Strategic Plan Framework

The American STEM Alliance

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The day after the national elections of November 6, 2012, the nation awoke to the realization that the Latino community is playing an increasingly critical role in the future of the United States. The attention had a largely positive cast, and at the same time implied some challenges. A community as large and varied as Hispanic Americans cannot be taken for granted by a single political party.

A new and dynamic role for Latinos in American life creates a great opportunity for the American STEM Alliance. Our organization is bi-partisan and non-political. The goal is to bring into collective action several of the Nation's leading organizations that support under-represented youth to enter STEM careers at the highest level. From pre-K to parent education and middle-school engineering to teacher preparation, we bring together projects with proven results that will do more together than they can apart. As the Latino community goes, so goes America.

And where we need to go is toward a community of entrepreneurs, scientists, and engineers, continuing to lead the world in innovation and discovery.

Dr. Michael Marder
Co-Director, UTeach
The University of Texas at Austin

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In just the past few years, we have witnessed a dramatic increase in the attention a wide range of stakeholders groups and organizations have devoted to Science, Technology, Engineering, and Mathematics (STEM) education throughout the country. And their successful implementation of STEM education projects and programs will represent an important achievement at a critical juncture in the education of Hispanic students in America.

Presently, more than one in five students enrolled in our nation's public schools is Hispanic, and growing. Hispanic Americans now make a significant proportion of the U.S. population, and projected to increase in the years ahead. The relatively low academic achievement and educational attainment of Hispanic students throughout the education range has not changed substantially for decades. The growing need for talent in the STEM fields and the nation's increasing lag in a competitive global economy all point to the urgent necessity to improve education outcomes for Hispanic students and undeserved populations in the STEM disciplines. By doing so, we would have fulfilled the long-held promise of a significant segment of the U.S. population and, in the process, increase the number of high school and college graduates equipped with the STEM skills needed to help restore America's economic competitiveness.

No singular organization will accomplish this alone. This recognition led the American STEM Alliance to change its name from the Hispanic STEM Initiative to more accurately reflect the scope of its work and the collaborations that represent its approach. The latter was no small feat. The leaders of long-established organizations dared to step outside the relative comfort of their own spheres to take on the broader challenge of transforming the poor state of STEM education in America. It is also borne from an understanding that the nation's success is inextricably tied to our success.

As a result, the American STEM Alliance is now in the process of implementing a portfolio of STEM projects designed to fulfill its new vision. First, they begin with the practical experience gained from the STEM Alliances formed from the collaboration of multiple partner organizations in several locations in Texas and California. Second, the more comprehensive project, the PreK-20 Partnerships in STEM Project, draws on that valuable experience to combine a set of program interventions seamlessly to produce positive education outcomes for Hispanic students in the STEM disciplines, all along the education range.

To facilitate those efforts over the long term, the American STEM Alliance enlisted FSG for two full days in August 2012 to help it frame a strategic plan that would guide and leverage the organization's portfolio of STEM projects in the future. Seven seasoned members of the American STEM Alliance's Board of Directors, representing successful organizations in their own right, drew on their vast experience to develop the elements in this framework. The sum of their contributions helped shape a document that reflects the collaborative approach inherent in the organization's effort to improving education outcomes for Hispanic students in the STEM disciplines.

The challenges before us are immense, but not insurmountable. And the combined commitment of the stakeholder groups and organizations that comprise the American STEM Alliance is greater. This strategic plan framework will help translate that collective commitment into positive outcomes for Hispanic children, students, families, and entire communities for years to come. The nation's prosperity depends on it.

Background

The American STEM Alliance is a network of stakeholder groups and organizations that emerged from a working group that convened at a conference held in April 2007 on the subject of the American Competitiveness Initiative at the University of Texas at El Paso. The purpose of the American STEM Alliance is to form strategic collaborations between stakeholder groups and organizations in order to maximize education outcomes for Hispanic students by exposing them to multiple interventions in the STEM disciplines leading to increased high school graduation, postsecondary enrollment, persistence, and completion.

The initial working group comprised a diverse working group of stakeholders, which included representatives from the corporate sector, institutions of higher education, particularly Hispanic Serving Institutions (HSIs), Hispanic-serving schools and school districts, Hispanic STEM associations, and nonprofit organizations that expressed the need to further engage in constructive dialogue to build on the momentum generated by that conference. The working group convened twice in 2008 and expanded to include representatives from the Hispanic business sector, parental involvement groups, early childhood development programs, and informal science organizations.

