

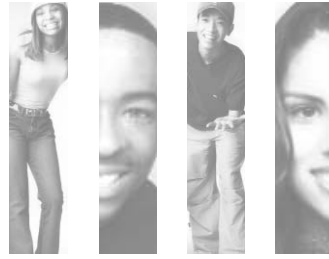


2003 / 2004

The Rising Star Program

Dallas County Community College District Foundation, Inc.





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“
*Money is the main
 reason some people
 don't go to college.
 Thanks to Rising Star,
 I started my college
 career.*”

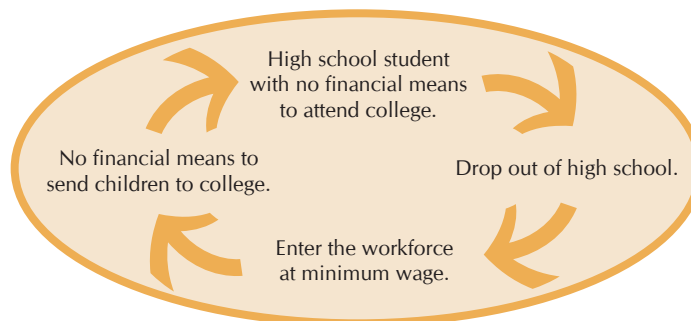
- Hortencia Rubalcava,
 Rising Star graduate, 2001
 SMU graduate, 2003

THE CHALLENGE

The population growth of Texas is outpacing the enrollment growth in higher education. Texas employers are finding a shortage of degreed and certified workers. A less-educated workforce is not able to 1) attract new businesses to Texas, 2) contribute to a growing economy or 3) provide for a higher quality of life for all Texans.¹

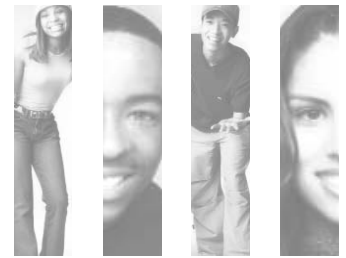
The demographics for the state are shifting so that by 2008, Anglos will make up 45 percent of the population, Hispanics will represent 40 percent, African-Americans will represent 11 percent and other groups will represent four percent.¹ The Hispanic and African-American population growth is far outpacing their enrollment growth in higher education.

Closer to home, Dallas County has the second largest high school dropout rate in the nation. More than 40 percent of all ninth graders in Dallas County high schools will not graduate. Many of the students who drop out of high school do so because they do not think they can afford to go to college and, therefore, see no reason to continue their high school education. These individuals choose to enter the workforce early — under-educated, unskilled and with little to no chance of advancing — falling into a cycle of under-privilege and poverty.



¹ "Closing the Gaps - The Texas Higher Education Plan", The Texas Higher Education Coordinating Board

introduction



THE OPPORTUNITY

In response to the high school dropout rates and trailing higher education participation in Texas, the Dallas County Community College District (DCCCD) and its Foundation in 1999 launched the largest initiative in its history - the \$30 million Rising Star Program.

The Rising Star Program offers financial assistance and access to an excellent education in the DCCCD to graduating high school seniors in Dallas County public schools who demonstrate academic achievement and financial need.

Scholarship recipients may elect to:

- Earn an associate's degree.
- Earn core credits for transfer to a four-year institution.
- Pursue one of more than 120 different occupational training and/or professional certification programs.
- Receive fast-track job training.

As an institute of higher education and a concerned community partner, the DCCCD, along with its Foundation, created the Rising Star Program to provide an incentive for Dallas County high school students to stay in school by providing access to a college education for those facing financial barriers.

