

IV. Strategies for Developing and Sustaining the Work

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Introduction

Once a partnership is organized and launched, the hard work lies ahead. Partnerships require constant nurturing through frequent internal, open communications and assessment of progress of both the work as well as the development of the partnership itself. The first section of this toolkit includes a rubric and some milestones to assess partnership development. In this section, we include materials in four areas: external communications; internal communications; solving dilemmas and addressing challenges; and sustaining the work of the partnership.

Organization of this Section

1. **External communication:** One of the most critical strategies for sustaining a partnership is communicating its central functions. In PCAS this work was done through developing press releases on the partnership; case studies of students who benefited from the partnership and brief description of the work of the partnership. Examples of press releases, case studies of students, and partnership summary statements guidelines for “telling the story” are provided.
2. **Internal communication:** Internal communication is critical to sustaining partnership; “Notes from an Expert” included below provides tips from one PCAS site on how best to do this.
3. **Addressing dilemmas:** Challenges that always arise in partnership work. In PCAS we used a protocol to discuss dilemmas and elicit feedback from other members of the initiative. In turn the grantees used this format with their partners for addressing difficult issues.
4. **Sustainability planning:** Finally, as the funding ended, sites began to plan for sustaining the work through strategic planning and fund development. Tools to do this are included.

IV.1. External Communications: Press Releases, Case Studies and Partnership Summaries

Press Releases

In promoting the PCAS initiatives and in fostering the opportunity for the PCAS grantees to promote their work within their communities, AED worked with its Office of Communications and Mary Maguire to develop a common language to explain the initiative and the work that the grantees would do. The PCAS team also worked with the grantees in helping them incorporate their context and the uniqueness of the lead organization and partnership in the language of their individual press releases.

Below is the general press release announcing the implementation phase of the PCAS initiative for AED and Lumina Foundation for Education, along with press releases from the grantees in Seattle and Chattanooga. All press releases date from February 2005.

References

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FOR IMMEDIATE RELEASE

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New Grants to Increase College Access and Success among Underrepresented Students

Washington, D.C., Feb. 15, 2005—Under a new initiative to reduce the 30-percent gap in college enrollment between low- and high-income students, the Academy for Educational Development (AED) has awarded grants to eight sites across the country to increase access to and success in college among underrepresented students.

The grants are part of the Partnerships for College Access and Success program administered by AED and supported by a \$3-million grant from Lumina Foundation for Education. Partnerships for College Access and Success seeks to improve college access and completion among low-income students, students of color, and first-generation students. The grants will cover planning and implementation activities by existing partnerships around the country that are addressing these issues.

The program is a response to current labor-market trends and the need for postsecondary education for most well-paying jobs. "The challenge is not just helping students get into college, it's ensuring they successfully complete a program of study," said Alexander T. Weinbaum, vice president and co-director of the AED Center for School and Community Services, who directs the program. "These grants will enable eight community-based programs around the country to reach more students and help them to graduate from college."

"Accountability and the active participation of youth are major components of this initiative," said Martha D. Lamin, Lumina Foundation president and CEO. "There will be ongoing data collection to determine how effective the local programs are in improving access and success of targeted populations."

The eight funded local organizations are working in partnership with K-12 schools, two- and four-year colleges, technical schools, businesses, civic organizations, and community-based organizations. The grants have been awarded to:

Chattanooga-Hamilton County Public Education Foundation (PEF; Chattanooga, TN) provides expertise, leadership, and financial support to Hamilton County Public Schools. PEF intends to use the grant to enhance its high school reform initiative with programming for at-risk youth throughout the area. It will do this by forming school committees of teachers, counselors, parents and students and by expanding the role of counselors in all high schools to support students in college access.

COMPASS Guide (Milwaukee, WI) a member of the National College Access Network, is a citywide, Internet-based program that seeks to provide Milwaukee-area teachers, parents, and youth—particularly low-income youth and youth of color—with comprehensive information about higher education opportunities. COMPASS Guide will use its grant to pilot its program in several Milwaukee high schools, libraries, and area colleges and to train representatives of community-based organizations, especially those serving new immigrant populations, in promoting college access among the youth they serve.

Linking Education and Economic Development-Sacramento (LEED; Sacramento, CA) develops and supports effective community partnerships to prepare young people for higher education and the workforce. Through its grant, LEED intends to improve and coordinate existing access and success programs. They will also pilot a college access and success program in a middle school and a high school in the Sacramento school district. A major emphasis of their program is on developing a college-going culture and using individualized learning plans to track student progress.

Linking Learning to Life (LLL; Burlington, VT) works with schools, businesses, colleges, and other community organizations to provide an array of programs—such as coursework, mentoring, job shadowing—to help students gain access to college and learn and apply workforce skills. LLL intends to use its Lumina Foundation grant to expand its College Connections services, a dual high school/college enrollment program for students who are not succeeding in high school. They will specifically target immigrant youth and students with disabilities.

Little Village Community Development Corporation (LVCDC; Chicago, IL) is a grassroots community organization committed to ensuring balanced development and a sustainable future for all members of the community. LVCDC will use its grant to ensure a college-going culture in its Little Village High School initiative, which consists of four small high schools that will open in Fall 2005. It will do this by engaging community mentors, ensuring financial assistance, involving families, and providing multiple opportunities for low-income students in the Little Village and Lawndale communities to gain the skills they need to succeed in college.

Port JOBS (Seattle, WA) is a nonprofit organization working to increase access to living-wage jobs for all residents of the Greater Seattle area, especially the wide array of career opportunities within the port-related economy. The PCAS grant will enable Port JOBS to develop "Airport University," providing certificate and two-year college degree programs for airport workers, most of whom are immigrant adult learners. The goal is to improve employment opportunities for these workers through access to postsecondary education and successful completion of certificate and degree programs.

San Antonio Education Partnership (SAEP; San Antonio, TX) has provided incentives, motivation, and financial support for students to remain in high school through graduation and continue their studies in college since 1988. Through its grant, SAEP intends to enhance its college access and success work by improving the academic preparation of its high school students, the retention rate in community colleges, and the transfer rate between its two-year and four-year institutions, partners.

Youth Development Institute (YDI; New York, NY) of the Fund for the City of New York works to affect youth policies, programs and practices at all levels of government to reflect a positive model of youth development. YDI intends to use its grant to improve support of disconnected youth—those who are neither in school nor employment between the ages of 16 and 24—by building the capacity of New York City youth development organizations to include college access and success services for disconnected youth in their programs. There are 30,000 disconnected youth in New York City.

About Lumina Foundation and AED

Lumina Foundation for Education (www.luminafoundation.org) is an Indianapolis-based, private foundation dedicated to expanding access and success in education beyond high school. AED is a nonprofit educational and social change organization with offices in Washington, D.C. and New York City (www.aed.org).

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PORT JOBS WINS MAJOR GRANT FOR "AIRPORT UNIVERSITY"

Program to help airport workers go to college

(Seattle)—Port Jobs announced today that it has received a two-year, \$210,000 grant through a program sponsored by the Academy for Educational Development and funded by the Lumina Foundation for Education to help low-income airport workers go to college.

The program, to be called Airport University, will focus on those who might not typically attend college or complete a degree program.

"There are many capable people working for airlines and tenants at Sea-Tac Airport who are in entry level jobs," said Port Jobs Board Chair and Port of Seattle Commissioner Paige Miller. "We want to make it possible for those people to get college degrees and move up in their organizations."

There are more than 19,000 workers employed by airlines and other companies at Sea-Tac. Personal income from Port-related jobs is nearly \$7 billion annually.

"The Port's mission is economic development," Miller said. "The most lasting kind of economic development is an educated workforce."

Working with South Seattle Community College and Neighborhood House, Port Jobs will use the grant to:

- Let entry-level airport workers know that college is an option for them;
- Help employees of airport companies map out career and educational plans;
- Develop appropriate classes and schedules to meet their needs;
- Identify scholarships and other funding sources;
- Provide an on-site career and education counselor at Sea-Tac; and
- Start a small support fund for Airport University students facing short-term emergencies that might interfere with their ability to stay in college.

"Working and going to school simultaneously is a significant challenge," said Susan Wilder Crane, Executive Director of Port Jobs. "Our goal is to help with those outside pressures that sometimes keep people from finishing their education. But the most important thing about Airport University is that it will model a unique approach to college access and education, one that we hope will be adopted widely in many sectors of the economy."

Airport University's services will be delivered through [Airport Jobs](#). Port Jobs program that focuses on the aviation industry. Located in the main terminal at Sea-Tac, Airport Jobs provides one-stop shopping for both aviation employers and those seeking jobs in the aviation industry. Aviation employers can post job openings, and Airport Jobs staff help applicants with resume preparation and job interview skills.

As part of Airport University [South Seattle Community College](#) (SSCC) will design classes that teach skills required for work in the aviation industry. SSCC will also explore development of a class schedule around the times that airport employees are able to attend. Sea-Tac has several short peaks of passenger traffic each day, and many employees work split shifts to cover them. That is often not conducive to attendance at either day- or night- time classes.

Now in its 12th year of operation, [Port Jobs](#) is a non-profit organization that is closely associated with the Port of Seattle. Port Jobs' mission is to increase access to living wage jobs for all residents of the greater Seattle area.

Port Jobs is best known for its efforts to help airport security screeners after September 11th. When the Transportation Security Administration took over security operations, the Airport Jobs office set up a variety of classes and resources for former screeners. As a result, more than 50 percent of former airline screeners at Sea-Tac qualified for jobs with the TSA. Other U.S. airports averaged less than ten percent retention.

"Those screeners went from part-time minimum wage jobs to well-paid positions with federal benefits. We took a proven track record of helping people advance their careers to AED's grant review committee," Crane said.

[Neighborhood House](#), a community-based organization that is nearly a century old, is dedicated to helping people with limited financial resources attain self-sufficiency and independence.

[Academy for Educational Development](#) (AED) a nonprofit educational and social change organization with offices in Washington, D.C. and New York City (www.aed.org), manages this project under Partnerships for College Access and Success. Lumina Foundation for Education (www.luminafoundation.org) is an Indianapolis-based, private foundation dedicated to expanding access and success in education beyond high school.

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Chattanooga Grantee Press Release

For Immediate Release

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National Foundation Funds Program To Improve College Access and Success for Hamilton County Students

Impressed by high school reform work under way in Hamilton County, another national foundation is making an investment to improve education in this community, specifically by increasing college access and success.

"Based on the strength of the high school reform initiative funded by the Carnegie Corp. of New York and the Public Education Foundation, the Lumina Foundation asked this community to make a proposal to increase the number of high school students who enter and graduate from college," said Dan Challenge, president of the Public Education Foundation. "It's rare for a foundation to request a proposal," he added. "It means they think this community is doing good work, and they want to help it succeed."

Hamilton County is one of eight communities nationwide chosen to receive this grant. The others are Sacramento, Milwaukee, New York City, Burlington, VT, Chicago, Seattle, and San Antonio.

"Although 70 percent of Hamilton County's high school graduates enter college, there are gaps by ethnicity and socioeconomic status, and less than a third actually complete college. Our goal is to increase both the percentage that enter and the percentage who obtain a postsecondary degree within six years," said Susan Street, executive director of the College Access Center. She will direct the work of the new Partnership for College Access and Success (PCAS).

Members of PCAS -- a broadly inclusive group of educational institutions, service agencies and foundations -- met from July to December 2004 to create the proposal, which has now been funded with a \$210,000 grant from the Lumina Foundation, in collaboration with the Academy for Educational Development (AED).

PCAS members will meet to begin implementation on Tuesday, Feb. 15, 8-9 a.m. at the East Lake Boys & Girls Club, 2125 East 25th Street. All organizations with a stake in college access and success are invited. Media representatives are welcome.

PCAS activities designed to increase college access include providing more college-bound orientation and information programs for middle and high schools students and their parents, Super Goal Saturday programs to provide combined income tax and financial aid assistance (the first was presented Feb. 12), and expanding Camp College, a summer college admission preparation program for rising 10th and 12th graders.

To increase college success for all Hamilton County students, particularly for those who are economically disadvantaged or first-generation college students, the PCAS program will work to increase availability of tutoring and financial aid, develop mentoring programs, and create a directory of community services that can help students stay in school. This pilot college-success program will be based on both national and local research into what causes students to withdraw from college before graduating.

