

FULFILLING the PROMISE

The Impact of **Posse** After 20 Years



2012 ALUMNI REPORT

Mission

Posse started in 1989 because of one student who said, “I never would have dropped out of college if I had my posse with me.” The Posse Foundation identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. The Foundation extends to these students the opportunity to pursue personal and academic excellence by placing them in supportive, multicultural teams—Posses—of 10 students. The Foundation’s partner universities and colleges award Posse Scholars four-year, full-tuition leadership scholarships.

Goals

- 1) To expand the pool from which top colleges and universities can recruit outstanding young leaders from diverse backgrounds
- 2) To help these institutions build more interactive campus environments so they can become more welcoming for people from all backgrounds
- 3) To ensure that Posse Scholars persist in their academic studies and graduate so they can take on leadership positions in the workforce

Program Components

1) RECRUITMENT

From September to December each year, Posse conducts the Dynamic Assessment Process (DAP), a unique evaluation method designed to identify young leaders who might be missed by traditional admissions criteria but who can excel at selective colleges and universities. Using nontraditional forums to evaluate potential, DAP offers students an opportunity to demonstrate their intrinsic leadership abilities, their skill at working in a team setting and their motivation and desire to succeed. DAP has proven to be an extremely effective tool for identifying outstanding young leaders who can excel in college. Through a three-part process, including large-group and individual interviews, Posse staff and partner college and university administrators ultimately select a diverse group of 10 students for each institution, thus forming a Posse.

2) PRE-COLLEGIATE TRAINING PROGRAM

From January to August of their senior year in high school, Posse Scholars meet weekly with staff trainers and their Posse peers for two-hour workshops. The Training Program consists of workshops that address four areas: 1) team building and group support, 2) cross-cultural communication, 3) leadership and becoming an active agent of change on campus and 4) academic excellence. The goal of the Training Program is to prepare Scholars for leadership roles on campus and for the high academic expectations of their colleges.

3) CAMPUS PROGRAM

The Campus Program works to ensure the retention of Posse Scholars and to increase the impact of Posse on campus. Posse staff members visit each university four times a year for meetings with Posse Scholars, campus liaisons and mentors. Each mentor meets weekly with the Posse as a team and with individual Scholars every two weeks during the first two years in college. In addition, Posse facilitates an annual weekend-long PossePlus Retreat attended by members of the larger student body, faculty and administration with the goal of discussing an important campus issue identified by Posse Scholars.

4) CAREER PROGRAM

The Career Program supports Posse Scholars as they transition from being leaders on campus to becoming leaders in the workforce. Posse plays an integral role in the professional development of these young people by providing them with the tools and opportunities necessary to secure highly competitive and career-enhancing internships and jobs. One of the ways Posse achieves this is by partnering with exceptional companies and organizations, both nationally and abroad. The Career Program has three core components: 1) The Internship Program, 2) Career Counseling Services and 3) The Alumni Network.

5) POSSE ACCESS

Posse Access is a new online database designed to give Posse partner colleges and universities exclusive access to unselected student nominees to consider for regular admission. Through Posse Access, the hundreds of finalists nationwide who are not selected can opt to have their application profiles made available to each of Posse’s partner institutions. By identifying candidates through the Posse Access database, partner schools benefit from Posse’s holistic approach to evaluating student potential and see a much greater pool of highly qualified students.



Since its inception in 1989, The Posse Foundation has identified, recruited and trained 4,245 Posse Scholars with the ultimate goal of creating a new kind of national leadership network—a cadre of leaders who will sit at the tables where decisions are made and better reflect the diverse demographics of the country. These Scholars have won close to \$500 million in leadership scholarships from Posse’s partner colleges and universities. After more than two decades, the Foundation has taken a comprehensive look at its alumni, examining their interests and successes, and has discovered a remarkable, growing network of dynamic young leaders.

Posse alumni represent a unique subset of the American population. They come from urban backgrounds and hold degrees from top colleges and universities across the country. While their professional paths vary widely—with some becoming doctors, investment bankers, teachers, lawyers, scientists, artists, entrepreneurs—they are all united by a shared experience as participants in the Posse program.

Posse started because of one student who said, “I never would have dropped out of college if I had my posse with me.” With chapters in Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York and Washington, D.C., The Posse Foundation is finding talented young leaders with extraordinary academic and leadership potential and connecting them to the best educational opportunities in America.

The program has evolved into one of the most comprehensive in the nation. Using the cohort model as both a structure for support and a catalyst for community development and change, Posse, with its partner colleges and universities, is creating a pathway for public school students who might otherwise have been missed.

Scholars attend college in dynamic multicultural teams—Posses—of 10 students. Posse’s 40 highly selective partner colleges and universities award Scholars four-year, full-tuition leadership scholarships with the expectation that they will perform well academically and contribute to campus life by getting involved—expectations that, as this report illustrates, Scholars more than live up to. In fact, Posse Scholars continue to persist and graduate at a rate of 90 percent.



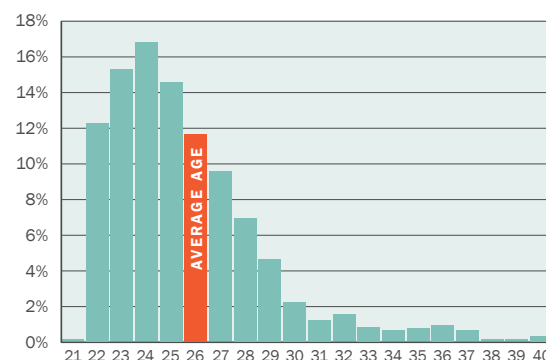
“You instantly can tell someone is Posse because of the caliber of the person—full of life, an incredible head on their shoulders and ready to roll up their sleeves and make the world a better place.”

*Antoinette Rangel
Middlebury College*

Posse Scholars also benefit from a rich array of support services provided by The Posse Foundation, including eight months of pre-collegiate training designed to sharpen skills related to academic excellence, team-building, cross-cultural dialogue and leadership. Scholars receive individual and group mentoring once on campus and, through the Posse Career Program, are connected to a wide variety of professional development opportunities, including internships at industry-leading companies and organizations.

As recipients of this comprehensive programming and as graduates of Posse’s prestigious partner institutions,

1.1) Posse Alumni by Age



Posse alumni enter the workforce well-positioned to climb the ranks in a broad range of professional fields. By supporting the development of these extraordinary young people, The Posse Foundation is fulfilling its promise to develop the next generation of leaders.

The Posse Alumni Survey

Today, Posse has a rapidly growing network of over 1,500 alumni who are building a reputation as leaders in the workforce and in their communities. After 23 years of recruiting and graduating dynamic young leaders, the research arm of The Posse Foundation—The Posse Institute—conducted its first comprehensive survey of all Posse alumni, a cohort of 1,557 individuals who graduated from Posse partner colleges and universities (see Appendix A).

The eight-section online survey was open for approximately one month during August and September of 2011, and the Institute received 1,050 responses, representing a response rate of 67 percent. This report describes the survey’s findings, detailing Posse alumni’s collective perspectives and profiles and celebrating their tremendous accomplishments.

Group Characteristics of Posse Alumni

AGE AND SEX

Posse began in 1989 with just five students and one university partner. In 2011, close to 600 students were selected for Posse’s 40 partner colleges and universities. The organization’s growth over the past decade has been exponential, and as a result, the number of students in each

graduating class has increased greatly. The oldest alumni are only 40 years old, and most alumni are still in their 20s. In fact, the average age of the 1,050 survey respondents was 26 (see Chart 1.1). Sixty-two percent were female and 38 percent were male, which is fairly consistent with the female-to-male ratio of students selected for Posse.

Shirley Collado

Vanderbilt University

DEAN OF THE COLLEGE & CHIEF DIVERSITY OFFICER,
MIDDLEBURY COLLEGE

Shirley Collado is dean of the college, chief diversity officer and associate professor of psychology at Middlebury College. Her profound experience as a member of the very first Posse inspired what has become a remarkable career in higher education marked by a deep commitment to diversity, equity and excellence.

Growing up in the Sunset Park neighborhood of Brooklyn, New York, a “working class, Latino immigrant community,” Shirley was surrounded by much of her extended family. She says her sense of service and independence comes from her grandmother, who came to the United States from the Dominican Republic on her own, and with limited education and English language skills helped other families to do the same. A self-proclaimed “latchkey kid,” Shirley not only had to fend for herself while her parents worked long hours—her father as a New York City cab driver and her mother in a clothing factory—she also took care of her two younger brothers and held a job at a local pharmacy to contribute to the household.

Shirley was introduced to Posse through City Kids, an arts-based youth leadership development program. When the prospect of going to Vanderbilt University arose, it was a shock to both Shirley and her family.

“Being the only girl in a traditional immigrant family, girls didn’t go away to college. Posse changed that for me and through the gift of a scholarship and the support of a group, gave my parents the confidence to let their daughter leave a family structure that I probably would have never left. My whole life would have been dramatically different.”

At Vanderbilt Shirley fell in love with psychology and established herself as a leader in the campus community, founding both the Vanderbilt Association of Hispanic Students and the Sexual Assault Support Group. She was also co-leader of three Alternative Spring Break service trips to places like Mexico and Honduras.

“Posse really made my college experience just feel exponentially more powerful because I knew it was connected to a movement. Vanderbilt took a chance on Posse, and they’ve stood by that commitment for the last 22 years.”

Through the support of her professors who became critical mentors, Shirley began to imagine a life teaching psychology and advocating for equity in education. She graduated from Vanderbilt in 1994 with a bachelor’s of science in psychology and human & organizational development and was one of seven chosen nationally for Duke University’s clinical psychology doctoral program. By 1999, she had earned both her master’s and Ph.D. with a focus on trauma and dissociative disorders in multicultural populations.

Shirley went on to teach at Georgetown University and George Mason University, and to work with Latino youth as a practicing clinician at a community mental health center in Washington, D.C. There, she developed a strong desire to work to alleviate the “broader systemic issues that stemmed from inequities in our education system.” In 2001 Shirley returned to Posse, this time as an employee. For five years, she served as Posse’s national program director and later became executive vice president, while also teaching at New York University and The New School.

“What Posse is doing is not simply bringing compositional or cosmetic diversity to campus. It’s not just about increasing numbers or particular types of students; it’s about shifting the culture and climate of a place so that all people on a college campus feel that they’re expected to be citizens of that community.”



Photo courtesy of George Del Barrio

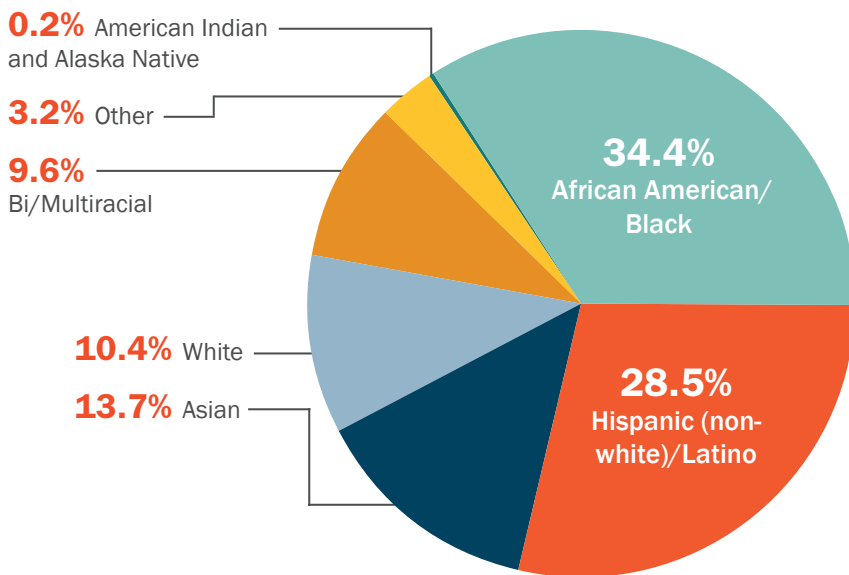
“Vanderbilt took a chance on Posse, and they’ve stood by that commitment for the last 22 years.”

Shirley became dean for institutional diversity at longtime Posse partner institution Middlebury College in 2007 and later served as vice president for institutional planning and diversity before assuming her current role as dean of the college.

“It’s so incredibly unique to be sitting in the position of dean at an institution that has been fiercely committed to the Posse program for the last 13 years. I don’t consider my experiences at Posse or here at Middlebury a job, but rather a gift, an incredibly unique opportunity for me to repay those who helped me discover my life’s work and then created a pathway to realize that goal.”

In addition to her service as a mentor and advisor to numerous Posse Scholars and fellow alumni, Shirley is also the co-founder and co-chair of Liberal Arts Diversity Officers. She is a member of the board of the National Association of Diversity Officers in Higher Education and the Open Door Clinic and Porter Hospital in Middlebury, Vermont. On invitation from Vanderbilt University Chancellor Nicholas Zeppos, she recently became the first Posse Scholar to serve on the University’s Alumni Leadership Board.

1.2) Posse Alumni by Race



63% of Posse alumni are underrepresented minorities. An additional **10%** are bi/multiracial.

Average percentage of underrepresented minorities among Posse partner institution student bodies is **11%**.