Higher education is the key to a brighter future for individuals, Dallas County and Texas. Individuals with a college education:

- Earn \$1.2 million more in total salary over their lifetime than non-graduates.²
- Have greater job satisfaction and employment opportunities.³
- Are more likely to give back to their communities.³
- Contribute to the state's economic base through taxes and are less likely to require public assistance.³

² National Center for Education Statistics

³ "Closing the Gaps - The Texas Higher Education Plan", The Texas Higher Education Coordinating Board

GLAREH "GLORIA" IMANI

Gloria graduated from Richland College in fall 2002, earning an Associate in Sciences. She completed her



studies at Richland with a 3.98 GPA. Gloria is currently pursuing a degree in pharmacology/ pre-med at the University of Texas at Dallas. She plans to become a neurosurgeon.

"Rising Star is a good head start for people who are just starting college. I appreciated the help that I got from this program."

introduction

GOALS & STRATEGIES

The DCCCD and its Foundation have developed specific goals to be accomplished through the Rising Star Program and strategies for accomplishing each goal.

Goal I - Reduce the dropout rate among Dallas County public high school students by providing an incentive to stay in school and continue their education.

- > **Strategy A** - Rising Star materials are distributed at all Dallas County public schools to educate students about the opportunity to receive a Rising Star scholarship if they stay in school and evidence their academic potential.
- > **Strategy B** - Rising Star recipients return to their former grade, middle and high schools and share their positive experiences of the program and college as an encouragement to young students to persevere in their education.



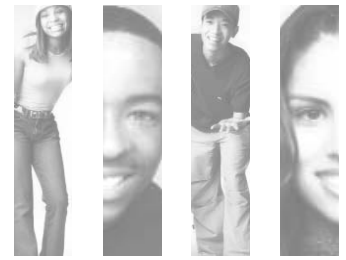
Goal II - Provide access to higher education to all Dallas County public high school graduates who demonstrate academic achievement by eliminating financial barriers and providing the tools needed for success in higher education.

- > **Strategy A** - Rising Star recruiters work with Dallas County public high schools to identify qualifying students.
- > **Strategy B** - Rising Star counselors are available to help recipients choose appropriate classes and develop successful study habits.

Goal III - Develop a college-educated workforce to strengthen the local economy.

- > **Strategy A** - Rising Star serves all public high schools within Dallas County and offers admission to any one of the District's seven community colleges and the Bill J. Priest Institute for Economic Development. This will yield a diverse cross-section of educational fields of study and provide a solid foundation for the Dallas community workforce.
- > **Strategy B** - Rising Star serves approximately 2,000 students annually, creating a larger pool of college-educated and trained workers for employers to choose from.

introduction



Goal IV - Encourage Rising Star recipients to be education advocates and give back to their communities.

- > **Strategy A** - Former Rising Star recipients return to their former grade, middle and high schools and share their positive experiences of the program and college as an encouragement to young students to persevere in their education.
- > **Strategy B** - Rising Star recipients will be given future opportunities to contribute financially to the Rising Star endowment goal of \$30 million to ensure that access to education will exist for generations to come.

The Life of a Rising Star Student

Mapping a student's path to the Rising Star Program

1 ELEMENTARY SCHOOL
Classes visit DCCCD campuses to see plays or participate in workshops. Students hear about Rising Star.

2 MIDDLE SCHOOL
DCCCD motivational speakers present at assemblies. Students hear about Rising Star.

3 COMMUNITY EVENTS
DCCCD recruiters attend PTA meetings, churches, and State Fair, and promote college hotline. Students hear about Rising Star.

4 HIGH SCHOOL
DCCCD recruiters with Rising Star students visit high school campuses in cafeteria, classes, assemblies, college nights and career nights. Students hear about Rising Star.

5 DCCCD
Rising Star students receive:

- Full tuition and books
- Advisors
- Mentors
- Opportunity to recruit high school students into program
- Student Clubs
- Career Assessment
- Job placement service

6 RISING STAR SUCCESS

- Transfer to university
- Associate's Degree
- Certification
- Job



“
We need to secure the endowment for Rising Star through private dollars because we cannot rest on the good intentions of politicians. Rising Star is too important for that.”