Local partners that have been involved in creating the plan and will implement it together include Hamilton County Dept. of Education, Public Education Foundation, College Access Center, Community Foundation, Community Impact of Chattanooga, Girls Inc., the Chattanooga Area Chamber of Commerce, Urban League, Boys and Girls Clubs, the Hunter Museum of American Art, Passport Scholars, the University of Tennessee at Chattanooga (including several federally funded programs administered by the University), Chattanooga State, READ Chattanooga, The Links Inc., the Women's Council on Diversity, and several churches.

The program hopes to enlist as many other community organizations as possible, according to Susan Street: "Our goal is to create a college-going culture in Chattanooga, and we want everyone in Chattanooga to be involved. It's going to take a lot of partners."

Lumina Foundation for Education (www.luminafoundation.org) is an Indianapolis-based, private foundation dedicated to expanding access and success in education beyond high school. The Academy for Educational Development (www.aed.org), a nonprofit educational and social change organization with offices in Washington, DC and New York City, manages this project for the Lumina Foundation. The College Access Center (www.collegeaccesscenter.org) is a nonprofit organization whose mission is to increase the number of students from Chattanooga and Hamilton County who attend and complete college, thereby enhancing and enriching their lives as well as the economic and civic vitality of our community.

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Case Studies and Directions for Writing Them

Below are the instructions that AED provided for the PCAS grantees to guide their development of case studies about students with whom the partnership worked as part of its work to prepare students for college and for success in college. We wanted our grantees to begin to think about the impact of their work on the students with whom they had worked for nearly two years at the time this worksheet was developed. These documents and the grantee case studies were developed as part of the theme of communication and marketing for the PCAS Learning Institute in June 2006. Three case studies are included from the grantees in Burlington, Vermont, Milwaukee, and New York.

Framework for Student Case Studies

When writing a case study about a student, it is important to keep in mind a few key issues.

First, know that every person has a story to tell. To be engaging, every story must have conflict. In your case study, the conflict will most likely take the form of a problem that must be solved, or a hurdle that must be cleared in order for your subject to reach his or her goal. Case studies should also be uplifting and inspiring, while at the same time exemplify aspects of your partnership that need to be highlighted.

Examples:

- a student who did not think college was possible financially and is now applying because of the work of your partnership;
- a student who was able to complete a first semester in college because she or he was able to access support services through the partnership;
- a student who has started to take high school courses more seriously because the link between what they are doing now and what they will be able to accomplish in the future is much more clear.

Always keep the focus relatively narrow. Highlight one institution and the service or services that assisted the student. Or emphasize the programs that were created or grew through the partnership.

Examples:

- an under-represented high school student visiting college and attending follow-up activities;
- a college student who was able to stay in school because he or she accessed a variety of support services that would not ordinarily have been available;
- an adult student who completed a course that allowed him or her to apply for a higher level position in the workplace.

Provide enough details to make the student's life come alive for the reader, such as demographic and family situation, prior education, and the turning point for this student that led to a successful outcome.

Remember to use descriptive language, but don't get bogged down in jargon. Tell the story as if you were telling it to a neighbor. Avoid acronyms whenever possible, as they slow down the reader and make the narrative less engaging. Also, always remember to respect the subject's right to keep some information private. Share only what your subject is comfortable with sharing.

Student Case Study - Linking Learning to Life, Burlington, VT

David Bounsana's journey to Vermont began almost ten years ago. It was 1997, and the Republic of the Congo was in the midst of a civil war. Helene and David, (David's parents), David and his two sisters, Paule and Lurcia, were rescued and brought to the Ivory Coast as refugees. During the next six years his parents struggled to pay for David's education. Unlike the American public education system, African families traditionally have to pay for their children's education from an early age. Since money was already tight between paying for food and a place to live, his parents tried their best to pay for classes when they could afford it. When they couldn't pay for class, David borrowed books from his friends and used their class notes to fill in the gaps as much as possible.

At the end of his ninth grade year, traditionally the end of middle school in the Ivory Coast, David took the French proficiencies. He performed well on these assessments and only needed to pay for his inscription fees for the following school year. For his tenth grade year, he was instructed to follow the "Series C" math and physics focused curriculum for the remainder of his high school studies. Although he always enjoyed and excelled in biology the choice to follow this curriculum was not up to him.

It wasn't until 2003 that David and his family even thought about emigrating to the United States. David remembers that almost all the Congolese refugee families in the Ivory Coast applied to come to the United States. After six months of rigorous interviews and a long application process, David and his family were able to come to Vermont. It was an agonizing waiting process and because of security reasons, David and his family were notified of their travels only 3 days before they had to leave. They packed up all of their belongings and arrived in Vermont during a brisk February day in 2004. Although David and his family attempted to prepare for the cultural differences, nothing could prepare them for a winter in Vermont.

David and his family had no say in where they would live. Their case manager from The Vermont Refugee Resettlement Program out of

Colchester, VT set them up with an apartment, showed them how to pay their bills, and where to shop for clothes and food. David and his two sisters enrolled in Burlington High School (BHS) in March. Although David had already finished his junior year, many of his credits from his schooling in the Ivory Coast didn't transfer to Burlington High School.

David learned of the opportunity to explore college options when Linking Learning to Life's College Connections Coordinator visited his English as a Second Language class at BHS. He met with her to assess his interests and skills and find out what was possible. David was connected to the College Connections liaison at Community College of Vermont and enrolled in "Foundations of Reading & Writing" and "Dimensions of Learning". Through successful completion of these courses, David's self-confidence grew as well as his English communications skills. He took on new challenges such as joining the varsity soccer team. The College Connections Coordinator and BHS guidance counselor also connected David to the Outreach Counselor from the Vermont Student Assistance Corporation, Vermont's student financial aid organization. This link gave David access to several free services including taking the SAT and the TOEFL (college entrance assessment for non-native English speakers), submitting college applications and assistance with completing the FAFSA.

David has since taken a "Computer Networking and Telecommunications" course at Champlain College through College Connections and is planning to take a second Champlain course this summer. David has committed himself to taking full advantage of the College Connections Program. His program participation will enable David to leave high school with 9 college credits in hand. This June, David will graduate from Burlington High School. He plans to attend the University of Vermont (UVM) in the fall where he has been awarded a full scholarship.

Through the College Connections partnership, David will have considerable support to succeed at UVM. He will be personally connected to the program liaison who will be his on-campus advocate throughout his time at UVM. He will be linked to services including

tutoring support, free laptop lending, and free tickets to campus events. The partnership's new data sharing agreement also assures that David's progress will be monitored by all College Connections partners.

David's life experiences would have been difficult enough for most to simply endure, but he has confronted these challenges and achieved a level of success that many will never know. In the short time David has been in Vermont, he has become an inspiration to all of the students in College Connections. When asked about his future, David replies simply, "I see success if I work hard."

Student Case Study—Milwaukee Grantee

Ana is a senior student at Pulaski High School. She is eighteen years old and immigrated to Milwaukee from Mexico four years ago with her mother, father, and two siblings. Her parents do not speak English and have limited education. Ana is a good student and has maintained a 3.0+ cumulative grade point average both her Junior and Senior years despite not completely being proficient in English. She had been described by her peers as being “muy cayada, pero muy inteligente,” which translated means *very quiet, but very intelligent*.

Ana participated in a couple of campus visits through COMPASS Guide and set her sights on the University of Wisconsin-Milwaukee. By December 2005, she had applied to UWM but not taken the necessary ACT standardized exam required for admission to the university. Her application therefore was “incomplete”. On a cognitive level she understood that she needed to take the exam but did not feel confident with her command of the English language. This was enough to paralyze her with fear and she considered putting off her dream of attending a four-year university to become a teacher and instead enroll in a two-year technical school.

In February 2006 Ana had not yet taken the ACT or applied for financial aid. She was encouraged by her school guidance counselor and PCAS staff to attend the on site College Goal Sunday to get one on one assistance with the financial aid process. She was also recruited, through the National Honor Society, to volunteer at the same event as a student interpreter for Spanish speaking only families.

Ana respectfully complied with her responsibilities of assisting others at the event but half way through had not filled out the FAFSA forms herself! After some persistent nudging she applied for a pin number and later completed the process at another event sponsored by the school/PCAS. Several representatives from the PCAS Partnership were helping out at College Goal Sunday. Seizing the opportunity, she was then introduced to the UWM High School Liaison who reiterated the importance of taking the ACT and provided Ana further information on the admissions process at UWM.

Soon thereafter, Ana was very disappointed to learn that she had scored relatively low on the exam after finally conjuring up the courage to take the ACT. Her dreams of getting into UWM could again have been crushed if not for the fact the UWM Liaison worked with her to pursue an alternative route and advocated for her with positive results before an admissions committee.

Ana will be graduating from Pulaski High School in June. Her family and school/PCAS staff will all be there to cheer for her and proudly congratulate her on successfully completing high school and continuing on to college. No dream deferred, UWM awaits in the fall a future educator.

Student Case Study—New York

Denise Martinez hails from a single parent, Dominican immigrant family that had little access to educational or economic opportunities. She grew up in a neighborhood marked by drug trafficking and poverty. While many of her friends dropped out of high school, Denise went to school religiously, but received little encouragement to continue with her education once she graduated.

After high school she bounced from one job to the next. By 2005, with a young daughter at home, a dead-end job, and a husband who worked long hours just to keep the family afloat, Denise was overwhelmed. She wanted to change the direction of her life, but was unsure of what to do. In the past she had considered college, but something always stopped her from pursuing that goal.

Though only 24, Denise faced tremendous barriers to higher education, including motherhood, poverty, and a lack of English proficiency. As she thought about her future, she reconnected with the Cypress Hills Local Development Corporation (CHLDC)—a local, community-based organization which she had been involved with as a youth. Her connection to CHLDC led her to College STEPS, the organization's college access program. In the fall of 2005, Denise came into the STEPS office seeking college guidance and met with the director to discuss her educational ambitions and challenges.

After meeting with Denise, the director helped her join CHLDC's newest initiative: the Moving Towards Achievement Program (M.T.A.) through which she enrolled in an Associates Degree program at CUNY's New York City College of Technology (City Tech). The M.T.A. program also gave Denise access to free tutoring, childcare, weekly transportation vouchers, personal counseling, academic support within her department, a peer network, book vouchers, and financial support. Denise is thriving in the program, both academically and emotionally, with the support of CHLDC and City Tech staff and her fellow M.T.A. participants.

At a recent celebration dinner, Denise stood up to express her gratitude for the program, simply stating, "Before I belonged to this program I was without hope, without a future...." Denise has finished

her first semester at City Tech with a 3.0 GPA and dreams of what her future holds.

Denise is active at City Tech, and is working in the Student Activities division as part of her work/study placement. She is also president of the Latin club and was recently selected to participate in the Woman's Leadership Council. Denise has also been nominated to apply for a scholarship at City Tech. She is doing well in school in her second semester at City Tech, but has struggled with math. Even with tutoring, Denise decided to withdraw from the class and try again next semester.

Overall, Denise is making great progress. She recently took the exam to become a NYC police officer and passed, but has decided to stay in school to obtain her Associate's Degree.

From "The Dream of College: Helping Struggling Students Succeed in College," © Fund for the City of New York January 2007.

External Communication: Partnership Summaries and Guidelines for Telling the Story

Below are the instructions provided for PCAS grantees to guide development of their partnership summaries (which were also called case studies) about the lead organizations and their work with their partners to reach students, to change the ways in which they had worked on college access and success issues in the past, and to collaborate successfully while affecting change in their communities around college preparation, enrollment, and retention. We wanted our grantees to begin to think about the impact of their work on their organizations and their partners—some of whom they had been working with for nearly two years and some who had worked with them for a decade or more. These instructions and the grantees' partnership summaries that they developed were a part of the theme of communication and marketing for the PCAS Learning Institute in June 2006. Three partnership summaries are included from PCAS grantees in Milwaukee, Chicago and Seattle.

Framework for Partnership Summary

The summary should be concise, provide a brief summary of the partnership's core mission, and a transition to your case story. We hope that in constructing this compelling summary you will include four related elements.