NON-TRADITIONAL STUDENTS

Most Posse Scholars hail from backgrounds that are atypical of the average student at selective institutions of higher education. They differ from the norm in areas of race, socio-economic status, high school experience and standardized test scores among others. Yet, despite their non-traditional profiles, Posse Scholars have time and again proven to be exceptional students, excelling in the classroom and helping to build bridges between campus communities.

Posse Scholars are chosen on the basis of a broad set of characteristics, including their high intelligence, drive, ability to work well in a team and powerful communication skills. Although underrepresented, Posse Scholars assume leadership positions and succeed on campus at high rates. This suggests that the traditional methods and criteria for



admitting students at selective colleges and universities are often too narrow and can shortchange both the campuses that desire to create a diverse student body and the country that desperately needs them in the workforce. The following sections describe some of the ways Posse Scholars differ from the average college student.

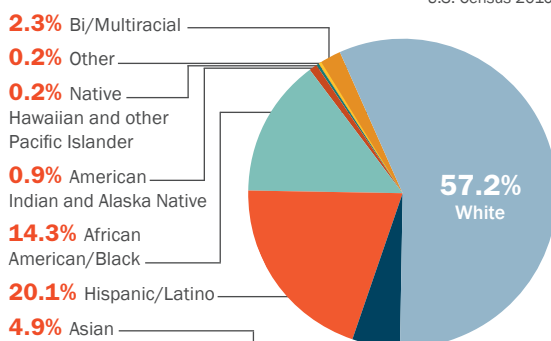
Racial Background

Thirty percent of Posse alumni were born outside of the United States, but all were living in some of the nation's largest cities (Boston, Chicago, Los Angeles, New York and Washington, D.C.) at the time they were recruited as Scholars. Over 63 percent of Posse alumni come from underrepresented minority backgrounds,¹ and an additional 10 percent are bi/multiracial (see Chart 1.2). This is much higher than 11 percent, the current average population of underrepresented minorities at the Posse partner institutions where alumni attended.²

The nation's increasing diversity is already evident when looking at the racial breakdown of college-age youth today, which overall has higher percentages of minority and

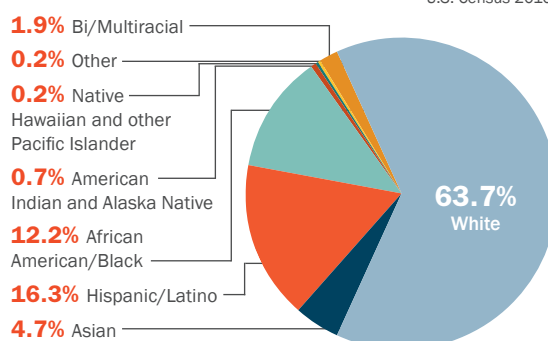
1.3) United States Demographics of 18 to 24 year olds by Race*

U.S. Census 2010



1.4) United States Demographics by Race*

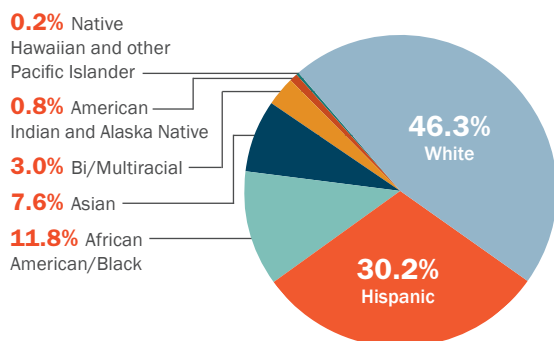
U.S. Census 2010



*The U.S. Census does not categorize Hispanic/Latino as a separate race. Therefore, all other racial categories in this chart exclude Hispanics/Latinos.

1.5) Projected United States Demographics by 2050

U.S. Census 2008

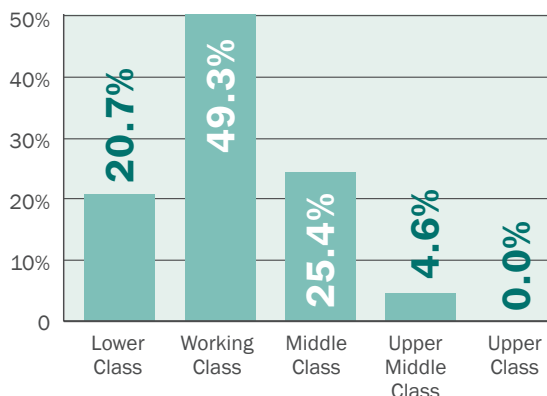


multiracial populations compared to the general United States population (see Charts 1.3 and 1.4). As the United States becomes an increasingly multicultural country, where non-Hispanic whites are not expected to be the majority by 2050,³ it is critically important that prestigious American institutions of higher education, whose graduates are well positioned for the best entry opportunities in the workforce, reflect this changing reality (see Chart 1.5). Posse helps these institutions achieve more diverse campuses.

Household Background

Many Posse alumni (36 percent) grew up in single-parent families and most (61 percent) are first-generation college graduates. In addition, 39 percent come from homes where their parent(s)/guardian(s) had a high school diploma/GED or less, and 19 percent come from homes

1.6) When you were growing up, what economic class were you in?



where their parent(s)/guardian(s) had less than a high school diploma/GED.

Most Posse alumni also identified as coming from lower socio-economic backgrounds.⁴ Over 70 percent reported that they were in the “lower class” or “working class” while growing up and not one alumnus reported coming from a family that was in the “upper class” (see Chart 1.6). In contrast, 74 percent of students from the general student bodies at the most competitive colleges and universities in the country come from the top economic quartile (see Chart 1.7).

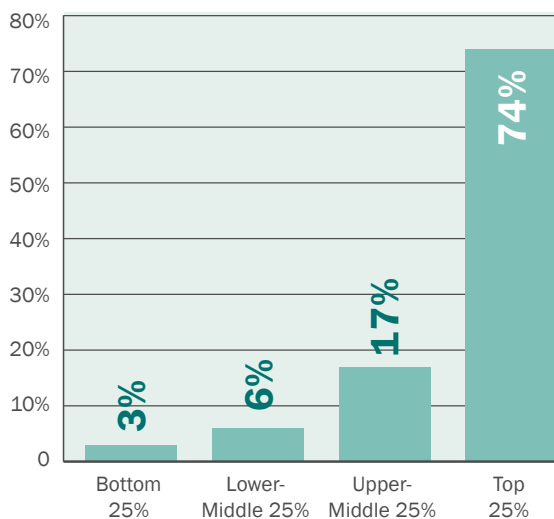
Posse alumni also come from varied religious backgrounds. Although most alumni (57 percent) identified as Christian, they showed a greater representation of non-Christian religious groups (11 percent) as compared to that of the general American adult population (2 percent).⁵



61% of Posse alumni survey respondents are first-generation college graduates.

1.7) Income Position of the Entering Class at Top Colleges

Source: EPI, The State of Working America 2008/2009



Adnan Prsic Bowdoin College

RESIDENT SURGEON, PLASTIC AND RECONSTRUCTIVE
SURGERY, BROWN UNIVERSITY

Adnan Prsic is a resident surgeon in plastic and reconstructive surgery at Brown University. In 2011, he conducted critical clinical research as a part of the team of doctors who carried out the second successful full face transplant in the United States at Brigham and Women's Hospital in Boston.

"I have a strong desire to help people with deformities and survivors of war and trauma. They are my inspiration."

Adnan was born in Sanski Most, Bosnia, where he lived with his parents and older brother in what he describes as "a nice little neighborhood where people got along." When Adnan was 10, the Bosnian War began. For more than a year, he and his family spent most of their days living in the basement and other hideouts before he, his mother and brother were eventually forced into refugee camps in Croatia and later Germany, leaving his father and all the family's belongings behind.

"In order to prevent them from joining the opposing forces, the troops that were occupying our region didn't let any men older than 16 leave, so we had to leave without my father. The constant worry of whether we would see him again was overwhelming."

Eventually reuniting with his father, in 1998, at the age of 16, Adnan and his family left Europe for the United States on a loan from the International Refugee Committee. They settled in Malden, Massachusetts, an ethnically diverse neighborhood, where, despite the significant Bosnian population, Adnan struggled with the unfamiliar.

"When we first moved here, I didn't like it at all during the first few months. Things were very different than I was used to—the customs, the culture, and just being here. What saved me was that I liked basketball, so I got to make friends quickly on the basketball court. I was able to integrate myself that way."

Adnan's mother, previously an accountant in Bosnia, found a job as a bookkeeper and worked hard to keep Adnan busy and engaged. Her consistent love and encouragement and, as Adnan fondly recalls, "something as simple as just reading with us," helped him and his brother through the difficult transition.

At Malden High School, Adnan enrolled in summer classes, helping him to learn English and gain confidence in his academic ability. When the call came that Adnan had won the Posse Scholarship to attend Bowdoin College, just three years after starting his life in the United States, it was validation of everything that he and his family had worked and sacrificed for.

At Bowdoin, Adnan combined pre-med studies with an interest in German and served as a resident assistant. He also ran a tutoring program for Sudanese and Somali refugees, an endeavor that many of his fellow Posse members volunteered for. He says his Posse experience gave him the confidence and ambition to explore all the opportunities that Bowdoin had to offer, and the incredible friendships he made are still among his closest.

"It was nice to see that they were willing to believe in what you were doing and offer their time. Some of my closest friends are Posse Scholars. That was something that I didn't expect because everyone was so different from me, but you had these 10 additional sets of eyes and ears and it made you a better thinker, a better person in many ways. We really knew how to push each other."



"I have a strong desire to help people with deformities and survivors of war and trauma. They are my inspiration."

Adnan graduated with honors from Bowdoin in 2005 with a degree in biochemistry and Germanic languages and received a scholarship to attend Harvard University Medical School.

"I never thought I would make it this far to be honest. Before I really knew what I wanted to do, I knew I wanted to help people. Thinking back to being in refugee camps, I just remember how helpful doctors were to people who were so vulnerable. The medical staff there really made you feel like a human being."

"To find something that you believe in and to find one person who believes in you, I think that makes a whole lot of difference. My family really believed in me from early on, and then Posse enabled me to write my own ticket to success. When you're surrounded by positive people who support you at all times, no goal is too big."



Childhood Neighborhood

The Posse Foundation does not screen its Scholars for need. However, because Posse recruits students from public high schools in some of the nation's largest urban centers, many Posse Scholars come from low-income areas and households. In this survey, questions pertaining to the neighborhoods where Posse alumni grew up at the time they were selected as Scholars were asked in order to gain more information about their backgrounds.

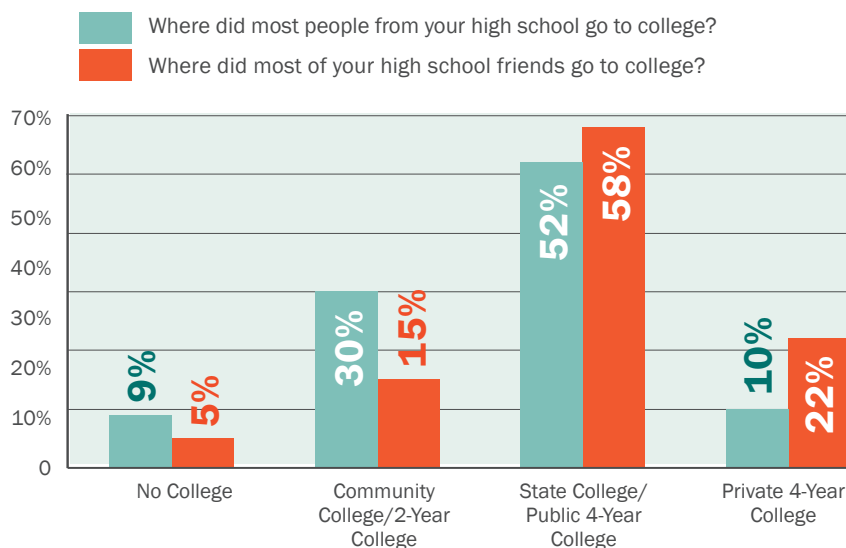
When asked to report the three best aspects of the neighborhoods where they grew up, the top responses alumni gave were: 1) the convenience and accessibility (17 percent), 2) the closeness and familiarity of the people in their communities (16 percent), and 3) the diversity of the people who lived in their communities (12 percent). There was a much stronger consensus, however, among alumni responses to the "worst things" about their neighborhoods. Forty percent of alumni listed the worst thing about their neighborhoods to be the criminal activity, violence or overall lack of safety. Secondary responses pertained to poverty and the lack of resources (10 percent) and the poor quality of local surroundings (8 percent).

Research shows that growing up in an unsafe neighborhood very likely decreases students' chances of enrolling in college. In fact, a study from the Justice Policy Institute found that states with higher violent crime rates had lower rates of college enrollment.⁶ This finding notwithstanding, Posse Scholars defy expectations by enrolling in college and graduating at extremely high rates.