It held its inaugural meeting as the National Association for Hispanic Education's (NAHE) Hispanic STEM Initiative on March 28, 2009 in Albuquerque, New Mexico, under the auspices of the International Center for Higher Education & Philanthropy. In a subsequent meeting, held at the University of Texas at Arlington on June 30, 2009, working subgroups were created to help develop the key STEM components. Then on September 14, 2009, an Advisory Committee was formed and convened in its first meeting in Washington, DC, to map out plans to implement the key STEM components, among which the following projects were prioritized.

1. STEM Alliances in Houston, Texas, Los Angeles, and Stockton California
2. PreK-20 Partnerships in STEM Project
3. Strategic Planning with an Emphasis on Evaluation
4. STEM Virtual Resource Center
5. STEM Advisory Council

Those efforts were strengthened when the American STEM Alliance became a 501(c)3 non-profit organization, which permitted it to actively seek the support needed to implement the STEM projects. As a result, the American STEM Alliance installed a new Board of Directors and convened in its first in-person meeting October 6-7, 2011, in Oakland, California. A year later, the organization formally changed its name from the Hispanic STEM Initiative to the American STEM Alliance.

Framework for Strategic Planning

However, instrumental to the successful implementation of the STEM education projects is the development of a strategic action plan that contains a rigorous evaluation plan. The Alliance had engaged in a preliminary planning effort two years earlier, the results of which were used to inform the strategic planning session held in Boerne, Texas on August 3-4, 2012. The goal of the board at the summit was to lay a foundation and develop a strategic framework that would allow the Alliance to more fully describe the specific actions it would undertake over the next three to five years.

"The principles of the Collective Impact approach have informed the American STEM Alliance's strategic planning process and have been employed in articulating its vision for its role."

Jeff Cohen, Director
FSG

Vision

Over the course of two days, FSG facilitated a strategic planning session for the members of the board of the American STEM Alliance. This convening came at an important juncture in the organization's short history. After considering a number of ways of framing both the multifaceted challenge the Alliance is undertaking and the great opportunity before it, the board adopted the following vision:

> By 2020, the American STEM Alliance will ensure that US colleges and universities are producing 10,000 Latino STEM graduates each year to meet the nation's need for talent, especially talent from traditionally undeserved populations, to maintain its global competitiveness.
>
> The American STEM Alliance will do this through engaging and educating students, families, and communities and through aligning the efforts of many organizations that are working to increase the representation of historically underrepresented populations in STEM fields.

In order to realize this new vision, the board understood it had to build on the organization's accomplishments to-date. As described below, the Alliance has had some early successes in its efforts to bring together organizations that support STEM education for Hispanic students across the entire educational pipeline in specific regions around the country.

STEM-3 Alliances

From the very beginning, the willingness of key partner organizations to collaborate has been strong. As a result, opportunities to form multi-level alliances have emerged in several locations around the country. Therefore, as a precursor to implementing the PreK-20 Partnerships in STEM Project (described next), several partners involved in this same effort have proceeded to collaborate in a scaled-down program in two sites in which some already have or had planned to have a presence. The initial sites selected for this purpose included Houston, Texas and Los Angeles, California. Subsequently, Stockton, California was included among the initial sites based on the presence (or planned presence) of PREP-USA, PIQE, and MESA's interest in partnering with the two other organizations. On average, at least three partner organizations are collaborating at each site, thus forming a STEM-3 Alliance.

STEM-3 Alliance Sites

Houston	Los Angeles	Stockton
MAES	PIQE	MESA
UTeach	MAES	PREP USA
PREP USA	California State University System	PIQE

Another STEM Alliance is emerging in Austin, Texas. The STEM-3 Alliances represent the first real opportunity to "observe" the collaboration of the key partners in practice. Each brings a specific set of program services designed to improve the education outcomes of Hispanic students in the STEM disciplines. The programs at each site also provide an excellent opportunity to align and streamline partners' services in such way that they will maximize student learning outcomes.

The American STEM Alliance will work with the program partners to adopt metrics that produce findings about the collaboration itself. These same findings will provide valuable information that will be included in the more rigorous evaluation plan for the PreK-20 Partnerships in STEM Project. One of the STEM-3 Alliances got underway in the summer of 2011. A second commenced in the fall of the same year, while the third scheduled its start in February 2012 in Los Angeles. More alliances are planned in the additional sites in the months ahead.