- Robert L. Thornton III,
Board Chairman,
DCCCD Foundation



introduction

PROGRESS

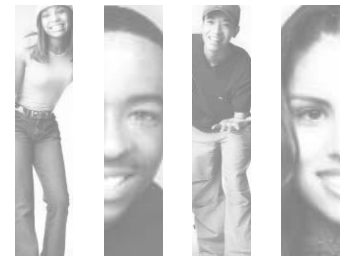
The Rising Star Program has gained much success by way of participation, support and recognition as it enters its fifth year in fall 2003.

Participation

- During the 1999-2000 pilot phase in southern Dallas County, more than 1,200 students were recruited for Rising Star from 27 public high schools. Of this group, 90 percent were ethnic minorities and 80 percent were first-generation college students.
- Since the program's countywide expansion in 2001, every public high school in Dallas County (except Highland Park, which had no applicants demonstrating economic need) has participated in Rising Star.
- More than 3,700 students have participated in Rising Star since the program's inception. That is 3,700 young people who may not have been able to attend college without Rising Star!
- Rising Star is on track to support 2,000 students annually.

Support & Recognition

- *More than \$13 million* have been raised toward the \$30 - million goal to permanently endow Rising Star.
- Annual gifts have supported program costs, allowing the endowment to grow.
- Rising Star has been recognized at a national level by such esteemed groups as the American Association of Higher Education, American Association of Community Colleges, Cornell University's Institute for Community Colleges and the League for Innovation "Abstracts" Series.
- Rising Star was presented at the national conference of the American Association of Higher Education in 2000 and at the Oxford Roundtable on Higher Education at Oxford University in 2001.
- More than 130 community colleges across the nation have inquired about Rising Star to develop similar programs.



SUMMARY OF RESULTS

(Rising Star enrollment per class)

	Class I (1999-2000) ⁴	Class II (2000-2001) ⁴	Class III (2001-2002) ⁵	Class IV (2002-2003)	Class V (2003-2004)
Total Students	693	1,003	1,540	2,017	2,285
<i>New</i>	693	595	952	767	720
<i>Returning</i>	n/a	408	588	1,250	1,565
Requiring Remediation (new students)	82%	81%	74%	71%	77%
Total Rising Star Cost	\$208,797	\$673,761	\$1,089,224	\$1,039,147	Pending⁶

Remediation

A large number of college and university students require remedial (skill building) classes. In a study conducted by the U.S. Department of Education, 40.5 percent of public two-year college students are enrolled in a remedial course.⁷

All Rising Star recipients are required to have maintained a "B" average in high school. Considering this eligibility requirement, the DCCCD did not expect the high percentage of Rising Star students requiring remediation. Students requiring remediation will take longer to complete their college education since part or all of their first year in college will be spent on high school equivalent coursework to properly prepare them for college-level coursework.

Although 82 percent of Rising Star's first class required remedial course work, that class has already matched the six-year completion rates for Texas Community Colleges after only five years. (See "Success Indicators" on Page 9.)

⁴ Considered the pilot phase with 27 high schools in southern Dallas County participating.

⁵ First year all public high schools in Dallas County were eligible for participation.

⁶ Total Rising Star cost for Class V will be calculated following the completion of the 2003-2004 academic year.

⁷ Source: *Profile of Undergraduates in U.S. Postsecondary Educational Institutions: 1999-2000*

FINANCIAL NEED

According to the U.S. Census Bureau, 23 percent of full-time students receive a Pell grant and the National Center for Educational Statistics reports that 70 percent of full-time students receive some type of financial aid.⁸ Nearly all low-income students and a majority of middle-income students qualify for financial aid. However, not all students apply. The reasons are that some students:

- Do not realize that financial aid is available.
- Do not think that they would qualify.
- Are dependents and their parent/guardian tax information is not available.