High School Experience

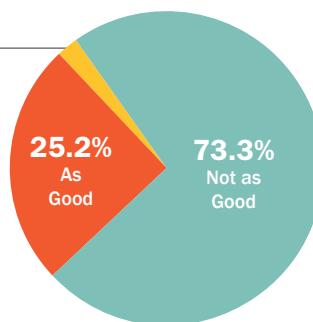
Students from private high schools exhibit much higher graduation rates, much higher immediate college attendance rates and much higher bachelor's degree attainment rates than public school students.^{7,8} In urban neighborhoods, public high school students fare much worse. Many

1.8) Where did others from your HS go to college?



1.9) How would you rank the colleges your HS friends went to compared to yours?

1.5% Better



73% of Posse alumni reported that they went to a better ranked college than their high school friends.

urban high schools are not only under-resourced, but also graduate their students at rates that are 9-to-15 percentage points lower than high schools in other locales (i.e., suburban, town and rural areas).⁹ In the principal public school districts of the nation's 50 largest cities, 53 percent of students graduate from high school (compared to 71 percent nationally).¹⁰ Students graduating from city public schools also exhibit lower immediate four-year college enrollment rates.^{11,12}

Posse alumni attended urban public high schools in the nation's largest cities. Only 24 percent indicated that their high school prepared them "very well" for college. When asked where most of their high school peers attended college, 38 percent answered, "no college" or "community/2-year college" and only 10 percent of alumni reported that their high school peers attended a four-year private college (see Chart 1.8). Over 73 percent of Posse alumni also reported that they went to a better ranked college than their high school friends (see Chart 1.9).



68% of Posse alumni would not have applied to their college or university without Posse.

Posse alumni also did not appear to have the college or university they attended on their radar screens when going through the Posse process. Sixty-eight percent indicated they would not have applied to their college or university without Posse. That alumni attended better colleges than they would have without Posse is reflected in the comment from Vanderbilt University Posse Alumnus David Perez:

“I am certain that Vanderbilt University did not recruit students from Pacific Alternative High School, and I can guarantee that students in my neighborhood did not attend a postsecondary institution with a reputation comparable to Vanderbilt’s.”

SAT/ACT Scores

The considerable achievements of Posse Scholars during their four years on campus reveal the limitations of relying on SAT scores as indicators of college readiness for all students. Many Posse alumni were non-traditional candidates for the colleges and universities they attended due to lower than average SAT/ACT scores. An evaluation of all Posse alumni’s SAT (and ACT equivalent) scores found their average combined reading and math score to be 1056, with a median score of 1050.¹³ These scores are not competitive in comparison to those of the student bodies at the colleges and universities that Posse alumni attended, where the combined median reading and math SAT scores range from 1210 to 1475.¹⁴ Posse’s unique selection process over time has shown that there are ways other than conventional standardized testing to identify students who can excel in college.

ALUMNI COMMENTS ON WHY THEY WERE NOT TRADITIONAL STUDENTS

“Denison was not looking for me in Roxbury.”

Wagner Soto, Denison University

“I went to one of the worst high schools in NYC and didn’t have impressive SAT scores.”

Angelica Towne, Middlebury College

“I was a student of color from a working class environment and [received] a public school education in NYC...need I say more?”

Yoleidy Rosario, Dickinson College

“Although I had decided to apply to college, the college application was foreign to me...I didn’t even know the criteria colleges used to accept students.”

Erika Lopez, University of Wisconsin–Madison

“My high school education was not comparable to the average student’s at Bucknell. For example, the highest math course offered at my high school was Algebra II.”

Odinakachi Anyanwu, Bucknell University

College Experience

ACADEMIC SUCCESS

Despite coming from non-traditional backgrounds, Posse alumni thrived during their college years. Fifty percent of alumni studied abroad in 71 different countries. They also persevered through rigorous courses of study; 26 percent had more than one college major and 42 percent had at least one minor. The various dean’s lists at Posse partner schools showcased 51 percent of Posse alumni, and 24 percent graduated with some type of academic honors.

Eighty-nine percent of Posse alumni were satisfied or highly satisfied with their college experience, and 97 percent rated the quality of education they received to be a four or five on a one-to-five point scale. Due to this strong sense of satisfaction with their college experience, many Posse alumni deeply value and feel grateful for the educational opportunity they received from their colleges and universities (see quotes on page 10).

Derron Wallace Wheaton College

GATES CAMBRIDGE SCHOLAR & PH.D. CANDIDATE,
UNIVERSITY OF CAMBRIDGE

Derron Wallace grew up in St. Catherine, Jamaica. He immigrated to the United States in 2000 with his parents and siblings, settling in the Bronx, New York, where he attended Dewitt Clinton High School.

"I never thought that I would go to college, never; I just didn't have the resources." Today, as a Gates Cambridge Scholar, Derron is pursuing a Ph.D. in the sociology of education at the University of Cambridge in England, where he also earned his master's of philosophy in educational research as a recipient of the prestigious Marshall Scholarship.

"Posse has changed my life for good. I went to college not at all certain that I could be a first-rate student, scholar or leader. Posse afforded me mentorship and the resources I needed to be and do my very best. I have not a clue what I would have done without Posse. I'm in graduate school in England, and I am carefully designing my very own posse—a network of committed graduate students from diverse backgrounds invested in social progress and academic success."

It was obvious to Derron's high school guidance counselor that he was an ideal candidate for Posse. Derron felt that he would thrive at a small liberal arts college and was especially inspired by the lifelong membership that Posse promised.

At Wheaton College, Derron studied sociology and the African diaspora with a minor in economics, winning two fellowships to undertake research and community service projects in South Africa and Tanzania. He was on the dean's list every semester, received top student

leadership awards each of his four years at Wheaton and graduated summa cum laude in 2007.

Not only an academic star, Derron worked tirelessly to serve and improve the campus community. He was president of the Student Government Association as well as the Interfaith Alliance and the Disability Awareness Committee, both of which he founded. He also served as the founding director of the school's first gospel choir and encouraged the establishment of the Office of Spirituality, Service and Social Responsibility.

If the difference he made at Wheaton was any indication, it was clear that Derron was bound to have a dramatic impact on the world.

Between 2007 and 2009, Derron embarked on educational research, teaching and service projects in 10 countries. The Kathryn Davis 100 Projects for Peace Fellowship took him to his native Jamaica and back to Tanzania. He traveled to Thailand on a Fulbright Scholarship and to Ethiopia, Ghana, Guatemala, Rwanda, Trinidad and Tobago, Uganda and the United Kingdom as a Thomas J. Watson fellow.

"The Watson Fellowship project lit my soul on fire. I was able to work with the Catholic Commission on Social Justice in Trinidad. I helped start a soup kitchen in Guatemala with a local church, a well-digging project in a remote, rural



"In all that I do, I always think about how to transform an institution, myself and ultimately the world to make it a better place."

community in Rwanda and a school-building project in Uganda. That's really where my heart is—working with communities and different faith agencies to create change in local communities."

As he works to continue to create educational and economic empowerment opportunities for those who need it most around the world, including families and communities like his own, Derron says he takes Posse's mission with him everywhere he goes.

"Standing on the sidelines is not what I'm about. In all that I do, I always think about how to transform an institution, myself and ultimately the world to make it a better place."

The outstanding track record of excellence, leadership and service that Derron has already established at only 26 years old is certainly evidence of that.



POSSE ALUMNI APPRECIATE THEIR COLLEGES AND UNIVERSITIES

“Attending Bowdoin has been one of the greatest opportunities of my life.”

*Nicole Levasseur
Bowdoin University*

“I loved it there.”

*Christine Nguyen
Centre College*

“Grinnell challenged me academically and prepared me for the world.”

*Nikisha Glenn
Grinnell College*

“Babson was the perfect college for me. The school’s size, academics, professors and culture all catered to my needs as a college student.”

Shellana Henderson, Babson College

“College opened my eyes to a whole new world. While at Brandeis, I was able to develop new skills and discover my passions. I had the support of staff, faculty, family and friends. It was my home away from home.”

Yesenia Crespo, Brandeis University

“Attending Bryn Mawr College was the best experience of my life. I feel that it was a direct gift from God and where He wanted me to be in order to grow.”

Claudine Johnson, Bryn Mawr College

“I loved how beautiful the campus was and how helpful everyone was to me. By my third year, I found my niche and didn’t want to leave after graduation.”

May Naldo, Bucknell University

“I had a wonderful overall experience at Carleton—made life friends, learned, studied abroad, cried, laughed and learned to appreciate the resources and benefits of a liberal arts college.”

Erica Martinez, Carleton College

“I graduated from a top-20 liberal arts institution that has opened many doors for me.”

Antonio Mendez, Colby College

“CMC was the experience of a lifetime; it played a major role in making me who I am today.”

*Brentt Baltimore,
Claremont McKenna College*

“I felt like I could do anything I wanted while at Denison. There were so many resources for me to utilize, and I took full advantage of every opportunity.”

Hawa Kaba, Denison University

“DePauw is a place where the opportunities are limitless.”

Charles Kuykendoll, DePauw University

“Dickinson offered me a different perspective on life. I was able to meet great people and experience great things, such as going abroad to Italy. Dickinson opened my eyes and exposed me to things that I do not know I would have ever experienced.”

Courtney Laidlaw, Dickinson College

“Hamilton’s small class environment allowed me to thrive as a curious student while their amazing faculty supported me to meet all my ambitious extracurricular goals.”

Leide Cabral, Hamilton College

“I cannot articulate how powerful my college experience has been. It has changed my life.”

Taaha Mohamedali, Lafayette College

“I appreciated being a name and not a number at Lawrence University.”

Dorcas Montes, Lawrence University

“Oberlin was an amazing fit for me, and I really enjoyed the campus culture and professors.”

Patrick Bourke, Oberlin College

“Pomona was an incredible experience. I loved every second of my time there.”

Jose Acevedo, Pomona College

“I believe that I have the career I have today because of the educational experience I received.”

Frances Cevallos, Rice University

“I am thankful for the opportunities presented and the people that I have met that I now consider family.”

Shameka Jennings, Sewanee: The University of the South

“Trinity College had great academic resources with professors who cared about our success.”

Jeannie Guzman, Trinity College

“Union prepared me for the working world and my intellectual growth, and showed me that I can do anything that I put my mind to.”

Makieta Laurent, Union College

“My college experience was rich with opportunities to explore careers, participate in campus activities and work with university officials.”

Robert Lampley, University of Illinois at Urbana-Champaign

“Absolutely the greatest 4.5 years of my life. Thankful every day for the opportunity I had to attend UW-Madison.”

John Oliver, University of Wisconsin-Madison

“Beyond satisfaction! Vanderbilt and my Posse are the best things to ever happen to me.”

Erica Santiago, Vanderbilt University

“Going to Wheaton was a wonderful experience, because not only did I receive a great education from a highly selective liberal arts college, but I also managed to grow as a person in a way that I do not think would have been possible elsewhere.”

Erjon Dega, Wheaton College



“The academic atmosphere was excellent and focused.”

*Einah Pelaez
Lehigh University*

“F&M and I were made for one another.”

*Maribel Vasquez
Franklin & Marshall College*

“Best experience of my life.”

*Sabrina Bektesevic
Middlebury College*

“GO BLUE! What’s not to love?”

*Justin Smith
University of Michigan*



Veronica Savage Vanderbilt University

SCHOOL SOCIAL WORKER, CITY-AS-SCHOOL HIGH SCHOOL

For over 10 years Veronica Savage has served thousands of students as the school social worker at her alma mater, City-As-School High School in New York City.

“A big part of my job is getting kids to aim higher, and I have a connection with these kids knowing that I’ve walked in their shoes. I understand who they are and what they can accomplish. My goal is to try to build up resilience in young people and be a bridge builder between their dreams and the opportunities that exist. When I look at the young people I work with, I imagine how far they can go because someone did that for me.”

As a member of the very first Posse, Veronica enrolled at Vanderbilt University over 20 years ago and was the first in her family to go to college. Raised by a single mother who had immigrated to the United States from Puerto Rico in the early '50s and worked in several manufacturing fields, Veronica learned the value of working hard, being kind and helping others. She describes the Lower East Side neighborhood where she grew up as “beautifully diverse.”

“I grew up seeing people work really, really hard and get compensated very little. My vision for what I wanted for my life was really small. I was actually going to be content with a high school diploma. The word scholarship meant that this huge burden had been lifted. There was an incredible amount of pride that one of us was getting a chance.”

Veronica remembers well the support Posse provided when college became overwhelming. The rich and challenging experience she had really opened her mind

and gave her confidence. The change she experienced wasn’t just within herself; she was amazed to see how Posse’s presence also transformed the larger campus environment.

“It’s clear that to be successful, you need to know how to work in groups; it inspires people to create more powerful things. Posse allowed me to really see the impact and power of a group. It gave me a purpose while on campus that was bigger than myself and gave me perspective on what I could add to the university’s academic and social fabric. It was surprising to see the influence that just five of us were able to have.”

Veronica earned a bachelor’s degree in psychology and human & organizational development at Vanderbilt and traveled to Botswana and Costa Rica on community-service projects. She went on to receive a master’s in social work from Fordham University and completed her graduate-level work in special education at the Center for Integrated Teacher Education. She holds dual state licenses as a social worker and special education teacher and is a member of the National Association of Social Workers and the United Federation of Teachers. She and her husband have two children.