The challenge facing the organization going forward is how to build on those successes and scale up its efforts to meet the enormous need to improve educational outcomes for Hispanic students in the U.S., especially in the STEM fields. The board knew that the need would only grow as the Hispanic student population increases. The vision of the Alliance is to meet that need by implementing its portfolio of STEM education projects and better mobilizing the resources that already exist in those students' communities.

PreK-20

PreK-20 Partnerships in STEM Project

Among the portfolio of STEM projects adopted by the American STEM Alliance, the PreK-20 Partnerships in STEM Project is the most comprehensive program undertaking because its elements cut across every other STEM component, (i.e. Teacher Education/Preparation in STEM, Early Childhood Development, and Parent and Family Engagement in STEM). Its implementation in targeted schools and school districts will demonstrate positive education outcomes in STEM through a comprehensive, collaborative effort that draws on the experience of key stakeholder groups and organizations. Upon validating the project's success, it will be replicated in other regions of the country.

To accomplish this goal, the PreK-20 Partnerships in STEM Project will evaluate the interventions that contribute to "high-performing" schools. Thereafter, strategies will be developed to replicate and/or expand this successful evidence-based model focused on STEM education through the implementation of PreK-20 partnerships.

PreK-20 Partnerships in STEM Project Partners

The project interventions, or inputs, will be comprised of a set of services provided by key partner organizations that have substantial experience in addressing a critical education need focused on STEM, all along the education range. These services include early childhood development/education, parent/family involvement/training, student awareness/motivation, academic skills building, teacher education/preparation, role modeling/mentorship, and rigorous academic preparation. These services have been drawn from the American STEM Alliance's network of stakeholder groups and organizations as the key partners that will help implement the PreK-20 Partnership in STEM Project.

The key partners include:

- MAES
- Parent Institute for Quality Education (PIQE)
- UTeach
- Prefreshman Engineering Program (PREP USA)
- El Valor
- Hispanic Serving School District

After completing a rigorous evaluation of the project and outcomes have been substantiated, the evidence-based PreK-20 Partnership in STEM model will be replicated in selected states throughout the country.

As high school graduation, college completion, and/or gainful employment in the STEM fields is often the most visible measure of academic success, the PreK-20 Partnership in STEM Project will have to demonstrate substantial evidence of matriculation at every grade level that culminates in a high school diploma and a postsecondary STEM credential. Once such a model has been documented and validated, strategies will be developed to replicate it in up to five states where there is a substantial number of "high need" majority Hispanic Serving Schools and School Districts.

Implementation

The American STEM Alliance will seek to implement the PreK-20 Partnerships in STEM Project in 2013 in San Antonio and the Rio Grande Valley in Texas. Bringing together the key partner organization education services in a comprehensive way at full operating capacity will take up to three years. Thus, the first year of the project's implementation will mean that some program services will be initially scaled and made fully operational over time. That is, instead of direct provision of program services, some partner organizations will conduct train-the-trainer sessions in the first year. Having already gleaned some practical experience in the STEM-3 Alliances (described above), the cycle of program services will be scheduled in a way that will permit students/parents to benefit throughout the education continuum. The alignment of each partner program services will also require a high level of coordination that positions the school district at the center where they all come together in a seamless manner.

The Context for Collective Impact

Within the context of the Alliance's early success, plans for the implementation of the more comprehensive STEM project, and adoption of its new vision, the board sought to employ the collective impact approach. It explored in detail the preconditions for such an approach, as well as the phases of implementation and the structure and role of backbone organizations. It also considered the implications of trying to build momentum for a collective impact approach to improving educational outcomes for undeserved students. In the process, it assessed the level of readiness of the Alliance for collective impact. Although many of the prerequisite elements were in place, most notably a number of existing efforts to address the problem and a great deal of both interest in and sense of urgency about the issue, the board identified three gaps that would have to be addressed before trying to launch a collective impact effort:

1. The Alliance needed a highly visible and influential champion
2. The Alliance needed to create a shared understanding of the issue beyond the communities in which it had focused its effort so far
3. The Alliance needed to determine if its current and potential founders were aligned in their goals and, if they were not, try to encourage such an alignment

The board also considered issues of program measurement and the funding needed to support the collective impact effort. Ultimately, the board intends to: define the outcomes and impact sought; establish indicators and measures; specify roles and responsibilities, and; adopt a budget and timeline.

