44% (Fall), 42% (Spring)
- A brother, sister or cousin: 43% (Fall), 43% (Spring)
- An adult (not from your school) that you know well: 26% (Fall), 31% (Spring)
- A parent of a friend: 26% (Fall), 28% (Spring)
- None of the above: 4% (Fall), 5% (Spring)
Fall and Spring Surveys

The two main concerns that students indicated might keep them from being able to attend college were:

• Not being able to afford it (41%).
• Not having good enough grades (35%).
Fall and Spring Surveys

If you want to attend college, is there anything that may keep you from going?*

<table>
<thead>
<tr>
<th>Reason</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>I may not be able to afford it</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td>I may not have good enough grades</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>I may have to work instead</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>I need to stay close to home</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>My parents may not want me to go</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>I do not want to attend college</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>18%</td>
<td>16%</td>
</tr>
</tbody>
</table>

*For 2012/13, we have added:
“No, I can attend if I want to” and “No, but I do not want to attend college”
Fall and Spring Surveys

The HISPA Role Models had a positive impact on student interest and belief they can attend college:

- 83% indicated their interest in college increased.
- 77% indicated their belief they can attend college increased.

98% indicated the HISPA Role Models made them think that attending college was important.

96% indicated the HISPA Role Models encouraged them to think more seriously about attending college.
Recommendations

Students were just as likely to indicate in the spring as the fall that the cost or poor grades might keep them from college.

- Possibly have role models discuss the availability of financial aid (cost) and the possibility of local or community colleges, or attending part time (cost, grades, close to home, working).

The percent of students indicating parental encouragement dropped slightly. (Likely a statistical artifact but will be looked at in the 2012/13 data.)

- Look at ways to include parents/guardians in the discussion on the benefits of college, or give students “talking points” to have a discussion with their parents about the steps needed to go to college and why they can go to college.
Conclusion

Given the relatively strong interest in college among the students in the fall, finding significant changes in student attitudes from the fall to the spring was not possible.

However, students clearly found the HISPA Role Model talks interesting and indicated that the talks made them more interested in attending college.
Next Steps

In the summer of 2013, the 2012/13 surveys will be collected from the schools and analyzed.

Data will be both compared to and merged with the 2011/12 data.

For 2012/13:
- The surveys were slightly revised.
- Spanish versions were created.
- The surveys were printed as a single booklet.
- A few student background questions added.