“Posse has opened up a world of possibility for me and backed it up with tangible support. It led me to earning an influential degree from a highly competitive

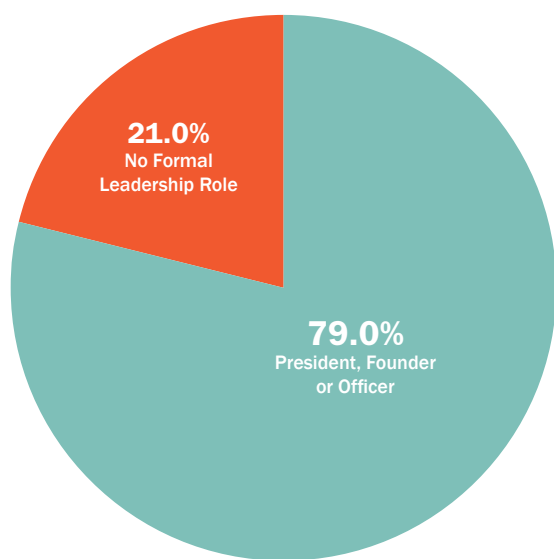


“When I look at the young people I work with, I imagine how far they can go because someone did that for me.”

university and inspired me to pursue a graduate degree in a field I love and embark on a successful career doing what I love. I’ve been able to afford the quality of life I desire and raise the bar for my children and family. It has added confidence, pride, clarity and purpose to how I see myself and the world around me. My heart and life are full and I am very grateful to Posse for its contribution to that.”



2.1) 79% of Posse alumni held a leadership position on campus.



LEADERSHIP

In addition to performing well academically, Posse alumni's leadership qualities were clearly visible while they were on campus. Seventy-nine percent held formal leadership positions in campus clubs or organizations (see Chart 2.1). The breadth of Posse alumni's engagement on campus was extremely wide-ranging. Their involvement in college extended anywhere from founding a cultural student organization, a sorority chapter or a sexual assault support group to becoming president of the student government association, a dance troupe or the biomedical engineering society. They led diversity initiatives on campus,

controlled the treasury of many clubs and served on numerous campus committees.

Posse alumni also led by running workshops for and participating in PossePlus Retreats every year they were enrolled in college. In 1993, PossePlus Retreats started as a way to bring together 100-plus members of each campus community to discuss an important topic. Now, almost 20 years later, over 300 retreats have taken place with an estimated 30,000 participants. Topics for these retreats address issues that have ranged from social class and race relations to the current state of education in the United States.

HONORS AND AWARDS

Posse alumni were and are recognized for their efforts and achievements with a variety of awards and honors both during and after college. Almost half of alumni who participated in the survey shared that they have been recognized for various successes in their college years and beyond—and the list of honors is tremendous. Through awards, scholarships and fellowships, many alumni have received academic recognition in both college and graduate/professional school and have been celebrated for their leadership roles and skills. Because of their academic success, many of them also belong to competitive honor societies and have received numerous scholarships and fellowships for undergraduate, graduate and extracurricular leadership and study opportunities. Included among the accolades are Fulbright Scholarships to teach or conduct research in different countries, Ronald E. McNair Scholarships for doctoral study preparation, Gates Millennium and Bonner Scholarships for undergraduate study, Mellon Mays Undergraduate Fellowships, National Honor Society Scholarships, presidential medals and scholarships, White House internships, college and university-specific awards and many others.

Since 1993, an estimated **30,000** people have attended PossePlus Retreats.

Posse alumni are:

Fulbright Scholars
McNair Scholars
Gates Millennium Scholars
Bonner Scholars
Mellon Mays Fellows
National Honor Society Scholars
Presidential Medalists
White House Interns



Impact of the Program

94% of Posse alumni would choose to attend college in a Posse again.

RETENTION

Posse Scholars persist and graduate from college at a rate of 90 percent. However, 34 percent of Posse alumni reported that they thought about dropping out. These alumni indicated that they decided to stay because of the support of their fellow Posse members, academic advisors and family members.

In addition, Posse partner colleges and universities select mentors from faculty and staff who play a critical role in the success of Posse Scholars on campus. Through weekly individual and group meetings, mentors provide important social, academic and personal support.

Ninety-five percent of Posse alumni think that Posse was important for making their college experience successful and believe Posse provided them with academic, social and emotional support throughout college. If they could do it over again, 94 percent of alumni would choose to attend college in a Posse (versus by themselves).

“I do not know where I would be without my Posse. My Posse has supported me mentally, physically, emotionally and academically.”

Chelsea Choate, Bryn Mawr College

“College was one of the hardest times of my life, and my Posse was one of the reasons I did not give up.”

Azucena Alvarado, Dickinson College

IMPACT ON SCHOLARS

Posse alumni were asked to reflect on the impact of the Posse program on their lives. Several themes became clear from their collective reflections. Posse alumni stated that the program has opened their minds to possibilities they may never have considered and allowed them to explore their potential. These alumni say that they now have a different perspective of the world and of themselves because of what they learned through Posse. Alumni also

reported that they continue to raise the bar for themselves due to what they describe as Posse's belief in their ultimate success and potential.

Many also believe that Posse expanded their networks by introducing them to people they hold in high esteem, and many Posse Scholars, mentors and staff have become lifelong friends. Of the alumni who took the survey, 94 percent keep in touch with at least one member of their Posse. Alumni commented frequently on the comprehensive support Posse and its partner institutions provided in the form of scholarships and assistance securing summer internships and permanent jobs. Because of these opportunities, many alumni believe that Posse has changed their lives and provided them with a better future (see quotes on page 16).

IMPACT ON CAMPUS

Posse alumni believe that the program has had a profound effect not only on their own lives, but also on their college campus environments. Alumni reported that they believe they helped make a significant impact on campus as Scholars by becoming involved and maintaining leadership roles in various campus groups and organizations. Alumni added that they felt Posse Scholars were ubiquitous on campus because of their considerable involvement. Given that 79 percent of alumni held official leadership positions while in college, and more were engaged in other less formal or official ways, they were able to make many positive contributions. This included helping their campuses become more welcoming to people from different backgrounds and of differing perspectives.

“Posse's impact on the college campus increased every year, and every year the campus seemed to become more welcoming and diverse with a wide-range of students, ideas and interests.”

Mosi London, Lafayette College

Mason Richards Vanderbilt University

FILM DIRECTOR

Mason Richards is a burgeoning filmmaker with a deep commitment to telling the stories that often go unheard. In 2011, his debut film, *The Seawall*, premiered at the Cannes Film Festival.

"I had to make a thesis film and I had to do something that was really personal and really close to me. *The Seawall* is my heart. I started writing a film about a boy moving away from Guyana to America. It's my story and I think the story of a lot of immigrants who come from different countries to pursue a dream."

Mason was born in Guyana, South America. His family moved to the United States when he was 7 years old, settling in the Bedford-Stuyvesant neighborhood of Brooklyn, New York. Setting out to make *The Seawall* over 20 years later was the first time Mason would return to Guyana. While recognizing a deep connection to his birth country, Mason considers Brooklyn home and the place where his dream of becoming a filmmaker was born.

"Brooklyn is the beginning of everything for me. Sitting on the stoop was where I first started to dream about making films and about being in the arts. I joined an arts education theater company called City Kids. I didn't like school, I wanted to be involved in something that was creative."

Mason eventually dropped out of high school, but was inspired when he discovered Posse and a realistic opportunity to go to college. He worked exceptionally hard to earn his GED and prepare for the SATs and was awarded a Posse Scholarship to Vanderbilt University as part of the third cohort to enroll there.

"When I got into college I knew that my life was going to change. I wanted to learn, I wanted to create my experience. It

was the first time in my life that I realized that I could actually change the world, and I believed it."

Diving in headfirst at Vanderbilt, Mason directed the play *For Colored Girls* his freshman year. It was the first time the university featured an African-American play, a huge moment for Mason and for Posse, but also for Vanderbilt. He served as student government class representative his sophomore year and became president of Phi Beta Sigma fraternity, having co-founded the Vanderbilt chapter.

"Posse helped to transform the face of campus organizations, campus politics and race relations."

Mason graduated from Vanderbilt in 1997 with a bachelor's in English literature and human & organizational development. He moved to Los Angeles soon after.

"I always knew that I would live in Los Angeles. I came for a week and I realized that this is where I needed to be. It was really tough the first few years because this city is tough, this industry is very tough and I literally came out here to chase a dream."

In 2010, Mason earned his master's in fine arts in film directing at California Institute of the Arts. The following year his film, *The Seawall*, was accepted into and premiered at the world-renowned Cannes Film Festival, a triumph for any filmmaker and for Mason, the culmination of a childhood dream.

Mason has worked at Paramount Pictures, as a senior producer at BlackTree Media and has also launched his own



"When I got into college...it was the first time in my life that I realized that I could actually change the world, and I believed it."

production company, Maurva Productions. He remains actively involved with Posse and continues to give back to the organization and younger Scholars, serving as a PossePlus Retreat facilitator and volunteering as a writing coach.

"The more education you have, the more opportunities you have in the world. The quality of my life and the options that I have are because I was a Posse Scholar."



“Posse taught me that where I grew up did not determine where I would end up.”

*Jessica Starling
Grinnell College*

POSSE’S IMPACT ON SCHOLARS

“I am extremely grateful to Posse because it gave me the opportunity to experience a world beyond the wall of Little Village, Chicago, a mostly Mexican-American community... I cannot ever stop giving thanks to Posse for giving me the opportunity to become a true scholar and a philosopher, and allowing me to attend a college that made me into a critical thinker... Today, I still have dreams and am convinced that I can still make a change in the world, and it is because of Posse.”

Alberto Lara, Carleton College

“It is this simple: without Posse, I would not be able to look at my past and know I am headed towards a bright future.”

Courtney Laidlaw, Dickinson College

“I’m unsure if I would care about my legacy as a human being and scholar if I was not in a Posse.”

Carlo Lindo, Babson College

“Posse has changed not only my life, but my family’s trajectory in this country. After seeing me receive the Posse Scholarship, fellowships at Carleton and study abroad, [my mother] now regularly asks me about fellowships like the Fulbright, and programs like the Harvard Kennedy School of Government. These top institutions are now part of her vocabulary. Being awarded the scholarship has inspired not only me, but my whole family to dream bigger, that anything is possible.”

Maureen Barradas, Carleton College

“There is a saying that steel sharpens steel. This is true intellectually as well, and my Posse has made me that much more intelligent.”

Antonio Mendez, Colby College

IMPACT ON CAMPUS (cont.)

In addition, Posse alumni felt they helped increase diversity on campus. This included not only demographic and cultural diversity, but also diversity of ideas and perspectives. Many alumni cited the PossePlus Retreats specifically as helping promote dialogue on campus related to important issues and bringing people with differing perspectives together to discuss difficult topics. Many alumni believe that without the PossePlus Retreats, those attending may not have otherwise conversed with each other in this way and such rich discussions may never have taken place.

While Posse alumni thoroughly valued and were grateful for their college experience (see *Academic Success* section on page 8), they also felt confident that they were valuable members of the student community. Remarks by alumni illustrating this sentiment are below.

“We led and founded groups, won awards, received fellowships, led protests, did research and preformed well academically. I feel like we showed everyone that we deserved to be there.”

Chon'tel Washington, Hamilton College

“I think without Posse there would have been less dialogue about diversity issues in the classroom and out.”

Charles Felix, Lafayette College

“We pushed boundaries. Shook things up. Engaged in ‘risky’ conversations—REAL conversations. We were bold in what we stood for.”

Michelle Sanchez, Dickinson College

ADVICE TO CURRENT SCHOLARS

The Posse program is built around a system of support. Posse provides academic, professional and social support to Scholars and alumni. In turn, Scholars and alumni provide support to each other.

Posse alumni were given the opportunity on the survey to offer advice to current Posse Scholars. Their advice encompassed the following themes:

- Make the most of the resources available to you and don't be afraid to lean on your Posse when necessary.
- Apply yourself and honor your commitment to Posse.
- Take chances and keep an open mind.
- Have fun.
- Invest in personal and professional relationships.
- Remember to value yourself, work to preserve your identity and trust your strengths.
- Get involved.
- Persevere and graduate.
- Be appreciative and pay it forward.

Below are recollections of different Posse retreats, of graduations and of the support Scholars received from their Posse mentors.



Posse Scholars persist and graduate at a rate of **90%**.

FAVORITE POSSE MEMORIES

“My favorite Posse memory was my graduation and watching my parents react to the first person in our family to go to college.”

Nurrani Alli, Lafayette College

“My favorite Posse moment is when my Posse mentor took all of us on our first night at Union to where our graduation would be four years later, and told us that one day we will be crossing the stage together. Four years later, while crossing the stage, it finally hit me how much we had gone through as a Posse to get to graduation.”

Joshua Hernandez, Union College

“My favorite Posse memory was at the Posse retreat at the end of pre-collegiate training. It was when we were about to leave that I looked around the circle we were in and truly realized that I had people that really believed in my success.”

Rita Landells, Franklin & Marshall College

“[At] the final PossePlus Retreat I went on, I realized I didn't want to be anywhere else in the world, and I thought about the person I was my freshman year and realized my own evolution.”