First, you should have an introductory paragraph that describes the work of the lead organization and its core partners. Within this description should be a sentence that clearly states what the core purpose(s) of the partnership is in your college access and success work. For each of you, this will likely require an answer to the question, "What does the partnership do in college access and success that the lead organization cannot do by itself?" If space permits, you may also want to provide a description of each core partner's critical contribution to the partnership's work.

Second, you will need to provide three (3) compelling examples of the positive impact that your partnership's has made to date in your community. You should base your examples on data gathered to date from your partners or other relevant entities. The focus here should be on your partnership's impact on college access and success, rather than the specifics of partnership formation and formalization. Compelling examples could include, but are not limited to:

- A change in policy(ies) at the K-12 and/or postsecondary institution level that could make it easier for your target students to prepare for, attend, or remain in college
- The sharing of resources (information, human, financial) that will reach more students and provide increased college access and/or success opportunities
- Work of the partnership that may have an indirect academic impact on student achievement at the K-12 or postsecondary level
- Evidence of increased numbers of students taking the SAT or ACT, applying for college and financial aid, gaining acceptance to college, or attending colleges

You will need to keep these examples brief, perhaps a sentence or so per example. The point here is to show the partnership's importance in making college access and success "real" for students who otherwise would not prepare for, attend, or succeed in a postsecondary setting.

Third, you will need a paragraph that incorporates three (3) lessons learned since your partnership began this Lumina-funded work. You should discuss the importance of partnership development and formalization to the advances that you have made in your work. You may also want to discuss lessons relevant to the lead organization, the need for partners' resources, the process for creating data-sharing agreements, or your methods for reaching various target populations and institutions (including your current partners). Lessons should highlight challenges and what you learned from them.

Fourth, use the previous section as a place for concluding your summary. You could also use your conclusion as segue to your case study. You should use a lesson learned—or an accomplishment based on a lesson learned—to make this transition, doing this in two sentences.

Remember to use descriptive language, and avoid jargon. Tell the story as if you were telling it to a neighbor. Avoid acronyms whenever possible.

Partnership for College Access and Success (PCAS) - Milwaukee, WI

COMPASS Guide was selected as one of eight programs across the country to produce a model partnership that will increase the number of under-represented students who attend, and succeed in, college. COMPASS Guide is a community-based program that provides online and in-person assistance in post-secondary planning, including Wisconsin's *only* online searchable database of local scholarships. The true strength of the Partnership for College Access and Success lies in the partners who share ideas, engage in programs and mobilize the community around college access and success issues. COMPASS Guide is able to maximize resources by brokering assets far beyond our own capacity.

In the first two years, the partnership is **focused on social and systemic change to increase college awareness, preparation and transition** at two high schools in the city of Milwaukee: Pulaski and Washington Campus. Furthermore, the University of Wisconsin-Milwaukee is a core partner that is investing in new student retention and success strategies through its "Access to Success" initiative. All partners agree to data-driven decision making and implementing best practices to improve the rate of students who attend and succeed in college. In the first year, it was essential to build partner relationships while providing students with opportunities.

Samples of impact in one year:

- Successfully negotiated a cross-institutional data exchange between the University of Wisconsin-Milwaukee and the Milwaukee Public School System to follow up with students in the summer after high school graduation – this never before occurred across institutions.
- Leveraged resources from two partners, the Milwaukee Area Technical College and the UW System Multicultural Center for Educational Excellence, in conjunction with COMPASS Guide, to offer an overnight tour of college campuses, focusing on 9-12th grade students in the 2.0 – 3.0 GPA range – students not typically selected for college tours. Student feedback very positive.
- Trained teachers on the value of infusing career and college messages into the curriculum and worked with staff to incorporate college-focused activities for the general student population (not just in college-prep classes). Examples include career exploration, scholarship essay assignments and guest speakers from local colleges. As one student, who never before thought he was college material, said "Are you talkin' to me?"
- Offered one-on-one scholarship clinics to assist students in identifying and applying for scholarships, with support from the Guidance Department, English Department and Milwaukee Area Technical College. Many scholarships pending.
- Hosted a "Financial Aid Blitz" with staff from four area colleges to provide personalized financial aid application assistance over a three-day period.
- Coordinated with Voces de la Frontera to perform a play about an immigrant student's struggle and dream to go to college. Presentation and follow-up assignments occurred through a bi-lingual class for predominantly Spanish-speaking students.
- UWM launched "Access to Success," a strategic directive to increase student retention and success. Students from Pulaski and Washington will benefit from new practices to help them succeed.

- UWM created comprehensive reports to track what happened to Pulaski and Washington alumni who enrolled at UWM this past year and analyzed student information based on gender, race, ACT scores, remedial placement and more. This allowed the university to look at a targeted sample of students as they moved through the University's first-year interventions.
- Created a Latino Student Services Committee at Pulaski High School with representatives from the school, universities and pre-college programs to dialogue about collaboration, meeting the needs of Latino students and provide advice to the school principal on overcoming barriers to college for Latino students.
- The Center for Urban Initiatives and Research hosted a public conference on May 24th, "College Access and Success: Our Community's Future" to reinforce best practices and introduce access and success concepts to the broader community. A total of 150 people attended from various groups such as the United Way, the Urban League, the Mental Health Coalition, the State Legislature, local foundations and community agencies. The Mayor of Milwaukee, Tom Barrett, proclaimed May 24th College Access and Success Day and the local paper wrote an article about diversity in colleges.

Three lessons learned during implementation:

- New complex initiatives, such as data sharing, require tremendous investments of time and expertise in legal issues, research protocols, technology and student services.
- As the lead agency, it is frustrating to face cynicism and constraints, especially when see hope and opportunity. These constraints can be resources, time or attitudes. We were confronted with perceptions about why things "couldn't" work, from students and adults, and had to prove by example how things could work.
- The partnership approach is hard to measure but more impactful in the long run because it requires a mutual investment by all parties. While COMPASS Guide has been called

the "glue" that holds the partnership together, we do not have the capacity to provide all of the direct services needed by our underrepresented students and we must continue to engage new partners and bring resources around our students.

While the partnership has begun to influence social and systemic change within schools and colleges, the immediate beneficiaries are the students who have participated in partnership activities. These are students who might have fallen through the cracks but were put on the pathway to college through our network of programs and people.

Partnership Summary—Chicago

As our team convened we began to share the stories of our own journeys to and through college. We were looking for that common thread that connected us to each other and the students that could become a focus of our work. We also wanted to identify the barriers that could possibly derail our students' path towards postsecondary success. We soon realized that the great majority of our PCAS team members were first generation college students. Many of us also were raised in similar communities as those where our students currently live. We recognized that many families in our communities have limited access to college because of economic, social and familial pressures. The “daily grind” of life—scraping to pay rent and utility bills, finding adequate health care, and other stressors that are related to living with limited resources keep families from focusing upon goals like college. When a family is “barely making it”, college seems to be a superfluous goal.

Our PCAS team, therefore, felt that it would be necessary to connect families to the resources in the neighborhood that can strengthen and stabilize family life. Additionally, in order to increase sustainability, additional community partners are needed to expand the scope of PCAS. We invited a number of partners from both communities—Family Focus, North Lawndale Employment Network, Lawndale Community Church, IAMABLE Family Development Center, Lawndale Christian Health Center were organizations from North Lawndale that participated. Universidad Popular, Little Village Community Development Corporation, Instituto del Progreso Latino and the Jorge Prieto Family Health Clinic were the participating organizations from the Little Village community. We planned to take a bus tour through both communities stopping in front of these participating organizations to let their representatives enter the bus and address our families and disseminate their materials.

We were hoping to connect our families to resources in the community that would help them stabilize their homes and clear the path for their children to learn and prepare for college. A week before the event we were thrown a curveball that added an additional purpose to our trip. A state senator that faced a stern test from a young upstart

candidate decided to use the Little Village Lawndale High School as a political football to aid his campaign. He made a public case that LVLHS should expand its borders east and include more students from Little Village and essentially deny access to students from North Lawndale. We now were caught in the middle of a political storm that opened the wounds of the reality of the relationship, or lack thereof, between the residents of Little Village and North Lawndale. We decided to go forward with our event and hoped for the best.

The day of the “Lil Things Bus Tour” came and we were pleasantly surprised that we filled a school bus on a brisk Saturday morning in January. We had a pretty even mix from both communities. Parents were eager to go on trip to learn about the opportunities in their communities, but also to meet other parents and to become familiar with the landscape of their neighboring community. The energy that morning was as crisp as the winter breeze. Parents were well aware of the controversy, but appeared to be ready to move past it in order to make it a successful event. The event was truly remarkable. We went through the tour with nary a glitch. Parents were surprised by the many resources that were in their own neighborhood. Families learned about resources for family counseling and strengthening, day care, job training and employment, supports for teenage mothers, supports and programs for diabetics and asthmatics. They also were thrilled to learn about the nuances of their neighboring community, there was a “tour” given by North Lawndale parents who gave an oral history of the community as they reminisced about growing up. The parents mostly enjoyed meeting and interacting with the other parents on board.

The event shined the light on many of the challenges facing the Chicago PCAS, but it also brought out the assets that promise to make this project a success. The parents were thrilled with the opportunity we presented to them and word soon got out to the school and the community about our successful and unique event. We get compliments to this day from parents who participated and from people who learned about it through the grape-vine. As a result we are going to plan two trips next year and we expect them to make a more profound impact than the one made in January.

Partnership Summary—Seattle

“College always seemed out of my reach, but with Airport University it isn’t. College should be available for everyone, but for many people it is not presented as an option. I don’t want that to be the world my children grow up in.”

- Sea-Tac Airport worker and Airport University Leadership class student

Over the past six years, Port Jobs has helped thousands of low-income people find jobs through its highly successful Airport Jobs office. College has never been a real option for many of these workers, which has limited their opportunities to find good-paying jobs. Lacking postsecondary education and a good strategy for career advancement, these hard-working employees get stuck on a “job treadmill”, working multiple low-wage jobs (often in around-the-clock shifts) to support their families.

To address this problem, Port Jobs and South Seattle Community College (SSCC) launched a new gateway to higher education and career advancement for airport workers: Airport University. Utilizing funding from the Lumina Foundation, Airport University transforms Sea-Tac Airport into a college by offering: credit-bearing college courses tailored to the airport environment; schedules that fit worker’s needs; on-site career and educational advising; and case management. Airport University helps workers move from entry-level jobs towards successful careers and college certificates and degrees.

Positive Impacts

Together the Airport University partnership:

- Has brought college to the airport for the first time: Three credit-bearing college classes have been offered, including *Leadership for Leads* and *Beginning Computers*. More than 20 workers have taken classes, with many more on the waiting list.

- Offers on-site career and education advising: Workers are taking advantage of new services at the airport – meeting with a Career and Education Advisor from SSCC; exploring their career options; making plans for taking more college classes; and learning about college programs and financial aid.
- Is generating interest in college among airport workers: Airport University is helping workers see college as an option for themselves and their children. Some students have attended college information nights at community colleges; others have encouraged their peers to take Airport University classes.

Lessons Learned

The partnership has learned several key lessons:

- The right instructor is crucial: Airport University blends higher education and workforce training. An instructor who is willing to try new teaching methods that make academic content practical and relevant to the airport workplace is critical to success.
- Bridge classes are essential: Given language issues and skill deficits, some airport workers are not ready for credit-bearing college classes. In response, the partnership is testing a bridge class that allows workers to build their basic computer skills before transitioning to the Beginning Computers credit class.
- Funding adult education is a challenge: Finding funding to help working adults pay tuition for Airport University classes is an ongoing challenge. The partners are starting to tap new sources for tuition (such as food stamp training funds) to reach more students and help sustain the initiative.

While Airport University is still new, the partnership has made great strides in bringing college options to low-wage airport workers.

IV.2. Internal (Within the Partnership) Communication

Below is a document created by Gilberto Ramón, the executive director of the San Antonio Education Partnership, the PCAS grantee and lead organization in San Antonio. The document provides a comprehensive and level-headed description of how to facilitate and manage a partnership, and meet partners' needs while doing good work and remaining true to the vision of one's own organization. This document was used as part of a discussion on sustaining the work beyond its initial funding at the November 2006 PCAS directors meeting facilitated by AED. The document fostered much discussion about the purpose of the PCAS partnerships and the best ways they could serve as a model to the college access and success field.