The Rising Star Program is designed to be a lender of last resort. Rising Star applicants must not only demonstrate economic need, but also evidence that they have exhausted all other means of financial aid. To ensure that Rising Star funds are supporting students who truly would not be able to attend college otherwise, each applicant is required to complete a Free Application for Federal Student Aid (FAFSA), which is used to determine federal, state and local financial aid eligibility. Currently, 50 percent of Rising Star students receive state and/or federal funds. Rising Star private funds are then used to cover any unmet financial need after government aid is applied.

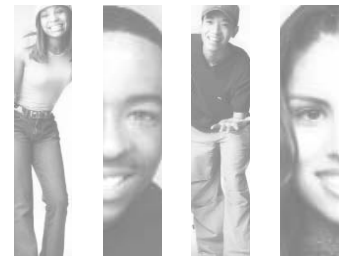
RECEIVING STATE AND/OR FEDERAL FUNDS

<u>Class I</u>	<u>Class II</u>	<u>Class III</u>	<u>Class IV</u>	<u>Class V</u>
30%	37%	38%	52%	50%

The benefit of administering the program this way is two-fold:

- Students become educated about the financial aid process and the availability of other forms of educational assistance, which in the long run, should result in more students benefiting from existing financial aid resources.
- Rising Star donors can be assured that every dollar spent through the program is used to cover tuition and books for students who otherwise would not have secured funds for college.

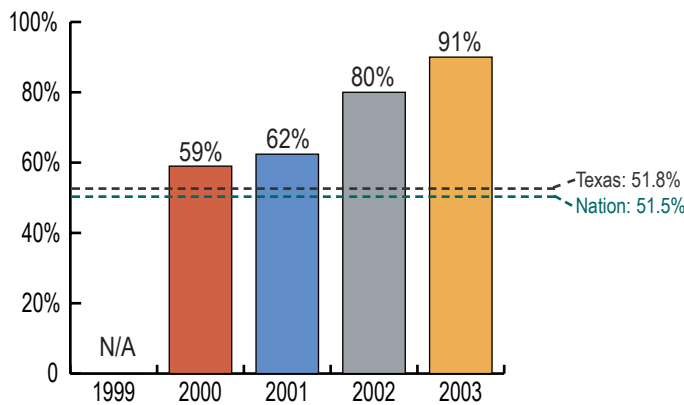
⁸ NCES: How Families of Low- and Middle-Income Undergraduates Pay for College: Full-Time Dependent Students in 1999-2000



FIRST- TO SECOND-YEAR RETENTION RATE

Compared to the state community college average retention rate of 52 percent⁹, Rising Star is performing far above average. The first year of retention for Rising Star (59 percent) was higher than the state average, and Rising Star retention continues to increase each year, reaching an impressive 91 percent for fall 2003.

The DCCCD credits several factors for the high Rising Star retention rates. The most obvious factor is the financial assistance received by Rising Star students. These students are free to focus on their studies rather than worrying about how to pay for their tuition and books. Additional factors contributing to the high retention rate include one-on-one counseling, case management and work-study programs specifically designed for Rising Star students.



KEVIN SEAY

Kevin graduated from Mountain View College in spring 2003 with an Associate in Arts and Sciences. He



plans to join the U.S. Navy to pursue a bachelor's degree in finance and realize his goal of becoming a successful businessman.

"Rising Star gave me a chance. That's all I was looking for coming out of high school. This was the best opportunity for me to go to college and focus on my education."

⁹ Source: *Postsecondary Education Opportunity*, August 2001

SUCCESS INDICATORS

Researchers recognize the complexity of students' individual situations, the different missions of higher education institutions and the extended period needed for the average student to earn a baccalaureate degree. For these reasons, it is now standard to measure graduation rates over a six-year period rather than the four- and five-year measurements used in the past.

Since Rising Star is currently enrolling its fifth class, six complete years of data are unavailable. However, comparing Rising Star's current five-year data with six-year data for Texas Community Colleges, the Rising Star Program is already on par with the associate degree completion rate and the certificate completion rate with another year of data remaining.