Jose Acevedo, Pomona College



Erica Spatz Vanderbilt University

CARDIOLOGY FELLOW, YALE UNIVERSITY SCHOOL OF MEDICINE

“I always knew that if I was going to do medicine I was going to do it my way,” says Erica Spatz, a cardiology fellow at the Yale University School of Medicine.

As a fellow in the Robert Wood Johnson Clinical Scholars Program at Yale—which aims to develop leaders in healthcare who will make a significant impact in the field—Erica recently earned a master’s in health sciences, yet another step in the successful and inspiring medical career that began at Vanderbilt University.

Erica was born and raised in Staten Island, New York, and attended Curtis High School. Encouraged by her parents, both educators, she flourished academically and took an active role in her community. At Vanderbilt, Erica pursued a degree in human & organizational development.

Early on, she met Dr. Lewis Lefkowitz, a professor of medicine who also ran a community health clinic in Nashville for low-income, disadvantaged families. It was Dr. Lefkowitz’ influence that really planted the seed for Erica’s medical career and inspired her to prioritize care for the underserved.

“Vanderbilt really forced me to ask some questions about why people held certain views. It was notorious for being an apolitical campus; little attention was paid to social issues. Posse helped break down the cafeteria divide and stimulated discussion in the dorm rooms and in class about race, religion, gender equality. And I think that has really helped me be more patient and listen to the other side of the argument. It’s helped me move forward in my career.”

Erica developed an early interest in international medicine, and upon graduating with honors from Vanderbilt in 1997, she enrolled in medical school at Ben-Gurion University in Israel. During her fourth year she spent three months in Kenya working in local healthcare clinics before returning to New York, where she became chief resident at Montefiore Medical Center in the Bronx.

“Some of the very same challenges that were happening in Kenya were happening here on the streets of New York. It’s not just about treating people’s medical conditions; it’s about improving their quality of life. The care that I think is ideal for a patient really comes from a team approach. That means connecting with others to help deliver a product that you think is the best that it can possibly be. A great deal of that thinking was inspired by Posse.”

An active community advocate and mentor, Erica was awarded the Barry Mishkin Award for Clinical Excellence and Compassion. She is a co-founder and board member of Project Access, New Haven, a system of physicians, hospitals and community organizations working collaboratively to provide donated specialty healthcare for low-income, uninsured individuals in New Haven, Connecticut. She has also helped create a program for Posse Scholars interested in pursuing careers in science and medicine.



“Posse continually serves as a model to me, demonstrating how to cultivate potential, build successful relationships, create community and stimulate leadership.”

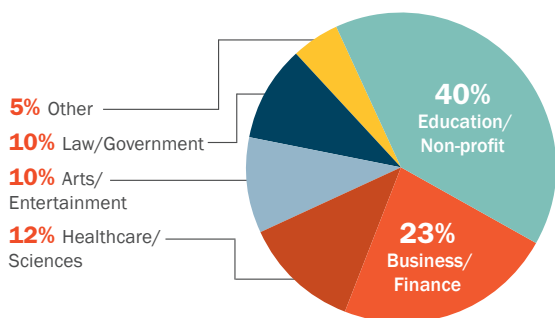
“My connection with Posse continues to be one of the most meaningful and rewarding aspects of my life. Posse continually serves as a model to me, demonstrating how to cultivate potential, build successful relationships, create community and stimulate leadership. I return to Posse to connect with people who inspire and who care.”

Alumni in the Workforce

The benefits of being a part of Posse extend far beyond college. Posse maintains its alumni network through the Posse National Alumni Advisory Council (PNAAC), an annual alumni conference, Posse Forums (an online space for the Posse community to share information and ideas), and through career and graduate school programs. Posse also has an extensive network of business, non-profit and corporate partners, such as Bank of America, Goldman, Sachs & Co., MTV Networks and The Travelers Companies, Inc. that provide Scholars and alumni with internship and career opportunities (see Appendix B for full list). Through Posse's Career Program, Scholars are also exposed to a variety of career exploration and skill-building workshops. Posse's career support, networks and partnerships have so far helped 70 percent of alumni obtain an internship or job.

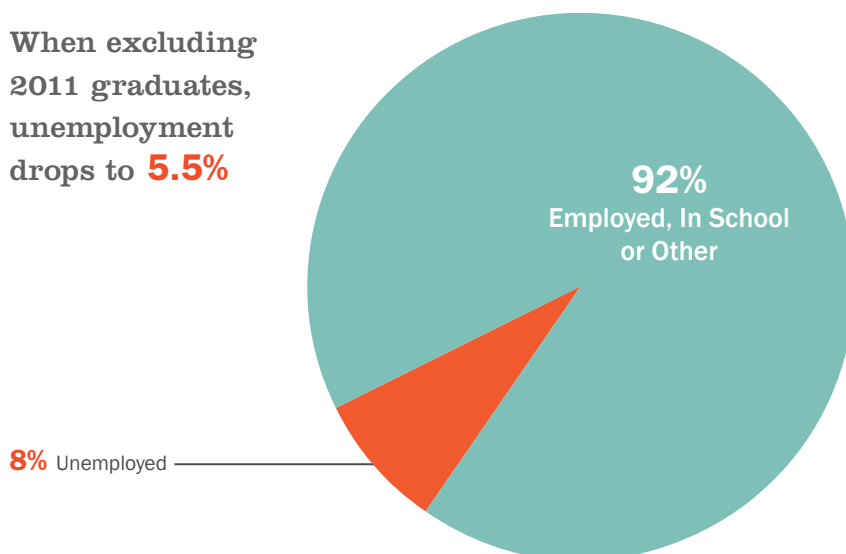
After college graduation, Posse alumni are optimistic about their careers and move on to impressive and gratifying jobs. Seventy percent are currently satisfied with their careers, and 96 percent report that they have had, currently have or will someday have their dream job. Only 8 percent of Posse alumni are currently unemployed and, when excluding 2011 graduates, this number drops to less than 6 percent (see Chart 3.1). The top three industries where Posse alumni work are: education/non-profit (40 percent), business/finance (23 percent) and healthcare/sciences (12 percent) (see Chart 3.2).

3.2) Job Industry



3.1) Employment Status

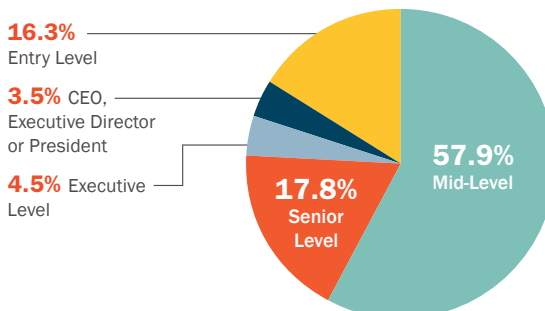
When excluding 2011 graduates, unemployment drops to **5.5%**



Of alumni who graduated at least five years ago, 84 percent hold mid-level positions or higher, with almost four percent holding the positions of CEO, president or executive director (see Chart 3.3). Whether in an executive-level or entry-level position, Posse alumni are having discussions with the leaders of their organizations. Fifty-two percent have sought out conversations with the CEO or president of the company/organization they work for. In addition, many are publishing and presenting their work in professional settings, winning awards and founding organizations or implementing programs within their current organizations. Sixty alumni stated that they started their own business and others have started non-profit organizations and other service programs. These businesses and organizations run the gamut in scope. From real estate and investment start-ups to health & fitness clubs, from catering businesses to educational non-profits aiding children and adults in the United States and abroad, Posse alumni are truly making an impact.

70% of Posse alumni have obtained an internship or job through Posse.

3.3) Professional Position of Posse Alumni Out of College for 5 or More Years





41% of Posse alumni are currently attending or have already attended graduate school.

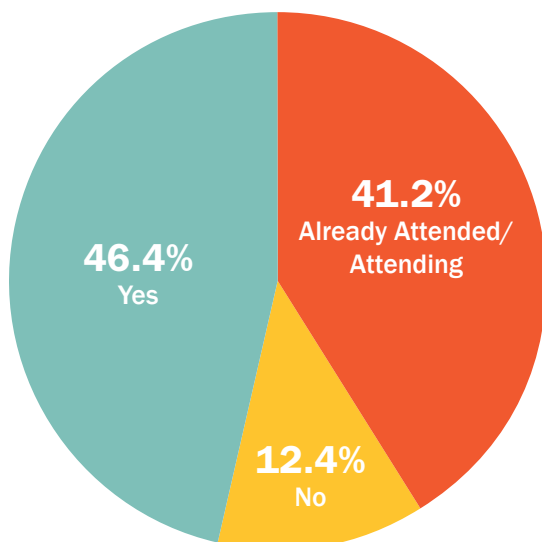
Graduate/Professional Education

Of Posse alumni who have been out of college for two or more years, 41 percent are currently in or have already completed a graduate program, and an additional 46 percent plan to pursue a graduate or professional degree (see Chart 4.1). The wide array of graduate school degrees alumni have received is presented in Chart 4.2.

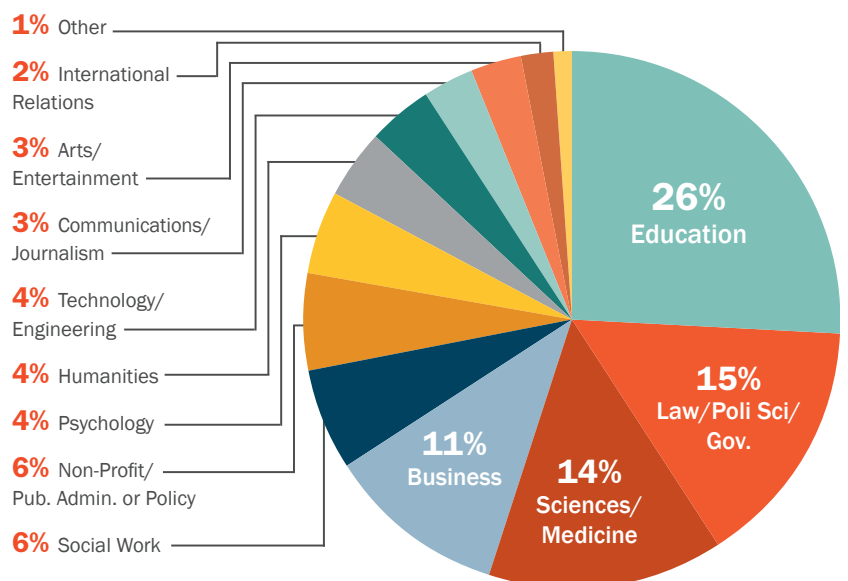
In the United States today, Blacks and Hispanics are largely underrepresented in the overall distribution of master's, professional and doctoral degree recipients. In 2009 alone, only 10 percent of these degree recipients were Black and 6 percent were Hispanic.¹⁵ Posse alumni are helping diversify the pool of the most educated people in the country.

4.1) Do you plan to attend graduate school?

(Posse alumni out of college for 2 or more years)



4.2) Graduate Degrees by Field



Jeyson Florez DePauw University

FEDERAL STRATEGY & OPERATIONS CONSULTANT, DELOITTE

Jeyson Florez was born in Medellin, Colombia, and came to the United States with his mother and two siblings when he was just a year old. The 15-day journey from Colombia through Mexico and into Arizona eventually landed the family in Chicago, where Jeyson recalls living with 14 other family members under one roof.

“That was a sacrifice my mom made to create certain opportunities for us. Now, I’m in a position to make sure other kids have those opportunities.”

Currently a federal strategy and operations consultant with Deloitte Consulting in Washington, D.C., Jeyson works on various projects for federal agencies such as the Department of Veterans Affairs and the Departments of Education and Health and Human Services—all with a steadfast commitment to improving the well-being of underserved children and families in the United States and other countries. As the Recruiting Committee lead for Deloitte’s Career partnership with Posse, Jeyson is blazing a trail for fellow Scholars and alumni to follow in his footsteps.

When Jeyson graduated from Northside College Preparatory High School in Chicago, he went on to DePauw University, where he not only vowed to take advantage of every opportunity that came his way, but also acted as the glue of his Posse, providing crucial social and academic support to his peers.

Never forgetting his family’s humble beginnings in Colombia, Jeyson also helped lead two education service trips to Belize and Costa Rica. He graduated with a bachelor’s in economics and a minor in Latin American studies in 2007 and returned to Costa Rica as a Fulbright Scholar to research economic policies and income disparities.

“When I won the Fulbright to study in Costa Rica it felt like, ‘I’m supposed to do this.’ In communities and countries that are really struggling, there are always going to be families like mine that are looking for opportunities for their kids, hoping for their kids to get a good solid education. It is in places like these where even the most modest dreams—like the desire to put food on the table, to have clean and safe shelter, to leave your children better off—are difficult to imagine, let alone achieve. It is in places like these that I see how different my life could easily have been.”

Following his Fulbright experience, Jeyson worked as an organizing fellow for President Obama’s presidential campaign on Native American reservations in northern Wisconsin. He went on to earn a master’s in public administration at the University of Washington as a recipient of their highly coveted Posse graduate fellowship. He is an active member of Posse’s National Alumni Advisory Council and has mentored numerous Posse Scholars.