Strategic Planning with Emphasis on Evaluation

The American STEM Alliance has long-sought to engage the members of its Board of Directors and key partners to develop a comprehensive action plan for the PreK 20 Partnerships in STEM Project that includes the STEM-3 Alliances. The ultimate purpose of such a plan is to more fully describe the specific actions to be undertaken by the American STEM Alliance to serve the targeted needs of Hispanic students over the next 3-5 years by defining the outcomes/impact sought, establishing indicators and measures, specifying roles/responsibilities, and adopting a budget and timeline. The framework for strategic planning, described next, fulfills the next step in the development of a more comprehensive plan.

Collaboration among the program partners is a key factor in determining the success of the American STEM Alliance's STEM programs and projects. However, certain metrics have to be established and adopted to ensure the success of these efforts can be measured. Each partner brings its own portfolio of data which it gathers to measure its respective results. This is the starting point to adopting shared metrics, mutually reinforcing activities, continuous communications, and a common agenda. Thus, the American STEM Alliance will also seek to develop a rigorous evaluation plan and will make it an integral part of the overall strategic plan. Discussions are underway with SEDL, a private, nonprofit education research, development, and dissemination organization based in Austin, Texas, to explore ways to partner to make an evaluation plan possible.

Although the following STEM project was not addressed in detail during the two-day strategic planning session, it remains integral to the outreach and dissemination of experience the American STEM Alliance must undertake to have the broadest impact in its STEM projects and programs.

STEM Virtual Resource Center

A wide array of activities will be supported by the STEM Virtual Resource Center and associated communications infrastructure. The infrastructure and Virtual Resource Center will help the American STEM Alliance work efficiently based on proven strategies. The Center (comprised of a constituent relationships management system, repository of key information, interactive website and outreach strategies, and features that allow for data processing and reporting) will help support *(1) Communications and Outreach; (2) Activity Monitoring and Evaluation; (3) Research and Analysis. The project will reach out to Hispanic parents, families and communities to increase their involvement in their children's education in STEM-related fields, and also reach Hispanic students directly to encourage their pursuit of careers in STEM-related fields. To cost-effectively implement and manage these outreach campaigns, the project will need an online communications infrastructure that includes an interactive website, multiple social media channels, and direct text-messaging capacity.*

When fully implemented, the STEM Virtual Resource Center will comprise a user-friendly, search engine optimized, interactive website built on a content management system (CMS) platform. Designed as the hub of the Alliance's information sharing and communications network, the website will include dedicated space for dynamic content (news, new resources, events, position statements, etc.) and multiple interactive features to engage community members in dialogue around the STEM fields and how they impact the Hispanic community. The website will also host e-newsletter sign-up and integrate with social media.

Regarding the need for funding to support the implementation of the American STEM Alliance's programs and projects, the board recognized early on that this was one of the organization's greatest challenges. The nation's economic environment, the relative young age of the organization, and the lack of deep understanding about the promise of the organization's collaborative efforts by prospective founders, all pointed to the need to focus more vigorously on a funds development plan. There was consensus on the best place to start was with the organization's STEM Advisory Council and then proceeding to obtaining more significant levels of funding needed to implement the STEM education projects.

STEM Advisory Council

In June 2010, the American STEM Alliance announced the formation of the STEM Corporate Council, a group of corporate representatives that will comprise ten members when fully constituted. It was subsequently changed to the STEM Advisory Council in order to permit public/private sector key decision makers representing corporate, business, non-profit, and governmental organizations to serve on the Council. As its founding member, the ExxonMobil Corporation was the first to step forward to help form the Council and, in that capacity, helps represent the corporate sector's interest in and support for improving education outcomes for Hispanic students in STEM. The primary role of the STEM Advisory Council is to support the American STEM Alliance's education efforts and projects throughout the country. This is accomplished with a commitment to make an annual contribution to the organization.

SWOT Analysis

The American STEM Alliance enlisted FSG to facilitate the retreat because of its expertise in collective impact. FSG defines collective impact as the commitment of a group of cross-sector actors to a common agenda for solving a complex social problem. Its research shows that successful collective impact initiatives typically have five conditions that together produce true alignment and lead to powerful results: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organizations. As part of its strategic planning, the American STEM Alliance wanted to think through how it could put in place as many of the elements of a collective impact effort as possible. FSG led the board through a classic strategic planning framework (or SWOT analysis), through which the group assessed the strengths and weaknesses of the organization and the opportunities and challenges presented by the external environment.