Managing Partnership Ventures Gilberto Ramón Discussion Notes

Things That Work

- **Establish open and consistent communication among all partners:** With multiple partners it is imperative that communication mechanisms be developed to share information. Even though one may have representatives from different groups, some information may not flow to all those involved. This begins to create distrust or people may assume very little is happening.
- **Assure deliberation of major issues by all partners:** The major issues have to be discussed by all parties. Often, one partner may behave as if it is of a higher status and therefore other stakeholders should defer to them. The result could be frustration on the part of some partners, who may feel they are not being heard.
- **Establish structure and processes that are clear and well understood:** This is especially critical for large partnerships. Our Partnership has a high degree of partner and student

interaction. It is necessary to establish clear working guidelines. The guidelines need not be burdensome, but they must be followed in order to maintain consistent communication.

- Assure that you pay attention to all partner issues and concerns.
- **Respond to partner issues and concerns:** Situations in the life of the partnership have arisen in which issues and concerns raised by various partners have not been addressed *or* the partner(s) feel that they have not been addressed. What evolves over time is a disinterest in the partnership and the idea that it does not want true collaboration.
- **Constantly refer to the overall mission of the partnership:** What is the partnership about? In our case we are about helping students. We make a point of referencing this in our Board meetings as we deliberate issues. In a partnership everyone has to give, but one often begins discussing issues based on his or her own self-interest. Beginning discussions with the question "What is best for the Partnership?" has helped to cut through a lot of self-interest.
- **Pace the work:** I entered my work with the Partnership confronting a variety of fiscal, organizational, and programmatic issues. To try to tackle everything at once would have resulted in getting little done. What the organization needed first was a reaffirmation of its mission, a strengthening of its partner relationships, and a building of capacity before addressing other challenges. Otherwise, while a lot of activity would have occurred, from a long-term perspective, not much would have been accomplished. I paced the work with the Board and the organization, addressing issues in a way that assured deliberate discussion and decision making. In some cases I needed to assure that everyone understood what the dimensions of a particular issue were. Although this may seem time-consuming and taking short-cuts may yield some immediate results, the longer-term systemic impact we desired would likely not occurred.

- **Help frame issues and discussions:** The Partnership has five major partner groups and within these additional partners. For example, school districts are one partner group, but we work with 15 school districts and 24 high schools. Each partner group approaches a particular issue from their frame of reference. The challenge is to make sure that issues are framed in a way that everyone clearly understands the decision that we need to make as a partnership.
- **Build lead organization capacity:** Every lead organization needs to possess sufficient human and financial resources to accomplish its mission. If it is not there when it is organized, then it must be built. While this capacity starts with individual leadership, it must be transformed into an organizational capacity that transcends personalities. The San Antonio Education Partnership once had only one administrator handling payroll, fundraising, investments and partner relations. After some changes, it was expected that this individual would also serve as an executive overseeing the overall organizational structure. This example shows that expectations by partners and the public were incongruous with the lead organization's actual capacity.
- **Subvert ego, share authority:** Every leader of a lead organization and large partnership must share authority. When this does not occur, then it becomes a personal fiefdom that may survive and succeed (partially), but be limited by the leader's weaknesses and suffer when the leader goes off to conquer other dragons. The sharing of authority also allows the organization to be dynamic and innovative, creates a sense of ownership of the collective vision, and moves the work forward more efficiently.

Things That Do Not Work (Some already discussed above)

- **Allowing one partner to dictate too much**
- **Getting bogged down in programmatic details:** Managing and implementing effective programs take a great deal of time

and energy. So as leaders we need to balance time and energy between programming, partnership development, sustainability efforts and staying on mission.

- **Overlooking partner resources:** Multiple partners offer a rich array of resources—and not all in cash. Some may be in-kind contributions, such as printing facilities, technical support or human resources. Others may be networks that partners have (people resources).
- **Ignoring partner issues and concerns**
- **Not demonstrating movement towards achievement of mission:** There has to be an ongoing assessment of achievement that demonstrates some progress *towards fulfilling the mission*. The Partnership faced the challenge of conveying accomplishments to partners after none had been conveyed for a number of years. This created an environment where individuals created their own assessment of what the Partnership should have accomplished.
- **Conducting business in a way that subverts partner trust:** The way one conducts business is critical. One needs to be fair, make sure there is integrity in dealing with issues, and help create an organizational culture to foster these qualities.
- **“Being too nice”:** There are times when one has to be firm in outlining a position, or confronting a partner that has done something adversely affecting the partnership. One need not be mean-spirited, but it should be made clear that certain actions are not appropriate. Although one can agree and support some individual partner positions and efforts, one must also temper that support with one's responsibilities to the lead organization and the overall mission of the partnership. I have had to make this clear on a number of occasions, even though it seems like I am against worthwhile ideas.

IV.3. Addressing Dilemmas

Directly related to the need to manage and facilitate communications within the complex partnerships that are the PCAS grantees is the issue of resolving dilemmas about how to approach work in the field. This can include how to sustain the work and the momentum for doing it beyond its initial stages of implementation, as well as how to manage partners who may no longer be useful to meeting the goals of this work—these were among the typical dilemmas that arose for some PCAS grantees in the first two years of implementation.

The directions and protocols below were developed as the theme for the November 2005 directors meeting that AED held with its PCAS grantees. We asked the lead organizations to provide a one-page summary of the primary dilemma that posed a challenge to their work, and these were distributed before the meeting. During the meeting, AED facilitated a series of one-hour discussions of the dilemmas with “universal appeal” to grantees in working through a community partnership to achieve systemic change around college access, retention, and attainment for underrepresented students. Below are summaries of four common dilemmas from PCAS grantees in Burlington, Chattanooga, New York City and San Antonio.

Protocols for Discussion of a Dilemma (originally for November 2005 Directors Meeting)

Presentation of the Dilemma by Members of a Small Group—5 minutes

If possible include some data about the dilemma you are presenting; this might include discussion of a meeting or event that occurred; a summary of some data that you collected, etc. Provide the group with some descriptive material that will help them to understand the dilemma you are presenting, e.g., a graphic, data summary, a story, etc.

Clarification Questions—5 minutes

These questions are meant to provide a broader understanding of what the presenting group has described. Interpretative questions cannot be asked at this point.

Small Group Discussion 25 minutes

The larger group will break into two small groups (not related to the small groups in the pre-dilemma sessions) to discuss the dilemma and the feedback that they will provide to the presenting group. The small group will designate one person to present feedback in the feedback portion of this session. This feedback will be collective in nature. The facilitator and note-taker for the session will split up to facilitate the discussion. The presenters will split up to attend the discussion.

Feedback—15 minutes

The two small groups will reconvene to provide their feedback to the presenting group on the dilemma, with each small group representative taking no more than seven (7) minutes. The presenting group takes notes while people are speaking but does not speak or try to correct the feedback, even if they think it is off base. Feedback should include both “reflective” feedback—what group members heard that seems like a good idea or a good solution to what is presented and “constructive” feedback—where they propose some new approaches to the problem.

Response from the Group—10 minutes

The presenting group talks about what they heard that could be especially helpful in resolving the dilemma.

Example of a dilemma (this was drawn from AED's work in schools)

A coach/facilitator from an education intermediary organization working with staff in a middle school proposed to facilitate a faculty study group that would meet regularly to discuss instruction. This group consisted of 8 faculty members who volunteered to be in the group and represented a mix of grade levels, subject areas and levels of experience. When they met they would bring pieces of student work, ideas for units of instruction, etc. and get feedback from their peers. An explicit rule of the group was that whatever was said would not be discussed outside the group. The principal was supportive of the group, although paid little attention to it.

One day, the facilitator was told that one of the group members had mentioned something to the principal that was revealed in the group that shed a negative light on the instructional practices of one of the group members. The principal spoke to that person regarding what was happening in their classroom.

The group members were devastated and the group stopped meeting until the confidentiality issues could be resolved. The facilitator needed to speak with the principal and decide what could be done moving forward or indeed if it was possible to stay in this school and continue the work. **Was this partnership viable, and if so on what basis?**

Burlington Grantee's Dilemma: Getting the Right Players to the Table

We are now in the 6th year of operating our College Connections program that enables high school students to take college courses at any of six (6) area colleges for free or at a significantly reduced tuition rate and to earn dual enrollment credit. The University of Vermont (UVM) is our largest college partner and has been a major asset to the program. Our initial College Connections work with UVM was limited to working through the Continuing Education Division (evening or weekend courses). While we have a good relationship with Continuing Education, the scope of our work under PCAS has created the need to work much more broadly with the University—with Admissions, the President's Office, student support services, and other academic divisions within UVM. The challenge is how to effectively engage key individuals across all these areas related to building a success program, creating supports, collecting data, etc.

Group Response:

- Clear need for Burlington to identify key people who work across university departments and colleges (e.g., provosts, public relations and communications offices)
- Need for Burlington to demonstrate that College Connections is a winner
- Should bring in other institutions that can be advocates and will answer the question of “what’s in it for” the postsecondary community
- Should bring in individuals with clout to push the postsecondary agenda for Burlington, not to mention political players outside of the postsecondary community who also possess clout;
- Search for models of good behavior across and between postsecondary institutions on the issue of college access and success

Chattanooga Grantee's Dilemma: Building a College-Going Culture in the Community

Our dilemma revolves around finding ways to increase community support for college-going among all youth and increasing community understanding of the importance of higher education to any initiatives for improving Chattanooga's lackluster economic development.

Several years ago, our school district took the bold step of requiring that all students take a college-track curriculum—four years of math, English, and science. Some in the community fought this change because they believe that most students do not need to go to college. Complicating matters, almost one-fourth of Chattanooga's youth attend private schools, and many of our civic leaders send their children to the most exclusive of these schools. Issues of race and class seem to be at the core of this dilemma.

We believe that our community's values and beliefs must change around the need for postsecondary education if we are to have optimal success. We must get all sectors of our community—educators, business people, ministers, parents, politicians, senior citizens—to understand that increasing the number of students who go to college is crucial to Chattanooga's future. We also must get the various sectors of the Chattanooga community to become engaged in the effort to create a college-going culture. We believe that we need to launch a social marketing campaign that addresses the unique history and culture of our community and how promoting college-going among Chattanooga's students would only enrich it. But we have very limited funds for this kind of work. We would greatly appreciate ideas about how to begin a campaign that will yield changes in a community's culture and beliefs regarding who should go to college and the benefits of college-going.

Group Feedback

- The Chattanooga dilemma should be reframed as one from a southern perspective—find an ally to push this as a social justice campaign
- Use data and workforce analysis and disaggregate data to show opportunities by ethnicity and gender
- Engage with Chamber of Commerce to see what industries will be profitable in the future & what new businesses might come in & help grow the region
- Partner with industry giants (healthcare) to support the need to address the shortage of high skilled workers as evidence for the need for postsecondary education
- Need for a public face for PCAS that represents what you say—another partner and not necessarily the lead organization
- Engage in a strong civic education effort; address the need to increase the local tax base by increasing the local level of education
- Highlight students of color who have been successful academically to change public perception

New York Grantee's Dilemma: Partnership's Capacity for Systemic Change

Some of the barriers to access and success that have been identified by our work can be traced back to rigid policies and bureaucratic constraints within the college system. Our project is uncovering—and therefore in the position of making—substantial provisions (in dollars and human resources) for supports and interventions on behalf of the students. For example, financial aid does not assist students with transportation and child care; there are restrictions around obtaining application fee waivers and students may be attending classes for weeks until they receive approval to purchase books. How do we account for the hidden costs of helping students obtain access and achieve success? How can our PCAS work create the incentive for systemic change among its college system partners to diminish institutional barriers for incoming students?