“We come from communities where we don’t necessarily have a network of contacts. Like I did, they just need someone that can open that door. Having Posse puts you among these other really talented and skilled young people and establishes success as the norm.”

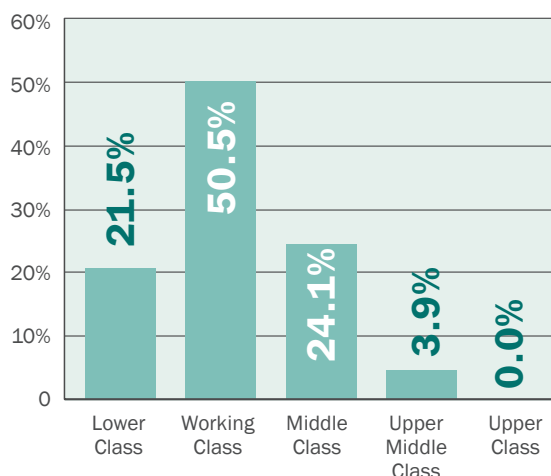


“When I won the Fulbright to study in Costa Rica it felt like, ‘I’m supposed to do this.’”

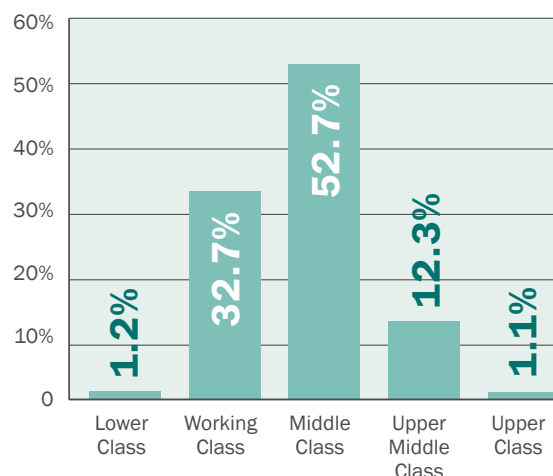


5.1 & 5.2) Upward Mobility of Posse Alumni Who Have Been Out of College for 2 or More Years

When you were growing up, what economic class were you in?



Now, what class do you consider yourself to be in?



Upward Socio-Economic Mobility

57% of Posse alumni believe they lifted themselves to a higher socio-economic class than the one in which they grew up.

In terms of socio-economic success, 57 percent of Posse alumni who graduated two or more years ago believe they are now in a higher socio-economic class than the one they identified with while growing up. Among those who believed they were in the “lower” and “working” classes growing up, 97 percent and 63 percent, respectively, now report being part of a higher economic class. This demon-

strates the impact an education can have on a family in only one generation. Studies have shown that the percentage of young adults employed full-time for the full year is higher if they have a bachelor's degree, and full-time, full-year young-adult workers with a bachelor's degree earn a median annual salary that is 50 percent higher than workers with only a high school diploma or equivalent.^{16,17}

Civic and Political Engagement

80% of Posse alumni volunteered in the past year.

Posse alumni exhibit a strong sense of social responsibility. In the past year alone, 80 percent of alumni have performed volunteer work. Within the last year, 77 percent donated money to charity, 48 percent attended a charitable (fundraising) function, 10 percent were board members for a non-profit organization and 20 percent donated blood. Additionally, over 70 percent of alumni have given back specifically to The Posse Foundation by volunteering

either formally or informally. This included making charitable donations; volunteering at Posse events and for the program; providing advice, mentoring and job shadowing opportunities to Scholars; and connecting Scholars and alumni with professional contacts and career networks. Representative comments explaining why so many have chosen to volunteer are below.

“I believe in living a life of service and genuinely creating value that will push local, national and global communities forward.”

Ryan Letada, Wheaton College

“I want my community to thrive. I believe in leading by example. Work needs to be done, and it needs to be done now.”

Laura Torres, Grinnell College

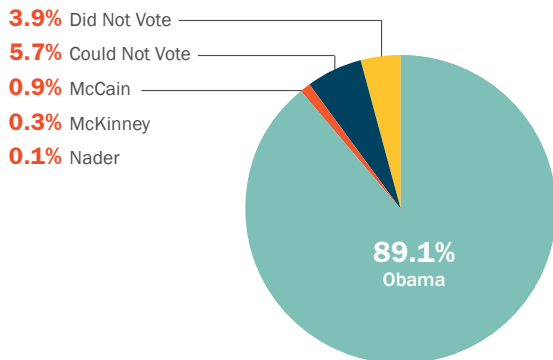
“I am the product of volunteerism and community parenting. It is my responsibility to give back, since not everyone has been as blessed to have the same experiences I’ve had.”

Kim Mills, Vanderbilt University

“I enjoy community service and I would not be where I am if someone had not volunteered their time and invested in me.”

Dominique Davis, DePauw University

6.1) Who did you vote for in the 2008 presidential election?

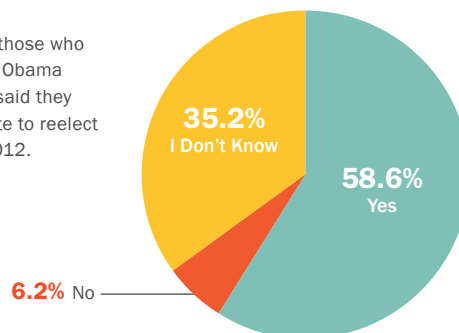


Posse alumni are also active politically. In the past year—a non-presidential election year—over 51 percent voted in a political election, 22 percent attended a political meeting or rally, 9 percent worked on a political campaign and 1 percent served on a local government board or commission. Additionally, 23 percent indicated that they would consider running for political office, and 10 percent have dedicated their careers to working in law or government.

Since the United States is approaching a presidential election year, alumni were asked about their political leanings for the 2012 presidential election and their views of the United States government. In the 2008 presidential election, 90 percent of Posse alumni voted (see Chart 6.1). The vast majority (89 percent) voted for President Obama. Fifty-nine percent of all alumni plan to vote to reelect President Obama in 2012 and 35 percent do not know if

6.2) Will you vote to reelect President Obama in the 2012 presidential election?

64% of those who voted for Obama in 2008 said they would vote to reelect him in 2012.



they will (see Chart 6.2). Overall, Posse alumni are mostly Democrats and lean towards a liberal political philosophy, with 62 percent identifying as “very liberal” or “somewhat liberal” (see Charts 6.3 and 6.4). This group tends to be more liberal than the majority of the United States population.^{18,19}

Ninety-one percent of alumni report being dissatisfied with the current state of the United States government (see Chart 6.5). Most specifically expressed dissatisfaction with the slow rate of government action and the hindering of progress due to a lack of bipartisan cooperation. Many also expressed distress over the economy—notably, its instability, the high rate of unemployment and income disparities. Below are some representative comments.

ALUMNI DISSATISFACTION WITH THE CURRENT STATE OF U.S. GOVERNMENT

“[A lack of] bipartisanship is killing this country. They won’t work together for the greater good of the country. No matter your political affiliation, everyone can agree that [we] want to see something done!”

Latrice Ferguson, DePauw University

“One word: jobs.”

Rashidah Shelton, Lafayette College

“We have a divided and dysfunctional government. There is an inability or unwillingness to compromise, which is crippling our nation.”

Carlos Rivera, Dickinson College

“Congress needs to get their act together.”

Deanna Cox, Union College

“How are they supposed to help us if they can’t agree on anything?”

Eleni Chronas, Vanderbilt University

“The country is paralyzed, polarized and terrified.”

Carmen Green, Trinity College

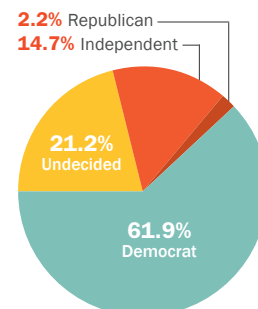
“The government seems too uninterested in the needs of the people.”

Chon’tel Washington, Hamilton College

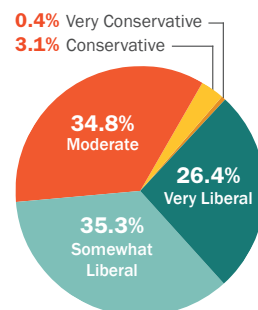


90% of Posse alumni voted in the last presidential election.

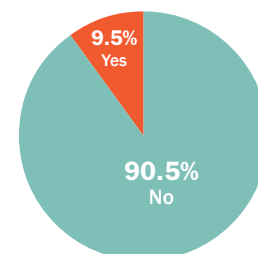
6.3) Posse Alumni Political Affiliation



6.4) Posse Alumni Political Philosophy



6.5) Are you satisfied with the current state of the U.S. government?



Leroy Foster

Vanderbilt University

SECOND LIEUTENANT, U.S. ARMY

Just five months after enlisting and one year following the completion of his master's in public policy at the Kennedy School of Government at Harvard University, Leroy Foster completed officer candidate school and became a second lieutenant in the U.S. Army.

"There was a moment when I decided to enlist. In November 2009 there was the shooting at Fort Hood. I remember just trying to put myself in their shoes. This was a processing center, these guys had just come home or they were on their way out and some of them were meeting their families. So to think, you just survived your deployment and then to lose your life or to be injured like this, I just felt like we are asking too much of our soldiers. They are dealing with too much and I want to be a part of it. I will be a part of it."

Leroy was raised alongside his older brother Andrew, a fellow Posse Scholarship recipient who enrolled at Lehigh University just one year before Leroy became a Posse Scholar at Vanderbilt. They were raised by a single mother—who still works as a nurse—in a strict Pentecostal household in the New Brighton neighborhood of Staten Island, New York. It was a community that Leroy says, "felt diverse and relatively safe. My brother and I spent a lot of time locked in the house, but it kept us out of trouble."

When his mother was able to move the family to a better neighborhood, Leroy made the transition from the small parochial school he had attended since kindergarten to Curtis High School, which he considers "the greatest high school on earth."

"I got into the best program at the school and I think that made all the difference. We had the best teachers, more resources and more freedoms, and they made no pretense about that; we were the good kids. In retrospect, I was one of the

few black people in that program, but I learned a lot."

Leroy says he's lived a relatively charmed life. Insulated from the gang and drug activity and the resulting youth incarceration that at times claimed the lives of his peers, he navigated school with moderate ease, performed well and was rewarded with a life-changing opportunity that exceeded his wildest dreams.

"What I think Posse does for a lot of families is to fast-forward you a generation. All I wanted out of life was a leather couch and an air conditioner, and if I could make \$40,000, I'd really be fine. But with Posse you start to see that so much more is possible, and you look at yourself differently. And then you also meet people who have so much more and you realize that they're not all that different from you."

Looking back on his experience at Vanderbilt, Leroy recalls the Posse network as a vast one that extended beyond his own cohort and those that preceded him on campus. Non-Posse students who attended PossePlus Retreats, professors and administrators were all considered part of the Posse community.

"At Vanderbilt, there were so many non-majority communities on the fringe—the LGBT community, religious communities, different racial and ethnic communities—and Posse was represented in all of them, so we actively connected a lot of marginalized groups to one another and drew them closer to what people might consider mainstream.



"With Posse you start to see that so much more is possible, and you look at yourself differently."

Even though we didn't talk about it, the way we were operating on campus felt very intentional."

Upon graduating from Vanderbilt in 2000 with a bachelor's in human & organizational development, Leroy worked at Posse for seven years in various programmatic roles before going on to pursue his master's degree in public policy at Harvard.

"When I began the public policy program I invented myself as an education guy, but being there and getting exposure to a host of policy issues got me thinking a lot about foreign policy and, more specifically, war. And having to write and think about the last 10 years that our country's been at war definitely had a profound impact on my life; the next thing you know, I'm enlisting in the army."



Only 19 percent of alumni report the American Dream to be “alive and well” (see Chart 6.6). Many alumni reason that a poor economy, high unemployment rates and/or the widening gap between rich and poor make the American Dream less attainable. Representative comments of these attitudes are expressed below.

“I think the dream is still alive, but we have to do more work to create opportunities and make dreams a reality.”

Dudney Sylla, Bowdoin College

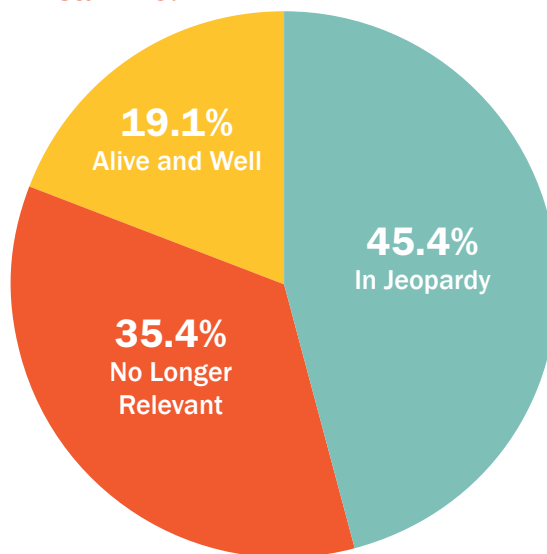
“As a single woman with no children and a college education, I believe that I should be doing well for myself. I live just above the poverty level. The American Dream was if you worked hard, then the sky was the limit. I don’t know if this is true [for] most folks anymore.”