Organizational Strengths

This exercise revealed a broad and deep experience of the organizations represented in the session, with 200 years of combined experience in improving education outcomes in the STEM disciplines for undeserved students among them. Other key assets of the Alliance include experience working along the entire education pipeline, a commitment to evidence-based approaches and programs, and a set of extensive national networks.

Organizational Challenges

The board also recognized the challenges facing an organization that is stretched with respect to both time and resources. The board members' institutional affiliations are one of the great assets of the American STEM Alliance, but they also mean that the board members do Alliance work "off the side of their desk" when they can spare time from their primary duties. Also, the members of the Alliance are accountable to a number of different organizations with sometimes divergent agendas. The Alliance, being relatively young, is also less visible than it would like to be and struggles, as do many nonprofits, to obtain stable, long-term sources of funding.

External Challenges

There are also some external obstacles in the Alliance's path. The increased attention to STEM education and Latino educational attainment has induced many organizations to turn their attention to those topics and intensified the competition for both attention and funding. The overall economic environment has been challenging for a number of years now, making funding more difficult to obtain. The challenges to be overcome in order to improve educational outcomes are even more daunting. The schools that Latino students attend often fail to prepare them well for STEM majors and careers. The economic environment has reduced funding for education overall. Finally, the Hispanic population as a whole has been made the subject of political controversy, making the issue of Latino educational attainment more charged than it might otherwise be.

The Opportunity

Notwithstanding those challenges, the opportunity to make the Alliance's vision a reality is particularly great at this moment. National attention is focused on STEM education and postsecondary attainment to a greater extent than it has been in decades. Financial resources and the policy agenda have followed, meaning that dollars are available and policymakers are receptive to ideas for change. Awareness of the rapid growth of the Latino population has penetrated the nation's consciousness in the last few years, leading to a strong interest in improving the educational outcomes of Latino students. In some quarters, there is a sense of urgency that comes from understanding the close link between Latino educational attainment, especially in STEM fields, and U.S. economic competitiveness. There are many innovative programs emerging and many potential partners for the Alliance. The question is, how the Alliance, which is unique in its vision, can harness all the energy surrounding this issue to ensure that real progress is made.

Alliance 2013 Action Plan

Looking Ahead

The board responded to that question by considering what the next steps should be for the American STEM Alliance. The board broke the organization's activities down into four major areas of work or initiatives: 1) PreK-20 STEM efforts; 2) STEM Alliances; 3) Outreach and Coordination; 4) Education and Research. In each area, the board adopted a set of activities that the organization would undertake over the next year, as shown below:

Initiative	Activities		
PreK-20 Partnerships in STEM Project (San Antonio and Rio Grande Valley)	• Assemble set of partners • Confirm local school district agreements to implement programs • Obtain funding • Develop implementation plan • Develop an evaluation plan • Finalize additional partners		
STEM Alliances	Houston/Austin, TX • Cycle 1 of operation	Stockton, CA • Cycle 2 of operation • Finalize evaluation plan • Confirm additional partners • Confirm funding	Los Angeles, CA • Cycle 2 of operation • Expand beyond initial set of participating schools • Finalize evaluation plan • Confirm additional partners • Confirm funding
Outreach and Coordination	• Develop funding plan and obtain funding • Reactivate STEM Advisory Council • Recruit champion • Develop marketing collateral • Begin planning for annual conference • Engage additional partners		
Education and Research	• Form partnership with regional education laboratories (e.g., SEDL) with an emphasis in evaluation planning and research.		

The major strategic planning focus for the organization over the next year will be fleshing out a five-year plan with activities and milestones for each of the four initiatives. By securing the funding required to complete this planning effort, the American STEM Alliance will be able to bring its compelling, timely vision to fruition and execute its plan to help create a rising tide of Latino talent in STEM fields that will benefit all Americans.

The American STEM Alliance board of directors moved quickly to implement some of the activities listed above. At its very next board meeting held November 15-16, 2012 in San Antonio, Texas, it adopted the following timetable:

Timetable to Complete Board Activities

Activity	Target Date
1. Identify and confirm a "champion(s)"	April 2013
2. Develop sources of funding	March 2013
3. A. Create a web presence	February 2013
B. Develop two-page marketing brochure	April 2013
4. Review Board Structure/Composition when adding prospective candidates	April 2013

Methodology

The American STEM Alliance engaged FSG to develop a more systematic approach to collective impact in its efforts to increase and expand positive education outcomes in STEM disciplines for Hispanic students throughout the education pipeline. The organization also sought to refine its mission and strategic direction. The organization's leadership and board convened for two days in early August to address both of those objectives.