Group Response

- Might want to invest in another organization that is better positioned to advocate for policy changes
- Think about these challenges in the larger historical context of CUNY and its problems as a large institution talk with other administrators at other institutions in the CUNY system who have been working on issues of cost and college retention
- Develop a document that would break down the real costs of school and compare them to the resources students possess at the time they apply for financial aid
- Look at examples of programs concerned with individual cases (such as programs for single women) to connect with
- Finding systems or programs in other parts of the country that could serve as a model that could be adapted for New York's work (e.g., LaGuardia Community College);
- Sitting down with financial aid directors at state level (e.g., hosting a summit of financial aid executives/professionals);
- Need to obtain local data as well as the national data they are using to develop their research paper

San Antonio Grantee's Dilemma: Data Analysis and Systemic Change

The San Antonio Education Partnership has an existing database system that allows the recording of data such as, but not limited to, client characteristics, college enrollment, scholarship dollars awarded, college graduation data, FAFSA applications filed, college exams taken, passing of state mandated exit-level tests, and first-generation college status. The San Antonio Education Partnership Advisors at the 15 high schools also compile such information as 10th and 11th grade GPAs and attendance to assist with case management, activity participation rates, and other scholarships awarded. As the Education Partnership extends its efforts in college success, it will be collecting additional data such as college remediation courses taken, semester grades, cumulative GPA, progress on degree plans, and college transfer dates from four (4) community colleges and six (6) universities.

Through the assistance of the PCAS sub-grant for data collection and analysis, the Education Partnership is developing additional reporting formats related to cross-site indicators and specific student outcomes, updating the system to make the collection and integrating of data easier, and upgrading the system to manage individual college-level data and to link to high school files. Some of the collected data is shared with school district superintendents and principals in an aggregated report format. However, it is not generally used to foster systemic change in curriculum, student service approaches, or to enhance understanding of the college access environment. The next stage for the San Antonio Education Partnership is to report and analyze this information in a different way to motivate systemic change at the high school, district, and college levels. The challenge is how to do it in a non-threatening manner that allows for schools, districts, and colleges to discuss implications and possible systemic changes without entering into the “normal” finger-pointing mode that generally occurs.

How should the San Antonio Education Partnership use and share this rich array of data to serve as a catalyst for systemic change in the K-12 and higher education systems and, ultimately, achieve true collaboration between both systems to address the needs of and gaps in services to the students?

Group Feedback

- The disconnect between the state and the K-16 system is manifested in the observation that there is no relationship between the TAKS (the state-mandated K-12 assessment) and Accuplacer, which is what the universities use. Accuplacer is used around the country, so the Partnership may be able to use some of its diagnostics to make arguments for change at the K-12 level.
- It may also be important to connect with cities and systems that are in a similar situation – El Paso was one suggestion.
- There's been a lot of talk in this meeting about finding the right question. Currently the Partnership considers the important data-point to be the number of students in remediation, but there may be a better question (and a more informative answer).
- Is the Partnership attempting to change the entire system, or one little piece of it (e.g., college access and success)?
- It may be useful to create some kind of research advisory group made of up representative of the Partnership, for example researchers at the university level as well as any research staff that may exist in the K-12 system. That way you can involve researchers who are engaged with the content as well as the research (vs. political leaders or administrators who are not as engaged with research). This group can assist in both identifying what some of the important questions are, but also finding ways to use and analyze the Partnership's existing data.
- One recommendation is rather than taking on the entire system, work on a smaller scale in developing (or hiring someone to develop) some professional development opportunities for teachers – something that can fit within the existing high-stakes assessment environment, but also address some area of need (such as math).

IV.4. Sustainability Planning: Guidelines and Tools

AED designed several sets of tools to assist PCAS grantees in their efforts to develop sustainability plans and to communicate with potential funders about their work and accomplishments. These tools were designed so that the grantees would meet with their partnerships or lead organization staff to develop sustainability plans and then use those plans to do solid sustainability work with their partners and philanthropic entities. These tools provide a common language for our grantees in their internal and external discussions of their work and accomplishments as they described their community or state-level activities in the context of the national impact of the PCAS initiative on the field of college access and success. Below is a description of the different tools in this subsection.

Sustainability Map is a starting point for figuring out where the opportunities are for sustaining the work of your partnership.

Clarifying Questions for a Lead Organization and/or Partnership is a list of two sets of questions drawn from the article “Zeroing In On Impact,” by Paul C. Light (*Stanford Social Innovation Review*, Fall 2006). AED proposed that PCAS grantees use these questions to draw their own conclusions about how to sustain their work before meeting with their partnerships.

Applying Challenges/Opportunities to Sustainability Plan Development includes a list of six questions and two charts that were the basis for the PCAS grantees’ development of their sustainability plans. AED asked grantees to think of this plan as one for sustaining the work of the partnership around college access and success, as opposed to sustaining the lead organization. The first table should help a lead organization and its partnership in prioritizing its best opportunities for addressing critical challenges; the second table should help a lead organization and its partnership delineate the specific piece of the sustainability work that each member of the partnership would tackle a over a given timeframe.

One Possible Format for the Partnership Meeting presents a general agenda for facilitating a partnership meeting on creating a sustainability plan and building consensus around the key challenges

to the work and the target population that the work is intended to help. Depending on these challenges, partners would spend most of the meeting discussing what challenges can be turned into opportunities for sustaining the work of the partnership, the potential funders for these opportunities, and a timeline for garnering their support, and the roles that each of the partners would play in providing resources for sustaining the work.

The Appendix provides additional questions and tables to use for a meeting, either within the lead organization or with the partners.

Talking Points presents questions, answers and basic language for general networking purposes with potential funders and for introducing new staff or potential, additional partners to the PCAS initiative.

A *Template* that a lead organization or partnership could send to potential funders as a letter of inquiry that would combine the features of the national initiative with the unique context of the community-level work is also included. A lead organization or partnership can insert its local data and other information about its work as appropriate.

PCAS Sustainability Map Directions

The following table will help map current and potential opportunities to sustain PCAS activities into the future. The rows identify key components of the PCAS project and the columns identify different arenas of momentum and support. Each site will have a different configuration of assets, opportunities, and challenges depending on your program context, emphasis, and goals for the next three to five years. You may not be in a position to address all the identified arenas or may not choose to do so at this time. You are welcome to expand the size of the table in order to accommodate your responses.

Existing City: Identify current resources and trends on a local, county, or city level that are supporting or could support PCAS activities. This may include public and private leadership advocating for high school reform or school/college partnerships to address the needs of your targeted populations and/or budget line-items made by local government entities.

Existing State: Identify current resources and trends on a state level that are supporting or could support PCAS activities. This may include public and private leadership advocating for high school reform or school/college partnerships to address the needs of your targeted populations and/or budget line-items made by state government entities. This can also include state efforts to align with national trends on specific school/university issues, such as state buy-in to K-16 data alignment initiatives (Data Matters, etc.)

Existing Federal: Identify current resources and trends on a federal level that are supporting or could support PCAS activities. This may include public and private leadership advocating for high school reform or school/college partnerships to address the needs of your targeted populations and/or budget line-items made by federal government entities and/or special initiatives made by national organizations to address PCAS goals.

Foundations: Identify current resources and trends from local and national foundations that are supporting or could support PCAS activities. This includes identifying foundations with an interest and history in some aspect of high school reform or community/school/college partnerships in your locale. This also includes newly-formed foundations in the early stages of creating their portfolio of grant opportunities.

Emerging Private: Identify promising resources and trends from the corporate sector that may be positioned to support PCAS activities. This includes identifying key businesses and industries existing or moving into your community that has or will have a vested interest in promoting/supporting different aspects of the PCAS project.

Emerging Public: Identify promising resources and trends from local, state, or federal governments that might be positioned to support PCAS activities. This includes new leadership advocating for school/college reforms and advocacy initiatives that might be positioned to impact on public policy in the next few years.

Challenges: Identify roadblocks and hurdles that will prevent or limit access to these resources.

PCAS Sustainability Map – Site Name _____ Existing/Emerging Resources and Contextual Opportunities and Challenges November 2006							
	Existing City	Existing State	Existing Federal	Foundations	Emerging Private	Emerging Public	Major Challenges
Partnerships							
Data (Collection & Used)							
College Access							
College Success							
Community/Youth Engagement							
Dissemination/ Advocacy							

Clarifying Questions for Lead Organization and/or Partnership

Your lead staff could use these questions to draw their own conclusions prior to a partnership meeting, distribute to relevant partners for them to grapple with prior to a partnership meeting, or some combination thereof. They are intended as a guide to addressing the larger issues around sustaining the work and whether the theory of change remains adequate for this purpose. If used, it may also help to have relevant staff and partners review the article “Zeroing In On Impact,” by Paul C. Light (*Stanford Social Innovation Review*, Fall 2006), where the questions in this section are drawn from (at least in part).

Part A: Clarifying Target Population and Intended Impact

1. Who is the target population(s)? Do they include the target population(s) that we believe are the most vulnerable or benefit the least from work in college access and success?
2. What benefits do our programs create? Do they include the target population(s) that we think will benefit most from our work?
3. How do we define success? Does our definition of success need refinement based on what we have learned from our work?
4. Given the sustainability issues, what are the things that we won't or shouldn't do to keep the work going?
5. Given what we have achieved to date, what are the things that would make us obsolete in this work?

Part B: Clarifying the Theory of Change:

1. What is the cause-and-effect logic that gets us from our resources (people and dollars) to impact? Has this logic worked to date for the work in which we have engaged?
2. Where are the gaps in our theory of change, and is there a relationship between these gaps and the challenges the partnership and our target population(s) face?
3. What are the most important elements of our programs' content and structure? Where do we face the greatest challenges in

implementing these elements? Where are our most important opportunities?

4. What assumptions led us to choose these particular program elements? Do these assumptions stand up to scrutiny after two years of implementation work? Where are our assumptions weakest and in need of revision?
5. Are there other ways in which we could achieve the desired outcomes? Are there other elements or institutions that could help us in moving the agenda of our work forward?
6. Given the work to date, what is the minimum length of time our partnership and target population(s) need to be engaged to achieve these outcomes? What is the minimum length of time for us to collect data to show our successes, challenges and opportunities we have gleaned from our work?
7. What else does our target population(s) need to achieve these outcomes in terms of systemic change (e.g., advocacy, policy engagement, dissemination of results, a multimedia campaign, grassroots organizing, a city-wide roundtable, etc.)?

Applying Challenges/Opportunities to Sustainability Plan Development

1. In what places do the opportunities for greatest impact match up with the program elements)?
2. Which ones can the greatest potential for systemic change and can impact the most vulnerable within our target population(s)?

3. Which ones of these are ones that our partnership can take action on in the next 12 months? 24 months? 36 months?
4. Which ones of these can the partnership sustain through existing resources or in-kind contributions?
5. Which ones of these require resources (human, information, financial) external to the partnership?
6. Which ones can be funded through sources within the community? At the state or regional level? At the national level? Who are the key players who may have an interest?

Matching Opportunities to Resources and Funders

Program Elements	Greatest Impact Opportunity	In-Kind Contributions/Internal Resources	External Resources/ Location of Sources	Timeframe for Addressing Opportunity

Matching Opportunities to Partners

Program Elements	Greatest Impact Opportunity	Partnership Member(s) Responsible	Partnership Member(s) Role	Timeframe for Addressing Opportunity

One Possible Format for the Partnership Meeting

The goal of this meeting should be for the lead organization to get its partnership to a consensus around two or three ideas that come out of an understanding of the main challenges to the target population(s). These opportunities are the ones that the partnership *could* use in pursuing additional financial resources for the work. ***Remember, this is merely one suggested way for doing this meeting. You should use whatever format that fits your partnership's context.***

Small Groups Discussion (60 minutes):

The project director and other lead staff should begin the meeting by discussing the questions in Section 1. Partnership participants should have already reviewed the questions and read the “Zeroing In On Impact” article by Paul Light as their groundwork for this discussion. Lead staff should have the partnership staff break into small groups of no more than four (4) per group to discuss the two groups of questions. Each group should have an hour to discuss the two sets of questions as a starting point, coming out of their small group meetings with up to five (5) items under three (3) categories:

- The program elements most critical to achieving the long-term goals of the work;
- The most critical challenges the partnership faces in implementing its work; and
- The most critical challenges the target population(s) faces in increasing their access to and success in postsecondary education.

Clarifying Target Population and Intended Impact (20 minutes)

Clarifying the Theory of Change (30 minutes)

Write-Up of Items for Three Categories (10 minutes)

Each small group should designate one person as its representative during the breakout discussion after the small group session. They will summarize the items that fall under the three (3) categories.

Report-Back Discussion (45 minutes)

Lead staff will listen to the representatives from each of the small groups as they summarize their ideas and their items of importance under each of the three (3) categories. The lead staff will then begin a discussion with the larger group about the challenges that everyone already would agree on (based on the write-ups from the small groups) and take on the challenges that are unique to each of the small groups.