Jonlene Jai Thomas, University of Wisconsin–Madison

“The recession has made it difficult for many to invest in their futures and live up to the American Dream.”

Heidi Filion, Brandeis University

6.6) Do you think the American Dream is:



Only **19%** of Posse alumni believe the American Dream is alive and well.

“For many Americans it’s about survival. In my opinion, the current American Dream is to stay above water.”

Shawn Nanan, Dickinson College



Lifestyle and Personal Interests

95% of Posse alumni are on Facebook.
60% have more than 500 “friends.”

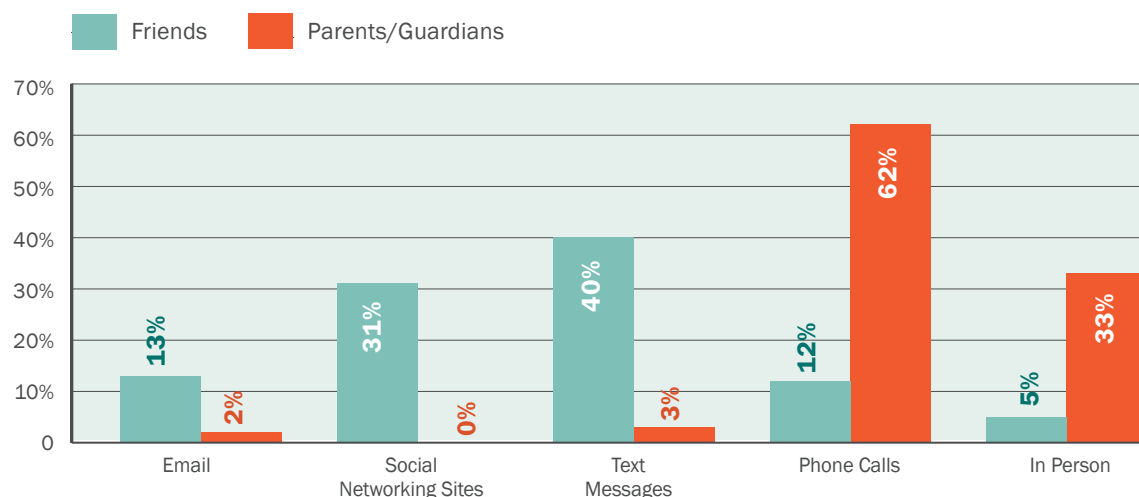
MEDIA AND TECHNOLOGY

Posse alumni range in age from 21 to 40 years old, with an average age of 26. Only 10 percent are currently married and have children. This largely millennial generation keeps in touch with their families (parents/guardians) mostly by phone, but with their friends mostly by text messaging and through social networking sites (see Chart 7.1). The majority of Posse alumni say they spend five or fewer hours watching television per week but six or more hours online (see Chart 7.2). Posse alumni maintain extensive

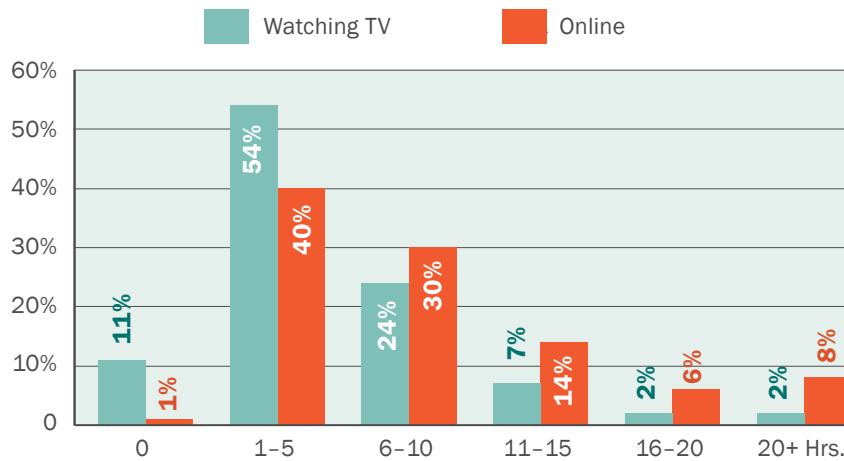
networks on social networking sites. Ninety-five percent of Posse alumni currently subscribe to Facebook, and of these, 60 percent have more than 500 “friends” (see Chart 7.3).

Most alumni (76 percent) use the internet to get the news (see Chart 7.4). When asked for their favorite news source, the majority selected *The New York Times* (30 percent), CNN (24 percent) or other (28 percent). The most popular other news sources indicated were the BBC, *The Huffington Post*, and National Public Radio (see Chart 7.5).

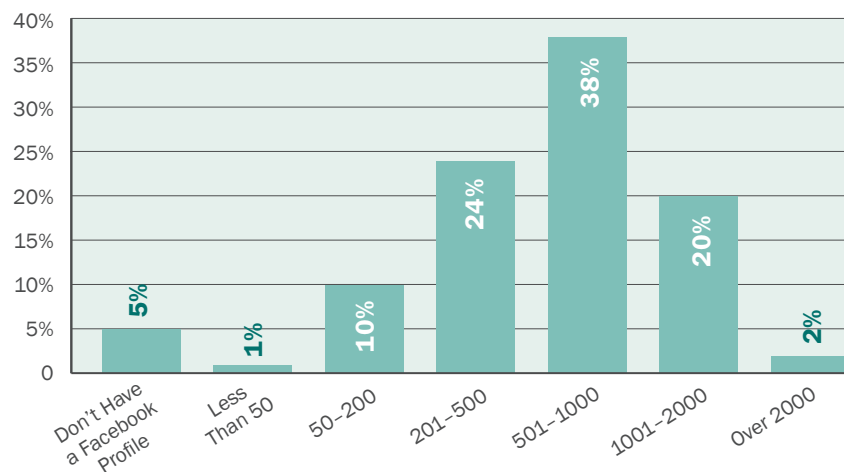
7.1) What is the most common way you keep in touch with...



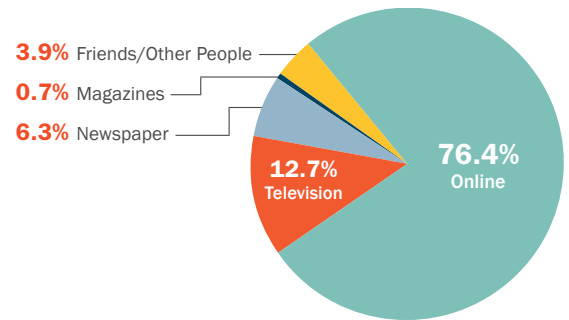
7.2) In a typical week, roughly how much time do you spend...



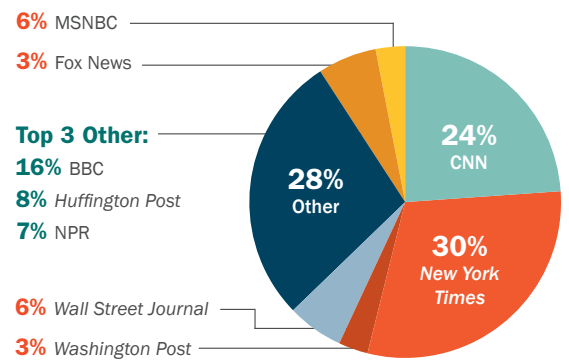
7.3) Roughly how many Facebook friends do you have?



7.4) Where do you get most of your news?



7.5) What's your favorite news source?





76% of Posse alumni are fluent in two or more languages.

GLOBAL DIVERSITY

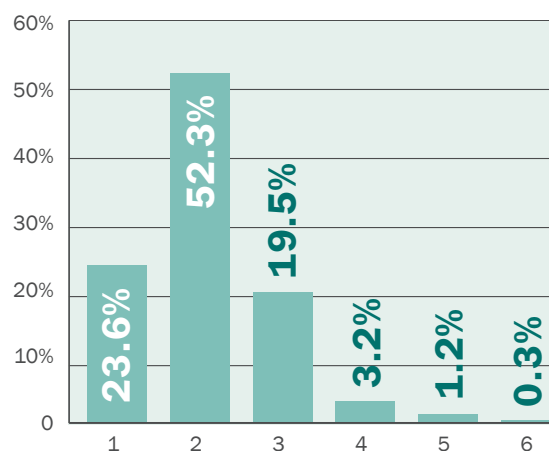
Posse alumni have been all over the world. They were born in 72 different countries and have travelled to 71 nations through study abroad programs. Currently, they live in 15 foreign countries, 36 U.S. states and the District of Columbia. Twenty-six alumni have received Fulbright Scholarships since 2007, allowing them to teach and conduct research in 22 different countries. Alumni are also fluent in many languages; 52 percent are bilingual and 24 percent speak three or more languages (see Chart 8.1).

Conclusion

The impact of Posse is growing not only because the organization is serving a greater number of Scholars each year, but also because of the increasing influence of its alumni network. Although most alumni come from backgrounds not typically associated with high rates of college enrollment and graduation, Posse Scholars persist in and graduate from college at a rate of 90 percent—and their achievements continue far beyond their college years. While in college, Posse alumni bring cultural diversity and varying perspectives to campus. After graduation, they help diversify the American workforce through their many, varied roles inside boardrooms, classrooms, courtrooms, laboratories, government offices and many other fields and industries.

To date, Posse has over 1,500 alumni living across the United States and in 15 other countries throughout the world. Their various studies, jobs and interests along with their dedication to civic duty ensure that they are having a significant, positive impact in their communities. Today,

8.1) Number of Languages Posse Alumni Speak Fluently



Posse alumni continue to show their dynamism, having been elected to serve in leadership roles in their jobs and their communities. They have been honored with awards and prizes for their career performance, their contributions to different fields of study, and for their public service.

By the year 2020, Posse and its partner institutions expect to boast between 5,000 and 6,000 Posse alumni in the workforce. Posse believes that the leaders of the new century should reflect the country's rich demographic mix, and that the key to a promising future for our nation rests on the ability of strong leaders from diverse backgrounds to develop consensus solutions to complex social problems. The Posse Foundation is creating that new network of leaders, which will grow to represent a workforce unlike any the country has ever seen.

Monique Nelson

Vanderbilt University

SENIOR VICE PRESIDENT, BRAND INTEGRATION, UNIWORLD GROUP

Monique Nelson is senior vice president of brand integration at UniWorld Group, the longest-standing multicultural branding and full-service advertising agency in the country.

Growing up in the Crown Heights and Bedford-Stuyvesant neighborhoods of Brooklyn, New York, Monique, an only child, always looked to her parents—who both hold master’s degrees—as strong examples of the benefit of hard work and education. Her mother was a junior high school science teacher and her father served as vice president of packaging for both Johnson & Johnson and later Miller Brewing Company, a job that moved the family for two years from the ethnically diverse comforts of Brooklyn to suburban Liverpool, New York.

“It was probably the most racially-charged situation I have ever been in. I was the only black kid in the elementary and middle schools and they repeatedly called me the ‘N’ word. Having come from Brooklyn and being surrounded by people of all colors and then going into a very homogeneous situation and a very hostile one at such a young age, it was terrible.”

The family soon returned to Brooklyn where Monique attended Brooklyn Friends School and later transferred to LaGuardia High School of Music & Art and Performing Arts, where she studied voice and dance and excelled as a multi-sport athlete and academic star.

“When I got the call that I had won the Posse Scholarship, I was ecstatic. I don’t recall being happier than that, ever. Going to Vanderbilt, this prestigious university, was such a huge achievement for my mother’s family especially, who are from Houston, Texas, and have vivid memories of a segregated South. I can remember my aunt just crying and saying, ‘I never thought in my lifetime that I would know anyone that would be able to go to Vanderbilt.’”

A member of the third Posse to enroll at Vanderbilt, Monique studied human &

organizational development and became the co-founder and president of Rhythm and Roots Dance Company, which is still thriving at the University today. With Posse’s presence at Vanderbilt still new, Monique recalls that her cohort felt tremendous responsibility.

“I think we felt a lot of pressure to make sure that we didn’t just go and exist. We were expected to be opinionated, smart, sympathetic, inclusive, aggressive, resilient, nice, respectful and honest. There was a lot of pressure for us to do something great.”

And indeed they did. From Monique’s Posse came Vanderbilt’s first black homecoming queen, second black Student Government Association president and the production of the first African-American women’s play at the university.

“We all helped one another reach our goals. When I wasn’t leading, I was following and supporting. I think you always need to do a little bit of both.”

After graduating from Vanderbilt in 1996, Monique took a sales and marketing job at International Paper in Kaukauna, Wisconsin, before joining Motorola’s global brand strategy department, a role that enabled her to travel the world. She spent several months in Seoul, Korea and Sao Paulo, Brazil, before settling in Milan, Italy, as the advertising manager for Europe, the Middle East and Africa. In her nine years at Motorola, Monique was also responsible for establishing the company’s partnership with MTV and helping to launch one of its first music-enabled phones.

“I absolutely fell in love with advertising. I understand it and it was something I didn’t mind working hard at. I think that has a lot to do with my human & organizational development studies, which really looked at how people take in information and the



Photo courtesy of Carlos Lema

“I still consider my education at Vanderbilt to be the most enlightening experience of my life.”

psychology of need, and that’s the core of advertising.