Graduation rates among four-year institutions vary. Comparing the numbers from selected four-year Texas colleges in the table below, the graduation rates range from 29 to 77 percent. The four-year institutions with student profiles most closely resembling that of DCCCD would be the University of Texas at San Antonio with a 47 percent Hispanic population and Prairie View A&M with a 93 percent African-American population.

Rising Star Class I

5-Year Progress to Date (as of Spring 2003)¹⁰

Associate Degree	12%
Certificate	2%
Transfer	15%
Still Enrolled	17%
Employed/Military	1%
Other ¹¹	61%

Source: Rising Star Business Office

Texas Community Colleges

6-Year Graduation Rate

Associate Degree	12%
Certificate	2%
No Award Earned	86%

Source: *Texas Public Community and Technical Colleges 2002 Statewide Factbook*, Texas Higher Education Coordinating Board

Universities' 6-Year Graduation Rates

	UT at Dallas	UT at Austin	UT at San Antonio	Prairie View A&M	Texas A&M	SMU ¹²	UNT
Bachelor's Degree ¹³	60%	72%	35%	29%	77%	71%	47%
Still Enrolled ¹⁴	12%	7%	22%	12%	8%	unknown	15%
No Award Earned	28%	21%	43%	59%	15%	29%	38%

¹⁰ Some students may have pursued more than one goal. For example, a student may have received a certificate or associate's degree *and* transferred to a four-year institution.

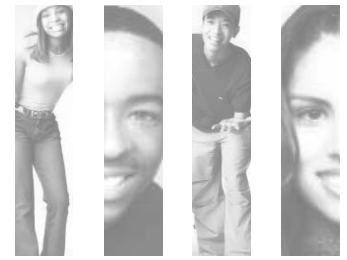
¹¹ "Other" includes students who have expended Rising Star funds; have dropped out of college to support their family financially; have moved out of the county, state and/or country; have taken a semester off; have become pregnant or married; or have performed poorly in school. We are developing a system to track these students for more effective reporting.

¹² "NCAA Graduation Rates," *Dallas Morning News*, September 11, 2001

¹³ Awarded from indicated university or from another Texas public institution

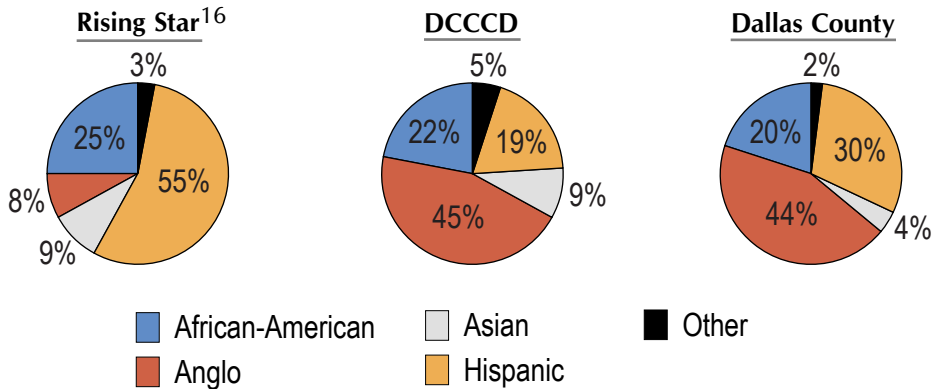
¹⁴ Still enrolled at indicated university or at another Texas public institution