From Challenges to Opportunities (60 minutes)

The lead staff will continue this general group discussion by shifting into the connections between challenges or opportunities. The basic question here is whether the challenges listed by the small groups lend themselves well to opportunities for sustaining the work. In considering whether any of the challenges faced by the partnership or the target population(s) link up well to potential opportunities, the group should examine the following broad indicators of context:

- The policy environment in which the work of the partnership operates;
- The funding environment and whether any challenges that are opportunities that match up with funding priorities; and
- The need for additional partners not considered in the past but would be helpful in actualizing potential opportunities

From there the lead staff should work through the agreed-upon challenges and the more unique ones to build a consensus around the top three opportunities that stem from the posted challenges. For those challenges that the group has not reached consensus on but believes

strongly in, that person should be given three (3) minutes to argue for that particular challenge and the potential opportunity that it may represent. After that, those outlying challenges (and the potential opportunities they represent) that some in the group still want considered should be put to a vote.

Shift From Challenges to Opportunities (10 minutes)

General Discussion of Challenges and the Opportunities They Represent (25 minutes)

Debate Over Remaining Challenges Where There Is No Consensus (15 minutes)

Vote on Outlying Challenges (10 minutes)

Final Session (45 minutes)

This session will be one in which the lead staff can lead the group through the charts in Section 3 on sustainability opportunities and matching them to:

- Potential funders;
- Places within the partnership where resources already exist or in-kind contributions are possible; and
- The timetable for securing the resources to sustain this portion of the work.

The other chart is for delegating the partnership's work on sustainability, including the scope of work to be done and the timeframe for doing it.

IV.5. Appendix

Applying Answers to Internal (Partnership) Sustainability Challenges and Opportunities

1. Please list up to five (5) of our most critical partnership successes to date in implementing our work during the first two years of implementation.

2. Please list up to five (5) of our most critical partnership challenges to sustainability at they relate to the long-term (five years or more) goals for our work.

Five Partnership-Level Successes	Five Partnership-Level Challenges

Applying Answers to External (Target Population) Sustainability Challenges and Opportunities

1. Please list up to five (5) of the most critical challenges faced by our target population(s) around college access and success that were evident at the beginning of this work two years ago.

2. Please list up to five (5) of the most critical challenges faced by our target population(s) around college access and success that must be address to ensure the sustainability and long-term success (five or more years) of the work.

Five Target Population Challenges (Pre-Implementation)	Five Target Population Challenges (Two Years into Implementation)

3. Please list the items that overlap between target population challenges prior to implementation and the items that overlap after two years of implementation work.

Target Population Challenges Overlap

4. Please list the items that overlap. This will yield the overlap between internal (lead organization and partnership) challenges and the overlap of external challenges that the target population(s) face in terms of sustaining our work and its impact.

Internal and External = Opportunities Overlap

Talking Points

What Is Partnerships for College Access and Success?

Partnerships for College Access and Success (PCAS) increases the capacity of communities to coordinate and expand access to college to underrepresented youth (low-income students, students of color, first-generation students and students with disabilities) and assists them in the successful completion of their postsecondary programs. In its final year, it is a four-year initiative funded by Lumina Foundation for Education to improve college access and college success rates for underrepresented youth in eight communities across the US.

The PCAS Approach

PCAS fosters partnerships between community stakeholders—K-12 school districts, two- and four-year postsecondary institutions, government organizations, businesses, and community based organizations—committed to preparing students for college and ensuring their success once they arrive. Facilitated by a lead organization with a legitimate track record in their community, each partnership *links the key players* in their community who share the goal of filling gaps in the pipeline between high school and postsecondary education for underrepresented populations.

How do partnerships help?

Partnerships assist young people in their communities in a variety of ways:

- Provide students tools for success in postsecondary education and in the workplace
- Offer information and assistance about opportunities in higher education, including financial aid applications
- Develop and connect college access programs in local high schools

- Provide necessary data to improve policies and programming in college access and success
- Collaboration between different education sectors to align their work with students' needs

What is our evidence?

Our data shows that more of our students are graduating from high school college-ready, are being accepted into postsecondary institutions at rates higher than the national average, and are completing their first year of higher education in greater numbers than in the past. Collaborating around data has helped us understand the connections between our college access and college retention work.

What have we learned?

We have learned some valuable lessons in our participation in PCAS:

Antecedents: The need for a developed community partnership with capacity to facilitate the work and bring relevant stakeholders to the table.

Community readiness: A community context that makes addressing challenges within the P-16 education continuum possible and effective.

Data collection: The need to collect and share data gathered to create a trusting environment for improving programs for postsecondary success.

A theory of action: The need for a theory of action and a set of activities and objectives that a lead organization and partnership can use to measure their impact right from the start of its work.

Template

It is clear from the current research and many of the national initiatives in secondary and postsecondary reform that systemic approaches are on the front burner of many states, cities, and the federal government. Projects such as Lumina Foundation's Achieving the Dream, the Data Quality Campaign, the Social Science Research Council's *Transitions to College*, and The Pathways to College Network's report *A Shared Agenda* are all playing a role in developing policies and providing tools to connect K-12 and postsecondary education reform to address the impediments to access and success of underrepresented students. Achieve and the National Governors Association are leading initiatives to improve high school preparation so that every graduate has access to a rigorous curriculum that prepares them for postsecondary education and for employment that requires high literacy and technical competence. Many districts are now requiring more rigorous preparation for all students for postsecondary education. On the postsecondary level, institutions are putting in place accountability measures for their outcomes and are addressing cost barriers for low- and middle-income students.

[Insert text here introducing work of lead organization and its community partnership on college access and success and what you would want from a funder in expanding current or development new areas of work]

What Is Partnerships for College Access and Success?

Partnerships for College Access and Success (PCAS) increases the capacity of communities to coordinate and expand access to college to underrepresented youth and assists them in the successful completion of their postsecondary programs. In its final year, it is a four-year initiative funded by Lumina Foundation for Education to improve college access and college success rates for underrepresented youth in eight communities across the US.

There are eight PCAS sites across the United States:

- Burlington, Vermont
- Chattanooga, Tennessee
- Chicago, Illinois
- Milwaukee, Wisconsin
- New York, New York
- Sacramento, California
- San Antonio, Texas
- Seattle, Washington

[Insert paragraph on history of lead organization and how it became involved with PCAS]

The PCAS Approach

PCAS fosters partnerships between community stakeholders—K-12 school districts, two- and four-year postsecondary institutions, government organizations, businesses, and community based organizations—committed to preparing students for college and ensuring their success once they arrive. PCAS grantees work primarily with low-income students, students of color, first-generation students and students with disabilities for whom college can pave the way to meaningful and productive careers.

Facilitated by a lead organization with a legitimate track record in their community, each partnership *links the key players* in their community who share the goal of filling gaps in the pipeline between high school and postsecondary education for underrepresented populations. This is a cutting-edge approach. A partnership managed by a lead organization allows stakeholders at the school district and postsecondary levels to collaborate and concentrate their efforts at systemic change. It gives all stakeholders the opportunity to address college access and success in their communities from a variety of perspectives, yielding new ways to implement the best practices in the field.

Each partnership has developed a unique program based on the specific needs of their community. *[Insert a section here describing lead org/partnership work in community on college access and success]*

How do partnerships help?

Partnerships assist young people in their communities in a variety of ways:

- Provide students additional tools for success in postsecondary education and in the workplace
- Offer information and assistance about opportunities in higher education, including financial aid applications
- Develop and connect college access programs in local high schools
- Provide critical data necessary for improved programming and policies in college access and success
- Collaboration between different education sectors (K-12 and postsecondary) to align their work with students' needs.

What is our evidence?

Our data shows that more of our students are graduating from high school college-ready, are being accepted into postsecondary institutions at rates higher than the national average, and are completing their first year of higher education in greater numbers than in the past. Collaborating around data has helped us understand the connections between our college access and college retention work.

[Insert your own lead org/partnership data on college acceptance and enrollment rates, percentage of students completing FAFSA forms, college applications, taking ACT/SAT, first-year college retention or remediation rates, etc. The three pieces of data below stem from OMG's evaluation report from 2006, with data for all eight grantees from the 2005-05 school year; you should use where relevant]

According to student data submitted by the eight PCAS grantees for the OMG Center for Collaborative Learning, the external evaluator for the initiative, PCAS grantees provided access services to over 23,800 students and success support services to 2,433 college students in 2005-2006. In tallying the number of students served through the PCAS initiative, OMG asked sites to count all pre-college students who have received support services as part of the PCAS access component during the academic year—including middle school aged students, adult learners, and out-of-school youth. More specifically, the grantees served 907 high school seniors, college-ready youth, and/or adult learners in the PCAS initiative. These 907 students were typically the ones receiving the most intensive access supports.

For all PCAS grantees in 2005-06, the percentage of high school seniors and out of school youth completing key college access benchmarks—including submitting a college application, gaining acceptance, and enrolling in college—is between 63 and 100 percent, considerably higher than the national high school graduate enrollment rates, particularly for underrepresented students. In the majority of sites, over 75 percent of PCAS students completing college applications were accepted into college. In the United States in 2004, slightly more than 66 percent of high school graduates enrolled in college: 67 percent of White high school graduates enrolled in college as compared to 62 percent of African American and 61 percent of Latino high school graduates.

College enrollment rates for PCAS students who have been accepted to college ranged from 94 to 100 percent in 2005-06. As already noted, for the sites reporting, PCAS student enrollment is high compared to national statistics. The high enrollment rates shown by this data suggests that PCAS program interventions may account for these high percentages.

What have we learned?

We have learned some valuable lessons in our participation in PCAS that will allow us to build on this pioneering experience:

[Insert your lead org/partnership example in each section below, where it says “Example”]

Antecedents: The need for an already developed community partnership with sufficient capacity to facilitate the partnership’s work and bring the right partners to the table.

Example:

Community Readiness: A community context that makes addressing challenges within the preschool-to-postsecondary education continuum—including postsecondary success—possible and effective.

Example:

Data collection capacity: The need to collect, share and use the data that the partnership has gathered to improve programming and create a trusting, non-blaming environment in which to improve postsecondary success.

Example:

A theory of action: The need for a theory of action and a set of activities and objectives that a lead organization and partnership can use to measure their impact right from the start of its work.

Example:

What do we propose?

[Insert a paragraph expounding on ideas for expanding current or developing new areas of work]



V. References and Resources

V. References and Resources

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Organizational Resources (related to)

Community Colleges

American Association of Community Colleges (AACC)

One Dupont Circle, NW, Suite 410
Washington, DC 20036
(phone) 202-728-0200
(fax) 202-833-2467
<http://www.aacc.nche.edu>

Founded in 1920, the American Association of Community Colleges (AACC) is the primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy. AACC supports and promotes its member colleges through policy initiatives, innovative programs, research and information, and strategic outreach to business and industry and the national news media. Its efforts are focused in six strategic actions areas:

- National and international advocacy for community colleges
- Learning and accountability
- Leadership development
- Economic and workforce development
- Connectedness across the AACC membership
- International and intercultural education

Access to the Baccalaureate AACC

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American Association of State Colleges and Universities

1307 New York Ave, NW
Washington, D.C. 20005
(phone) 202-293-7070
(fax): 202-296-5819

Access to the Baccalaureate is a partnership between the American Association of Community Colleges (AACC) and the American Association of State Colleges and Universities (AASCU). With funding from the Lumina Foundation for Education, these two national associations, which represent the majority of U.S. public colleges and some 10 million students, launched the Access to the Baccalaureate project. Its purposes are to:

- Identify non-financial barriers to the baccalaureate at the state, system, and institution levels
- Make recommendations for removing such barriers
- Work with institutions and policymakers to implement solutions

Association of Community College Trustees

1233 20th Street, NW, Suite 605
Washington, DC 20036
(phone) 202-775-4667
(fax) 202-223-1297
<http://www.acct.org>

The Association of Community College Trustees (ACCT) is a nonprofit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 community, technical, and junior colleges in the United States, Canada, and England. ACCT, governed by a 26-member board of directors, is committed to its mandate of service to trustees. ACCT offers trustee training and professional development programs, educational programs, research and publications, extensive board services, and public policy advocacy.

CCBenefits, Inc.