To support that effort, FSG conducted a workshop on Collective Impact (CI) to help the leadership and board of the American STEM Alliance deepen its understanding of collective impact and explore some of the more advanced challenges of collective impact work, including ways of thinking about the roles and potential structures of backbone organizations. The Collective Impact training comprised two components. The first session focused on the basic concepts of collective impact, including the importance of having a backbone organization(s). The second session focused much more specifically on the roles and structures of backbone organizations and what initial steps can be taken to launch CI efforts. In both sessions, FSG provided practical tools and examples that permitted participants to engage in interactive exercises designed to further their understanding of CI concepts and how they can be applied in the context of the American STEM Alliance's work. FSG also discussed the importance of adaptability in CI efforts and tradeoffs that may need to be made between budget, expediency, and developing a formalized infrastructure. FSG worked closely with the American STEM Alliance to finalize the content of the sessions.

The American STEM Alliance also sought FSG's support in facilitating a strategic planning discussion to be informed by Collective Impact concepts and approaches. FSG helped facilitate the strategic planning discussion, using Collective Impact concepts, strategic planning frameworks such as SWOT analysis, as well as FSG's own proprietary frameworks for developing strategies for nonprofit organizations. The goal of the strategic planning session was to produce a revised mission and strategic planning framework for the organization.

FSG Facilitators

Jeff Cohen, Director, has spoken about collective impact, and led collective impact projects focused on improving educational outcomes for Hispanic students; he also has extensive expertise in developing strategic plans for nonprofit organizations.

Jennifer Splansky, Senior Consultant, is a lead in FSG's Collective Impact practice area, has facilitated multiple collective impact workshops and managed collective impact projects.

About FSG

FSG is a nonprofit 501(c)(3) strategy consulting and research firm employing 100 full-time staff at offices in Boston, San Francisco, Seattle, Washington DC, Geneva, and Mumbai. We specialize in helping foundations, nonprofit organizations, corporations, and government agencies increase social impact through developing strategies, creating partnerships, and measuring results. Our approach combines the analytical rigor and data-driven methodology of world-class strategy consulting with expertise in the management, organizational, and evaluation issues unique to the social sector.

Network of Stakeholder Groups and Organizations

The American STEM Alliance's network of stakeholder groups and organizations has been part of its efforts since 2009. The bulk of them administer education services to children, students, and families in their respective communities throughout the country. Together, they represent an enormous asset which the Alliance will cultivate in the future by providing these organizations an opportunity to become affiliates and/or offering them multi-level membership, possibly with a corresponding level of annual dues. Membership would entitle these stakeholder groups access to the Alliance's repository of best practices, education research, and partnership opportunities.

Alta Vista Faith-Based Initiative Corporation

Association of Latino Administrators & Superintendents (ALAS)

Bentiva Education Solutions

California State Polytechnic University, Pomona

California State University System, Office of the Chancellor

Denver Mayor's Office for Education and Children

EarthSky Communications, Inc.

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Educational Policy Institute

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Governor's Advisory Council on Hispanic Affairs - Delaware

Great Minds in STEM

Hidalgo Independent School District

Hispanic Access Foundation

Hispanic Family Initiative

Hispanic Heritage Foundation

Hispanic IT Executive Council (HITEC)

Illinois Mathematics and Science Academy

Inter-American Development Bank

KidWorks

Knowledge-Brokers, Inc.

La Promesa Early Learning Center Charter School

Latino Magazine

Latinos In Information Sciences and Technology Association (LISTA)

ListoAmerica, Inc.

Los Angeles County Probation Department

Los Kitos Entertainment, LLC

Loyola Marymount University

Manual Arts High School

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Metropolitan Community College - Maple Woods

New Mexico Tech

Novelas Educativas

Parent Institute for Quality Education (PIQE)

PREP-USA

Reading and Beyond

Region One Education Service Center

SACNAS-SHPE-MAES Consortium

Society of Hispanic Professional Engineers, Inc. (SHPE) Foundation

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)

Society of Mexican American Engineers & Scientists (MAES)

Southwest Independent School District

Texas Higher Education Coordinating Board

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TODOS: Mathematics for All

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