our students



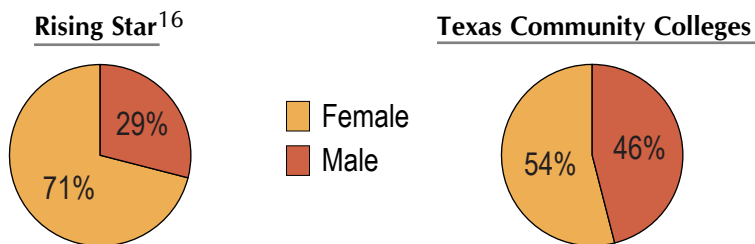
ETHNICITY

According to the U.S. Department of Education, minority students account for 32 percent of all undergraduates.¹⁵ Texas public community, state and technical colleges as a whole enroll a slightly more diverse population with 46 percent of students belonging to a minority group. The DCCCD minority enrollment is 55 percent, closely mirroring the Dallas County minority population of 56 percent. However, the Rising Star minority population is much more diverse with 92 percent, a positive indicator that Rising Star is successfully providing access to higher education to traditionally underserved populations.



GENDER

Nationally, over half of all undergraduate students are women.¹⁵ Texas community colleges as a whole reflect that figure with a female enrollment of 54 percent. Rising Star's female enrollment is 71 percent. The DCCCD is actively marketing to and recruiting more male students by emphasizing fast-track job training programs and other areas of interest to young men in order to boost their participation.



CHRISTIN LUEVANO-GONZALES

Christin graduated from Cedar Valley College in spring 2003 with an Associate in Arts and Sciences. She plans to continue



her education at The University of North Texas-Dallas Campus and pursue a teaching career.

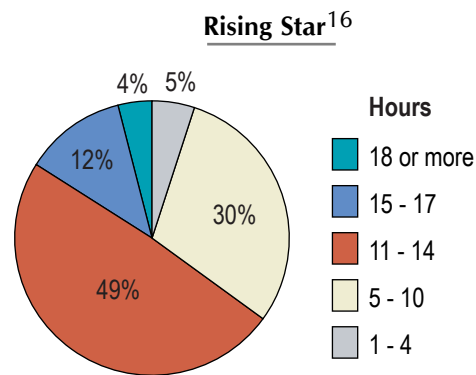
"I can only continue to thank and be thankful for this program. It has provided me with a free education with tuition and books. To know that you can wake up every day and not have any extra worries about how to pay for your college education is a comforting thought."

¹⁵ The Condition of Education 2002, Indicator 35

¹⁶ Includes new and returning Rising Star students

CREDIT HOURS

Approximately half (49 percent) of students in Texas community colleges attend college full-time, defined as 12 or more credit hours. Nearly 65 percent of Rising Star students carry a full course load. The increased course load for Rising Star students may be attributed to the fact that these students do not carry the burden of paying for their tuition and books. The Rising Star scholarship allows Rising Star students to take more courses without working an extra job to pay for them.



EMPLOYMENT STATUS

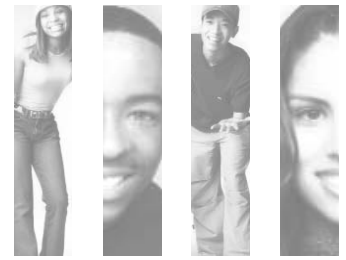
The National Center for Educational Statistics reports that students attending public two-year colleges are more likely to work full-time (35 or more hours a week) than those attending four-year colleges. The full-time employment rate for Rising Star students is far below that of other two-year public institutions and less than half the rate of four-year institutions. The low full-time employment rate is likely due to two factors unique to Rising Star students:

- Rising Star students receive full tuition and book scholarships; therefore, they do not need to work in order to pay for school.
- Whereas the average community college student is 29 and presumably has accrued some debt, Rising Star students enroll immediately after completing high school; therefore, they have not had time to accrue large amounts of debt that would require them to work.