<http://www.ccbenefits.com/>

CCBenefits, Inc. was established in February 2000 in cooperation with ACCT to make available to individual community and technical colleges a generic and low-cost yet comprehensive tool that would allow them to estimate the economic benefits accrued by students and taxpayers as a result of the higher education achieved—that is, what is the role of community and technical colleges in the local or state economy and do the benefits outweigh the costs? The information is sought by state and local legislators, private donors, and overseeing agencies, as well as by local chambers of commerce, city councils, and local economic development groups. This site is the main venue for communicating with clients, in addition to the regular phone and e-mail contacts.

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(fax) 303-296-8332

<http://www.communitycollegepolicy.org>

The Center for Community College Policy was created to support the creation of public policy that encourages the development of effective and innovative community colleges across the United States. It was established by the Education Commission of the States, in cooperation with the U.S. Department of Education. The Center undertakes the following types of activities:

- Conduct research and analysis.
- Establish a web-based electronic database on issues of community college policy.
- Serve as a clearinghouse for state officials, college leaders and the media on issues of community college policy at the state level.
- Publish and disseminate policy papers.
- Organize national, regional and state-level workshops around issues of community college policy.
- Provide technical assistance to states.

Community College Research Center Teachers College, Columbia University

525 West 120th Street, Box 174
New York, New York 10027

<http://www.tc.columbia.edu/ccrc>

The mission of the Community College Research Center is to carry out and promote research on major issues affecting the development, growth, and changing roles of community colleges in the United States. In addition to conducting research, CCRC works with community colleges, professional organizations, foundations, and govern-

ment agencies in an effort to strengthen the research capacity within both the colleges and the broader community, attract new scholars to the field, promote discussion and debate about crucial and often controversial issues, and disseminate existing research.

COMBASE

A Cooperative for the Advancement of Community-Based Postsecondary Education

<http://staff.bcc.edu/combase/>

Established in 1974 by 10 community colleges with a common interest in community-based education, COMBASE has become a leading organization in the nation with approximately sixty institutions. COMBASE membership is strong and growing! The purpose of COMBASE is to identify, validate and employ exemplary practices in community-based and performance-oriented education; and to share expertise and experience through research, publications, professional development programs, networking and other means.

League for Innovation in the Community College

4505 East Chandler Boulevard, Suite 250

Phoenix, AZ 85048

(phone) 480-705-8200

(fax) 480-705-8201

<http://www.league.org>

The League is an international organization dedicated to catalyzing the community college movement. It hosts conferences and institutes, develops Web resources, conducts research, produce publications, provide services, and lead projects and initiatives with member colleges, corporate partners, and other agencies in our continuing efforts to make a positive difference for students and communities. The League is the only major international organization specifically committed to improving community colleges through innovation, experimentation, and institutional transformation.

The League is spearheading efforts to develop more learning-centered community colleges through its Learning Initiative. The goal is to assist community colleges in developing policies, programs, and practices that place learning at the heart of the educational enterprise, while overhauling the traditional architecture of education.

National Council of State Directors of Community Colleges

AACC

One Dupont Circle, NW, Suite 410

Washington, DC 20036

(phone) 202-728-0200

(fax) 202-833-2467

<http://www.statedirectors.org>

The National Council of State Directors of Community Colleges is an affiliated council of the American Association of Community Colleges (AACC). The council provides a forum for the exchange of information about developments, trends, and problems in state systems of community colleges. Through its affiliation with AACC, the Council also strives to affect national legislation that impacts its colleges and state agencies.

Rural Community College Alliance

c/o MDC Inc.
P.O. Box 17268
Chapel Hill, NC 27516-7268
(phone) 919-968-4531
<http://www.ruralcommunitycolleges.org/>

The Rural Community College Alliance is a network and advocacy group that builds the capacity of member community colleges to improve the educational and economic prospects for rural America. The Alliance seeks to reduce rural isolation and share effective solutions to problems facing distressed rural communities.

Rural Community College Initiative (RCCI)

The Rural Community College Initiative (RCCI), supported by the Ford Foundation, aims to help community colleges in distressed rural areas expand access to postsecondary education and help foster regional economic development. MDC, Inc. managed RCCI in its demonstration phase, 1994-2001, providing technical assistance to 24 participating community colleges. A series of reports by the RCCI Assessment Team on the experiences of those 24 RCCI colleges is available from the American Association of Community Colleges. In 2002, RCCI was institutionalized as a program of the Southern Rural Development Center and the North Central Regional Center for Rural Development. For more information on the demonstration phase, see <http://www.mdcinc.org/rcci/aboutrcci.htm>. For more information on the current phase, see <http://srdc.msstate.edu/rcci/>.

Education Associations

American Youth Policy Forum
1836 Jefferson Place, NW
Washington, DC 20036
(phone) 202-775-9731
(fax) 202-775-9733
<http://www.aypf.org>

AYPF provides policymakers and their senior aides with information and experiences useful in the development of an effective youth education, training and transition-to-employment system for the United States (including formal and informal learning opportunities, internships, national community service, and other experience-based learning methodologies). AYPF does this by bringing leading policymakers, researchers and youth-serving practitioners into dialogue with a bipartisan group of senior Congressional aides, Executive Branch leaders, state offices located in Washington, DC and their counterparts in national associations focused on the education of youth and career development.

Aspen Institute Education and Society Program

The Aspen Institute
One Dupont Circle, NW
Suite 700
Washington, DC 20036-1133
(phone) 202-736-5800
(fax) 202-467-0790
<http://www.aspeninstitute.org/education>

Founded in 1974, the Education and Society Program provides a forum and leadership development for education leaders—government officials, researchers, funders, school and college administrators and practitioners—to engage in focused discussions regarding their efforts to improve student achievement, and to consider how public policies affect their progress. Through sustained dialogue among a carefully selected, diverse array of experts, the Program aims to promote common understandings, clarify areas of disagreement, generate ideas, and build alliances that make a difference.

The Education Trust (Ed Trust)

1250 H Street, NW, Suite 700
Washington, DC 20005
(phone) 202-293-1217
(fax) 202-293-2605
<http://www2.edtrust.org/edtrust>

The Education Trust was established in 1990 by the American Association for Higher Education as a special project to encourage colleges and universities to support K-12 reform efforts. Since then, The Ed Trust has grown into an independent nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve. We believe that it is impossible to achieve significant change in K-12 without simultaneously changing the way that postsecondary education does business. We also believe that postsecondary education needs improving as much as K-12.

The Learning Communities Network, Inc.

6100 Oak Tree Boulevard, Suite 200
Independence, OH 44113
(phone) 216-575-7535
(fax) 216-575-7523
<http://www.lcn.org>

The Learning Communities Network (LCN) is a 501(c)(3) nonprofit organization that is committed to changing how all citizens, giving special attention to low-income and historically neglected communities, ensure that their children experience schooling and learning opportunities that enable them to pursue their own American dream. LCN believes it is time to address whether public schools and systems are responding to the needs and aspirations of the communities they are supposed to serve and to create more democratic and community-driven infrastructure that will ensure quality learning opportunities for all children. Low-income and historically neglected communities are the most poorly served by our present systems. LCN is committed to supporting schooling and learning opportunities that are driven by the needs and aspirations of these communities.

National Council for Community and Education Partnerships (NCCEP)

1400 20th Street, NW, Suite G-1
Washington, DC 20036
(phone) 202-530-1135
(fax) 202-530-0809
<http://www.edpartnerships.org>

The mission of the National Council for Community and Education Partnerships (NCCEP) is to develop and strengthen broad-based partnerships throughout the education continuum, from early childhood through postsecondary education. NCCEP

seeks to help improve public K-16 education by creating education/community partnerships, linking schools and communities, developing new research-based college access programs, and supporting the implementation of proven educational strategies. Using research findings to create successful frameworks for action, NCCEP aims to invigorate the principle of equal educational opportunity for all students. NCCEP's work is intended ultimately to: help improve public education, increase students' academic achievement levels, and increase low-income students' access to higher education.

National Governors' Association (NGA) Center for Best Practices

Hall of States
444 North Capitol Street, Suite 267
Washington, D.C. 20001-1512
(phone) 202-624-5300
http://www.nga.org/center/divisions/1,1188,T_CEN_EDS,00.html

Education policy is the constitutional responsibility of states, and governors have played a lead role in efforts to improve education. The challenges states face are complex, and governors must address a wide range of issues, including early childhood education, teacher quality, low-performing schools, high school reform and postsecondary education. The NGA Center for Best Practices supports governors on these and other issues by providing technical assistance, policy analysis and reports, and information on best practices.

Pathways to College Network

The Education Resources Institute (TERI)
31 St. James Avenue
Boston, MA 02116
(phone) 617-556-0581
<http://www.teri.org>
<http://www.pathwaystocollege.net>

The Pathways to College Network is a national alliance of organizations and funders dedicated to focusing research-based knowledge and resources on improving college preparation, access, and success for underserved students, including low-income students, underrepresented minorities, first-generation students, and students with disabilities.

Federal Government

U.S. Department of Education, Office of Vocational and Adult Education
400 Maryland Avenue, SW
Washington, DC 20202
(phone) 202-205-5451
(fax) 202-205-8748

OVAE initiatives focused on community colleges:

- **Accelerating Student Success Through Credit-Based Transition Programs.** Seeks to capture information on the effectiveness of these programs, the prevalence of programs in secondary and postsecondary institutions, the number of students enrolled, and how programs are structured to provide services to students.

- **Community College Labor Market Responsiveness Initiative.** Seeks to identify the characteristics of a "market-driven college" that meets its local and economic workforce needs.
- **College and Career Transitions Initiative.** Supports the development of secondary/postsecondary programs based on rigorous academic and technical courses.

Foundations

The Bill & Melinda Gates Foundation

Education Programs
PO Box 23350
Seattle, WA 98102
(phone) 206-709-3607
(fax) 206-709-3280
<http://www.gatesfoundation.org>
Email: edinfo@gatesfoundation.org

The Bill & Melinda Gates Foundation is supporting high school reform efforts in communities and states throughout the U.S. to improve student high school graduation and college preparedness rates. Through grants totaling \$2.2 billion, the Bill & Melinda Gates Foundation aims to create more than 1,500 small early college high schools throughout the country in the next five years. It is the hope of the foundation and its partners that this model will help improve high school and college graduation rates, especially for low-income and minority students.

Carnegie Corporation of New York

437 Madison Avenue
New York, NY 10022 USA
(phone) 212-371-3200
(fax) 212-754-4073
<http://www.carnegie.org>

The work of the Education Division in Urban School Reform is centered on two major organized initiatives: *Schools for a New Society* and *New Century High Schools* for New York City. Although most of the work is within these two initiatives, grantmaking also continues independently of them in areas that strengthen their central purposes. Both initiatives seek to build existence proofs about the viability of wide-scale urban high school reform and knowledge about strategies, tools, challenges and resources that can be applied in other settings. The Corporation is joined in its pursuit of reinventing the urban high school by the Bill & Melinda Gates Foundation, and, in New York City, by the Open Society Institute. Together, these grants target over 100 schools in seven cities nationwide and aim to transform the lowest-performing, large, comprehensive high schools in New York City into as many as 60 effective schools.

Ford Foundation

Education, Sexuality, Religion Unit
320 East 43rd Street
New York, NY 10017
(phone) 212-573-5000
(fax) 212-351-3677
<http://www.fordfound.org>

In *Education and Scholarship*, the Ford Foundation seeks to increase educational access and quality for the disadvantaged, to educate new leaders and thinkers and to foster knowledge and curricula supportive of inclusion, development and civic life. Grantmaking supports policy, research and reform programs in both schools and higher education institutions, with particular emphasis on enhancing the performance of educational systems through improving finance, governance, accountability and training. Scholarship is supported to deepen understanding of such issues as gender, identity, pluralism and social change, as well as particular non-Western areas of the world and the relationships between them.