“I still consider my education at Vanderbilt to be the most enlightening experience of my life. I learned how to fail and how to achieve excellence. I think I had my first failing grade at Vanderbilt. I was devastated. I had never failed anything in my whole life. But the amazing part was the ability to be resilient, get back on, take the course again and pass.”

Today, Monique continues to climb the ranks and earn recognition as a leader in her field. In 2011, she was named one of *Black Enterprise* magazine’s Top 100 Black Advertisers and received *The Network Journal*’s 40 Under Forty Achievement Award. She holds an MBA from DePaul University in Chicago, where she became involved with the local Posse chapter and served on its advisory board.

Tiffany Schiffner

DePauw University

PSYCHOLOGIST, BRIGHTSIDE PSYCHOLOGY & INTERNAL MEDICINE

Tiffany Schiffner is a licensed psychologist in private practice at Brightside Psychology & Internal Medicine in Orlando, Florida, where she is also an adjunct professor at Rollins College.

As a first-generation college student, Tiffany became a member of the second Posse at DePauw University, graduating magna cum laude with a degree in psychology and minors in anthropology and Latin American studies.

In 2008, she earned her Ph.D. in counseling psychology at the University of Illinois at Urbana-Champaign (UIUC) and completed a clinical internship and post-doctoral residency at Duke University, accomplishments she says she owes Posse—and her beloved mentor, fellow Posse alumna Shirley Collado—a great deal of credit for.

“During my congratulatory Posse dinner as a 17 year old, I was blessed to hear Shirley share her personal and professional story of being a Posse Scholar herself at Vanderbilt and receiving her Ph.D. in psychology at Duke University. She was a fiery, passionate, Dominican woman who embodied the reality of making it. I whispered to myself, ‘I’m going to be just like her.’”

Tiffany grew up in the Elmhurst section of Queens, New York, with her parents and older sister in a family with strong Puerto Rican roots. From an early age she loved to read and took school very seriously.

“My friends knew me to always be studying. I would hang out and have fun but I would have my vocabulary flash cards with me.”

Tiffany was an active and involved student at LaGuardia High School of Music & Art and Performing Arts in New York City and says Aspira, a New York-based youth development program for Latino youth, recognized her right away as an ideal Posse candidate.

Once at DePauw, Tiffany says the academic training she received was amazing and the support of Posse helped her take full advantage of it.

“Posse helped boost my self-efficacy and confidence to achieve bigger and better dreams. I don’t think I would have ever considered graduate school had it not been for the fact that Posse helped me graduate from a prestigious university.”

Tiffany’s inspired approach to her studies has never gone unnoticed and in fact has been an inspiration to the many professors and mentors who have taken her under their wing, recalling her as: “One of our best success stories.” “Wonderfully gifted and full of energy with a vision of what she wants to accomplish.” “Exuberant.” “One of the students that I know I will remember through the rest of my career.”

Tiffany has received numerous awards including the Outstanding Student Medal for master’s level students from the UIUC College of Education and the National Latina/o Psychology Association Dissertation Award for her research on sexual health beliefs among the Latino population. Her work has been published in such journals as the *Monitor on Psychology* and *Cultural Diversity & Ethnic Minority Psychology*.

As a Ronald E. McNair graduate mentor, Tiffany has taught fellow first-generation college students research and career development skills. She has high hopes for promising young people with big dreams whose urban experience mirrors her own.

“I think about a lot of the kids that are in Queens or in the South Bronx who are trying to make it out of there. Posse is going to be able to give that opportunity to them. I got a chance to live it and it’s just overwhelming.”



“I don’t think I would have ever considered graduate school had it not been for the fact that Posse helped me graduate from a prestigious university.”

Ryan Letada

Wheaton College

BUSINESS DEVELOPMENT ASSOCIATE, CATCHAFIRE
CO-FOUNDER, EDUCATION KINDLING

The two greatest things that have always motivated Ryan Letada are his parents' example of hard work and a deep commitment to the progress of the struggling country his family left behind.

Ryan was born in Kuwait to Filipino immigrant parents who fled poverty in their home country. Leaving Ryan and his two siblings behind, his parents came to the United States to pursue a better life. When Ryan was 11 years old, the family reunited in the Kingsbridge neighborhood of the Bronx, New York, where Ryan faced difficult times integrating socially as one of the only Asian students in a largely African-American and Hispanic community. "What I remember most about my neighborhood was how different I was from everyone else."

As the oldest son, Ryan felt considerable pressure to make enough money to help support his extended family still living in the Philippines. At the age of 14, he started his own DJ business and with his mother's strong encouragement planned to follow in her footsteps and become a nurse, a career that she felt would ensure financial stability.

"My plan was to go to a state school and pursue nursing. I didn't consider college as an opportunity to explore myself and my identity. I didn't see it as an opportunity to explore my passion and really discover meaning in life. Because of Posse I am living a purpose-driven life."

His entrepreneurial spirit helped Ryan win an opportunity to attend Wheaton College. While on campus, he not only pursued his interest in economic development, but he also demonstrated commitment to global issues as a leader and activist, serving as chair of the intercultural tier of the Student Government Association and founding a Tsunami relief organization. He also founded the Wheaton Investment Association.

"Posse Scholars create and lead programs that make a lasting impact on

campuses. When I started at Wheaton I was a minority, but I was encouraged by the fact that I brought a unique perspective. I used my Filipino-American immigrant history to contribute to the growth of the campus community."

In 2008, Ryan graduated from Wheaton magna cum laude with a bachelor's in economics and a minor in sociology. He was awarded a Fulbright Scholarship to pursue a 10-month research project in the Philippines.

"I studied mass eviction of urban communities in order to look at innovative ways to provide economic opportunities to people in squatter communities—how to build sustainable and economically vibrant cities. And what I found is that the true foundation of creating successful communities is education. That really propelled me to start an organization that would provide children in the Philippines with 21st century educational opportunities."

In 2009, just one year out of college, Ryan founded Education Kindling or eKindling, a non-profit social venture that seeks to bring education technologies and new ways of digital learning to children, classrooms and communities across the Philippines. Only a few years old, this growing enterprise has already helped deploy laptops to 100 students in two schools in rural villages in Lubang, Mindoro, Philippines.

"The premise of eKindling is to transform children and students into change-makers who are really going to contribute to developing their communities. Our approach is not just about providing them access to computers; it's really using



"What I found is that the true foundation of creating successful communities is education. That really propelled me to start an organization that would provide children in the Philippines with 21st century educational opportunities."

technology to help them become engaged global citizens in this increasingly digital and interconnected world."

While continuing to grow the impact and reach of eKindling, Ryan also works as a business development associate at Catchafire, a skills-based volunteer matching platform that links professionals with non-profits and social enterprises that need their help.

"I care about sustainable enterprise-based solutions that address the world's most pressing cultural, social, environmental and economic problems. I believe in living a life of service and genuinely creating value that will push local, national and global communities forward."



Appendix A: Respondents' Colleges and Universities

Babson College
Bowdoin University
Brandeis University
Bryn Mawr College
Bucknell University
Carleton College
Centre College
Claremont McKenna College
Colby College
Denison University
DePauw University

Dickinson College
Franklin & Marshall College
Grinnell College
Hamilton College
Lafayette College
Lawrence University
Lehigh University
Middlebury College
Oberlin College
Pomona College
Rice University

Sewanee: The University
of the South
Trinity College
Union College
University of Illinois at Urbana-
Champaign
University of Michigan
University of Wisconsin-Madison
Vanderbilt University
Wheaton College

Appendix B: Posse Career Partners

826 Foundation-Boston
Academy for Urban School
Leadership
The Allstate Corporation
AMB Property Corporation
American Girl
American Liver Foundation, Greater
Los Angeles Division
Asia Society
The Associated Press
Bank of America
Barlow Respiratory Hospital
Foundation
Black Entertainment Television
Bloomberg L.P.
Blue Cross Blue Shield of
Massachusetts

The Boston Globe
Boston Lawyers Group
Boston Museum of Science
Boston Red Sox
Boston Teacher Residency
Breakthrough Collaborative
Camp of Dreams
The Capital Group Companies
Center for Progressive Leadership
Center for Talented Youth
Chicago Committee for Minorities in
Large Law Firms
Chicago Freedom School
Chicago Trading Company
Citizen Schools, Inc.
City of New York, Department of
Parks & Recreation

City of New York, Office of the Mayor
City Year
College Summit
Columbia Management Group
Conservation Law Foundation
Creative Artists Agency
Credit Suisse
Crossroads for Kids, Inc.
DC Public Library
DC Public Schools-Urban Education
Leaders Internship Program
Deloitte
Discovery Communications
Double H Ranch
Douglas Gould and Company
ESPN

Appendix B: Posse Career Partners (cont.)

Fidelity Investments	MATCH Corps	Rush University Medical Center
The Field Museum	Midwest Academy	Shedd Aquarium
Fiduciary Trust Company	Milbank, Tweed, Hadley & McCloy LLP	Southern California Edison
FINRA	Moody's Investors Service	Spencer Stuart
The Fiver Children's Foundation	Morgan, Brown & Joy LLP	St. Luke's-Roosevelt Hospital Center CARES Program
The Fresh Air Fund	Mount Sinai School of Medicine	STAPLES Center Foundation
Friends of the National Zoo	MTV Networks	Starcom MediaVest Group
Gay & Lesbian Alliance Against Defamation	The Museum of Contemporary Art	Starting Bloc
Golden Apple Foundation	National Association of Security Professionals	State Street Corporation
Goldman, Sachs & Co.	National Basketball Association	Steppenwolf Theatre Company
Goodwin Procter LLP	National Trust for Historic Preservation	Story Corps
Harlem RBI	Nestlé Waters North America Inc.	Student Conservation Association
Harlem United Community AIDS Center	New England Aquarium	Suffolk Construction
Harvard Business School Summer Venture in Management Program	The Nielsen Company	Teach for America
Health Net, Inc.	Nordstrom	Time Warner Inc.
Hill, Holliday, Connors, Cosmopolos Inc.	Northwestern Center for Talent Development	The Travelers Companies, Inc.
The Hole in the Wall Gang Camps	Office of Council Member Tom LaBonge	Tufts Sackler School of Biomedical Sciences
Humanity In Action	Office of Senator Richard J. Durbin	Uncommon Schools
Institute for Contemporary Art (ICA/ Boston)	Old Mutual Asset Management	United Nations Foundation
Institute for Recruitment of Teachers	O'Melveny and Myers, LLP	U.S. Equal Employment Opportunity Commission
Institute of International Education	The Painted Turtle Camp	The Walt Disney Company
International Documentary Association	PBS	Weil, Gotshal & Manges LLP
Jones Lang LaSalle	Pearson	White House Internship Program
JPMorgan Chase & Co.	Penguin Group (USA)	William Blair & Company
Let's Get Ready	Plymouth Rock Assurance Corporation	World Wide Workshop
Lockton Insurance Brokers, Inc.	PricewaterhouseCoopers	WorldTeach
Los Angeles Unified School District Ethics Office	Princeton-Blairstown Center	
Marquette Associates, Inc.	Putnam Investments Reebok International, Ltd.	
Massachusetts General Hospital	Richard Kibbe & Orbe LLP	





Endnotes

1. Underrepresented minorities include African-American/Black, Hispanic (non-white)/Latino, and American Indian or Alaska Native.
2. Posse Institute analysis using College Results Online databank tool, The Education Trust, 2009. www.collegeresults.org.
3. U.S. Census Bureau News. *An Older and More Diverse Nation by Midcentury*. August 14, 2008. Retrieved from <http://www.census.gov/newsroom/releases/archives/population/cb08-123.html>
4. Lower socio-economic backgrounds refers to respondents who indicated that they were in the "lower" or "working" class while growing up.
5. Kosmin, Barry A. and Ariela Keysar, *American Religious Identification Survey (ARIS 2008) Summary Report March 2009*. Retrieved from <http://commons.trincoll.edu/aris/publications/aris-2008-summary-report/>.
6. Education and Public Safety Policy Brief. Justice Policy Institute. August 29, 2007. Retrieved from <http://www.justicepolicy.org/research/1958>.
7. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 1999-2000, 2003-04, and 2007-08; "Private School Questionnaire," 1999-2000, 2003-04, and 2007-08; and "Charter School Questionnaire," 1999-2000.
8. U.S. Department of Education, National Center for Education Statistics, BPS:2009 Beginning Postsecondary Students. Computation by NCES QuickStats on 11/29/2011.
9. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 1999-2000, 2003-04, and 2007-08; "Private School Questionnaire," 1999-2000, 2003-04, and 2007-08; and "Charter School Questionnaire," 1999-2000.
10. Swanson, Christopher B., Ph.D., *Cities in Crisis 2009: Closing the Graduation Gap*. Editorial in Projects in Education Research Center, 2009.
11. Immediate college enrollment rate is considered the percentage of high school completers who attend college in the fall immediately after high school graduation.
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“I am blessed to have a group of individuals in my life that became more than just ‘some people’ I went to college with. My Posse and I are a family, and we really do appreciate and cherish what we have built together.”

Jamaal Magee, Carleton College