	35 Hours or more	21-34 Hours	1-20 Hours	Seeking Employment	Not Employed
Rising Star	10%	17%	21%	14%	38%
Other 2-Year Institutions	54%	30%		16%	
4-Year Institutions	26%	51%		23%	

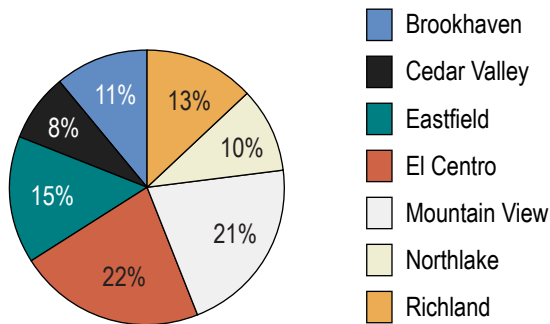
¹⁶ Includes new and returning Rising Star students

our students



COLLEGE ATTENDED

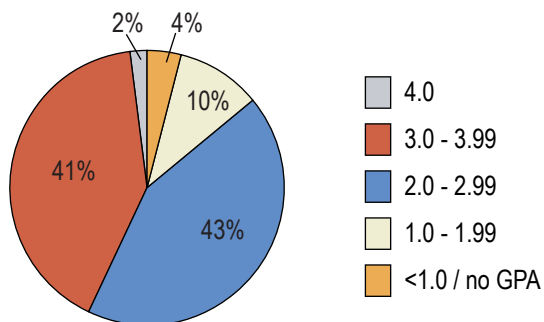
Rising Star¹⁶



GPA

Rising Star students must maintain a 2.0 GPA, based on a 4.0 scale, to remain funded by the program.

Rising Star¹⁶



“
When young people know that there is actually hope for them if they successfully complete high school, they are more likely to be motivated... I cannot emphasize enough the importance of this kind of program.”

- Dr. Mike Moses,
 Superintendent, Dallas Independent School District

¹⁶ Includes new and returning Rising Star students



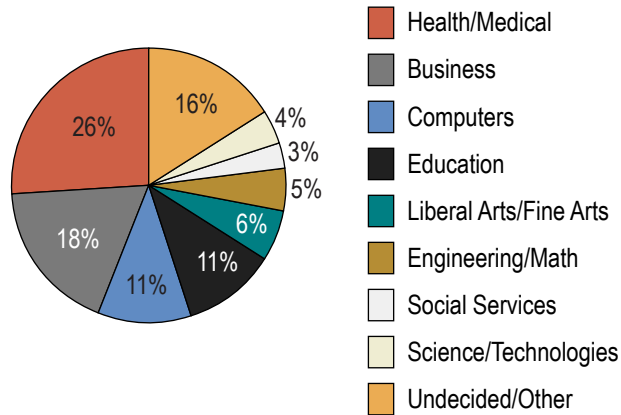
our students

“
 By encouraging
 young people to
 complete high school
 and then promising
 scholarship assistance
 to those with the tal-
 ent and determination
 to continue their
 education into college,
 Rising Star helps
 develop a larger,
 stronger workforce to
 support local business
 and industry.”

- Don Williams, Chairman,
 Trammell Crow Company

FIELD OF INTEREST

Rising Star¹⁶



Health/Medical - nursing, medical assisting, medical staff services, medical/surgical technology and other health-related fields.

Business - business and small business administration, international business, management, marketing and office technology.

Computers - computer science fields including processing support, programming, Cisco, LAN, etc.

Education - child development, teaching, educational personnel and education assisting.

Liberal Arts/Fine Arts - humanities, music and visual and performing arts.

Engineering/Math - architecture, math, construction, semiconductor manufacturing and advanced engineering fields.

Social Services - social work and criminal justice.

Science/Technology - natural sciences, physical sciences and earth sciences; automotive technology, aviation tech, and other trades.

¹⁶ Includes new and returning Rising Star students

tuition comparison



COMMUNITY COLLEGES - 2002-2003 Tuition/Fees Per Credit Semester Hour

Institution	Semester credit hrs.	Tuition per hour ¹⁷	Required Semester Fees	Semester Tuition/Fees	Books ¹⁸	Total Semester
Bakersfield College (California)	14	\$18	\$37	\$289	\$504	\$793
Dallas County Community College District	14	\$30	\$0	\$420.00	\$504	\$924
Tarrant County Colleges	14	\$31	\$94	\$528	\$504	\$1,032
Maricopa Community Colleges (Arizona)	14	\$38.50	\$175	\$714	\$504	\$1,218
Miami-Dade Community College (Florida)	14	\$56.50	\$20	\$811	\$504	\$1,315

SOURCE: College web sites

UNIVERSITIES - 2002-2003 Tuition/Fees Per Credit Semester Hour

Institution	Semester credit hrs.	Tuition per hour ¹⁷	Required Semester Fees ¹⁹	Semester Tuition/Fees	Books ²⁰	Total Semester
University of Texas - Arlington	14	\$46	\$827.20	\$1,471.20	\$600	\$2,071.20
University of Texas - Austin	14	\$92	\$686.80	\$1,974.80	\$600	\$2,574.80
University of North Texas	14	\$92	\$784.30	\$2,072.30	\$600	\$2,672.30
University of Michigan	14	\$222.60 ²¹	\$65.80	\$3,276.40	\$600	\$3,876.40
Southern Methodist University	12-18	\$697.53 ²²	\$1,331	\$10,436	\$600	\$11,036.00
Yale University	12-18	--	--	\$14,200 ²³	\$600	\$14,800.00

SOURCE: University web sites

¹⁷ All tuition rates are based on the "resident" rate.

¹⁸ The average book cost for DCCCD is \$36 per credit hour. The same book cost is used for all community colleges because comparison data was not available.

¹⁹ These fees do not reflect room and board costs, even when room and board is mandatory.

²⁰ The average cost of books for a full-time student at a university is \$600, according to Kaplan Test Prep.

²¹ The cost of tuition is \$222.60 per hour up to 12 hours. Each additional hour over 12 is \$47.10. This is reflected in the total cost.

²² This amount is an average per credit hour cost extrapolated from SMU's flat rate of \$10,436 in tuition for 12 to 18 credit hours.

²³ Yale University charges a flat rate which includes tuition and fees.



about the foundation

THE DCCCD FOUNDATION

The DCCCD Foundation was created in 1973 by the founding chairman of the DCCCD Board of Trustees, R. L. Thornton, Jr., to provide an extra margin of excellence to the District and its continuing quality to the community. Its sole purpose is to benefit the DCCCD and the students, faculty, and staff of the seven colleges, the Bill J. Priest Institute for Economic Development, and the R. Jan LeCroy Center for Educational Telecommunications. The Foundation is governed by a board of local business and civic leaders. The Foundation is classified by the Internal Revenue Service as a 501(c)(3) organization. Contributions are deductible for tax purposes.

2003 - 2004 Board of Directors

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Foundation Staff
214.860.2053

Betheny L. Reid
Executive Director
214.860.2474
breid@dcccd.edu

Terence McDaniel, CPA
*Director of Finance and
Business Affairs*
214.860.2665
tmcdaniel@dcccd.edu

Kathye J. Hammontree
Director of Administration
214.860.2455
khammontree@dcccd.edu

Eddie Miranda
Manager of Communications
214.860.2160
emiranda@dcccd.edu

Mark Ballard
Accounting Manager
214.860.2457
mballard@dcccd.edu

Nonnie Breytspraak
Development Associate
214.860.2062
nbreytspraak@dcccd.edu

Jason Parker
Web/Graphics Coordinator
214.860.2711
jparker@dcccd.edu

Shad Rasco
Records Coordinator
214.860.2053
srasco@dcccd.edu

Ella M. Shaw
Scholarship Coordinator
214.860.2149
eshaw@dcccd.edu

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Michael and Linda Mewhinney

Don and Ruth Buchholz

Anonymous (2)

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www.foundation.dcccd.edu

Dallas County Community College District Foundation, Inc.

701 Elm Street, Suite 700

Dallas, Texas 75202-3299

(214) 860-2053

(214) 860-2040 (fax)