Collaborating for Educational Reform Initiative (CERI)

In early 2000, the Learning Communities Network was invited by the Ford Foundation to play a key role in the foundation's Collaborating for Educational Reform Initiative (CERI). The foundation launched CERI in 1997 in an effort to promote long-term collaborative efforts toward scaling up and sustaining coherent educational reform in major cities throughout the United States. CERI is premised on the idea that large-scale, sustainable, and measurable improvements in the quality of urban schools can take place when key educational reform stakeholders collaborate towards a shared — and locally determined — vision for improving student experiences and outcomes and when that collaboration includes engaging in strategies at multiple levels (classroom, school, cluster, district and state)

The William and Flora Hewlett Foundation

Education Program
2121 Sand Hill Road
Menlo Park, CA 94025
(phone) 650-234-4500
(fax) 650-234-4501
<http://www.hewlett.org>

The Education Program funds policy studies, research, development, demonstrations, evaluations, dissemination, and public engagement to accomplish its objectives. An individual grant should develop knowledge usable beyond its boundaries and should add clear and substantial value to accomplishing the goals of a priority of the Foundation's Education Program.

W.K. Kellogg Foundation
Youth and Education Programs
One Michigan Avenue East
Battle Creek, MI 49017-4012
(phone) 269-968-1611
(fax) 269-968-0413
<http://www.wkkf.org>

For Youth and Education Programs, an overall goal and two strategies provide primary programming guidance.

Goal: Support healthy infant, child, and youth development by mobilizing, strengthening, and aligning systems that affect children's learning.

Strategy 1: Mobilize youth, families, and communities to influence institutions and policies that impact learning and achievement for vulnerable children and youth.

Strategy 2: Forge partnerships between education institutions and communities to promote learning, academic performance, and workforce preparation among vulnerable young people.

Smaller groups of grants for each strategy will be focused around a particular theme related to the strategy. Generally, strategy-centered grants will support innovative, community-driven projects to improve vulnerable children's learning.

New Options for Youth

New Options for Youth supports partnerships between communities and post-secondary institutions to create bold, new ways to help young people ages 14-20 achieve higher levels of learning. In the initial phase, New Options for Youth primarily is a developmental effort. Over Phase I, the initiative will identify innovative programs and promising ideas for viable learning alternatives for high school-age youth; identify community-institutional partners to develop promising options; connect with other programs nationwide that have similar or complementary objectives; and share ideas, showcase programs, and move knowledge to practice.

Lumina Foundation for Education

30 South Meridian Street
Suite 700
Indianapolis, IN 46204-3503
(phone) 317-951-5300
(toll-free) 1-800-834-5756
(fax) 317-951-5063
<http://www.luminafoundation.org>

Lumina Foundation for Education is a private, independent foundation based in Indianapolis. Its program mission is to expand access and success in postsecondary education. Through research, evaluation and grants for innovative programs, as well as communication, public policy and leadership-development initiatives, Lumina Foundation addresses issues that affect access and educational attainment — particularly among underserved student groups, including adult learners.

Achieving the Dream: Community Colleges Count

Achieving the Dream: Community Colleges Count is a multiyear initiative funded by Lumina Foundation for Education and involves several national partner organizations. *Achieving the Dream* is designed to enhance the academic success of low-income and minority students. The first phase of the initiative will include selected colleges in Florida, North Carolina, New Mexico, Virginia and Texas. In the future, the initiative will expand to include eligible community colleges in additional states.

Nellie Mae Education Foundation

1250 Hancock Street, Suite 205N
Quincy, MA 02169
(phone) 781-348-4200
(fax) 781-348-4299
<http://www.nelliemaefoundation.org>

The Nellie Mae Education Foundation, formerly the Nellie Mae Foundation, is New England's largest public charity dedicated exclusively to improving academic achievement for the region's underserved communities. It provides grants and technical assistance to programs that concentrate on academic enrichment, college planning, advising, preparation and retention support for low-income, underserved students in grades 5 through community college, and adult learners. The Foundation also sponsors research projects and conferences that examine critical issues in education. By focusing on adult literacy, college preparation, minority high achievement and out-of-school time, the Foundation is able to achieve greater impact as a force for educational improvement.

Partnerships for College Success

In 2003, the Nellie Mae Education Foundation redesigned the College Prep initiative to better reflect the Foundation's focus on academic achievement and attainment. This new College Prep strategy, called Partnerships for College Success, is a multiyear grant program to expand existing collaborations between universities and high schools that seek to improve college preparation and access for all students through the application of research-based practices focused on academic achievement. Ten intermediary organizations (including the Woodrow Wilson National Fellowship Foundation) have been funded to provide technical assistance to the college-school partnerships involved in the project.

The Partnerships for College Success grant program seeks to promote change in three important ways. The program plans to support college-school partnerships invested in helping students clearly understand what they need to know and be able to do in order to gain admission and succeed in college. The program will also assist partnerships that seek to create an environment of high expectations that encourages college preparation and success for all students. Finally, the Partnerships for College Success program supports school and college collaborations committed to providing access to rigorous courses, mentoring, advising, assessment and pre-college experiences for all high-school students.

University Research Centers and Nonprofit Think-Tanks

College Is Possible

American Council on Education
One Dupont Circle NW
Washington DC, 20036
(phone) 202-939-9395
collegeispossible@ace.nche.edu
<http://www.acenet.edu>

College Is Possible (CIP) is the American Council on Education's K-16 youth development program that motivates middle- and high school students from underserved

communities to seek a college education. As the major coordinating organization for higher education representing college and university presidents, the American Council on Education (ACE) is uniquely positioned to build a bridge between colleges and universities and their local K-12 communities, by facilitating commitment at the executive level.

Institute on Education and the Economy

Teachers College, Columbia University
439 Thorndike Hall
525 West 120th Street, Box 174
New York, NY 10027
(phone) 212-678-3091
<http://www.tc.columbia.edu/~iee>

The Institute on Education and the Economy (IEE) established in 1986 by the Board of Trustees of Teachers College, Columbia University, is an interdisciplinary policy research center that focuses its attention on the interaction between education and the economy. The foundation of this focus was articulated in *The Double Helix of Education and the Economy*, written in 1992 by the Institute's former and current directors, which analyzed the relationship between changes in the economy and the need to for a fundamental rethinking of our educational system.

Social Science Research Council (SSRC)

810 Seventh Avenue
New York, NY 10019
(phone) 212-377-2700
(fax) 212-377-2727
info@ssrc.org
<http://www.ssrc.org>

Transitions to College: From Theory to Practice

As part of its portfolio on higher education, SSRC established Transitions to College: From Theory to Practice in 2003 to focus on the conditions for opportunity and success that are available to all American adolescents as they navigate the transition from secondary school to college completion and the workplace. Lumina Foundation for Education has provided support for this effort, which aims to 1) bring together and clarify what we know about the shift from high school to college and careers from the various streams of social science research that have looked at transition; 2) frame and structure an agenda about what we still need to research and learn about this crucial bridge to gainful adulthood and 3) link that agenda to policy and practice." (see also <http://edtransitions.ssrc.org>).

Scholarships

Hispanic Scholarship Fund

55 Second Street, Suite 1500
San Francisco, CA 94105
(phone) 1-877-473-4636
(fax) 415-808-2302
<http://www.hsf.net>

The Hispanic Scholarship Fund (HSF) is the nation's leading organization supporting Hispanic higher education. HSF was founded in 1975 with a vision to strengthen the country by advancing college education among Hispanic Americans, the largest minority segment of the U.S. population. In support of its mission to double the rate of Hispanics earning college degrees, HSF provides the Latino community more college scholarships and educational outreach support than any other organization in the country.

National College Access Network (NCAN)

1422 Euclid Avenue, Suite 1548
Cleveland, OH 44115
(phone) 216-241-6122
(toll free) 1-866-941-6122
(fax) 216-241-6140
(email) ncan@collegeaccess.org
<http://www.CollegeAccess.org>

Incorporated in 1995, the mission of the National College Access Network (NCAN) is to improve access to and success in postsecondary education for disadvantaged, underrepresented, and first-generation students. NCAN does this by supporting a network of state and local college access programs that provide counseling, advice, and financial assistance; sharing best practices among the network; providing leadership and technical assistance; and helping establish new college access programs. NCAN's current roster of members includes 124 organizations, which are serving thousands of low-income students and their families in 36 states and the District of Columbia. Many members provide "last-dollar" or gap scholarships to students who have been accepted into college but whose financial aid packages fall short of enabling the students to actually attend.

Scholarship America

One Scholarship Way
St. Peter, MN 56082
(phone) 1-800-537-4180
<http://www.scholarshipamerica.org>

Scholarship America is a scholarship and educational support organization dedicated to expanding access to educational opportunities by involving and assisting communities, corporations, foundations, organizations and individuals in the support of students and in the encouragement of educational achievement. Since it was founded in 1958, Scholarship America has distributed over \$911.5 million to nearly 850,000 students through its scholarship and other student support programs.

United Negro College Fund

8260 Willow Oaks Corporate Drive
P.O. Box 10444
Fairfax, VA 22031-8044
(phone) 1-800-331-2244
<http://www.uncf.org/index.asp>

The United Negro College Fund (UNCF) is the nation's largest, oldest, most successful and most comprehensive minority higher education assistance organization. UNCF provides operating funds and technology enhancement services for 38 member historically black colleges and universities, scholarships and internships for students at almost 1,000 institutions and faculty and administrative professional training.

Workforce Development

Jobs for the Future

88 Broad Street
Boston, MA 02110
(phone) 617-728-4446
(fax) 617-728-4857
<http://www.jff.org>

Jobs for the Future (JFF) believes that all young people should have a quality high school and postsecondary education and that all adults should have the skills needed to hold jobs that pay enough to support a family. As a nonprofit research, consulting, and advocacy organization, JFF works to strengthen our society by creating educational and economic opportunity for those who need it most.

Jobs for the 21st Century

<http://www.whitehouse.gov/news/releases/2004/01/20040121.html>

In a state of the union address, President Bush announced *Jobs for the 21st Century*—a comprehensive plan to better prepare workers for jobs in the new millennium by strengthening postsecondary education and job training and improving high school education. The President's plan will expand opportunities for workers to access postsecondary education to get the job training and skills to compete in a changing and dynamic economy and fill jobs in emerging industries.

National Association of Workforce Boards (NAWB)

1701 K Street, NW
Suite 1000
Washington, DC 20006
(phone) 202-775-0960
<http://www.nawb.org>

NAWB represents business-led workforce boards that plan and oversee state and local workforce development and job training programs. NAWB members are volunteers working in their communities to create a more highly skilled workforce. Workforce boards consist of members, from both public and private sectors, who are leading the way in workforce development so that the U.S. can remain competitive in the global marketplace.

National Council for Workforce Education (NCWE)

PO Box 3188
Dublin, OH 43016-0088
(phone) 614-659-0196
(fax) 614-336-8596
<http://www.ncwe.org>

The National Council for Workforce Education is a private, nonprofit, professional organization committed to promoting excellence and growth in occupational education at the postsecondary level. NCWE, an affiliate council of the American Association of Community Colleges (AACC), provides a national forum for administrators and faculty in occupational, vocational, technical, and career education as well as representatives of business, labor, military, and government, to affect and direct the future role of two-year colleges in work-related education. NCWE membership

includes occupational, vocational, technical, and career educators, economic development professionals, and business, labor, military, and government representatives.

The US Chamber of Commerce Center for Workforce Preparation (CWP)

1615 H Street, NW
Washington, DC 20062
(phone) 202-659-6000
<http://www.uschamber.com>

The Center for Workforce Preparation is the only center dealing with workforce issues that is affiliated with the U.S. Chamber of Commerce. CWP establishes the U.S. Chamber as the leader in workforce development strategies by working to ensure that the employees of its members are fully equipped to compete in the 21st century economy. CWP believes that workforce development is about more than hiring and training the right workers. It is also about identifying and addressing other critical factors—such as transportation, health care, and childcare—that enable people to work and advance in their careers.

Market-Responsive Community Colleges Project

<http://www.uschamber.com/cwp/strategies/colleges/default.htm>

The Center for Workforce Preparation, in partnership with the American Association of Community Colleges, is developing a comprehensive guide for community colleges and chambers of commerce to create effective workforce development partnerships. This initiative seeks to develop the capacity of chambers of commerce and community colleges to be more market-responsive and relevant to the local employment needs of the community businesses.

Workforce Strategy Center

678 East 22nd Street
Brooklyn, NY 11210
(phone) 718-434-4790 (T)
(fax) 718-434-4617 (F)
<http://www.workforcestrategy.org>

The Workforce Strategy Center conducts research and consulting to enhance community college effectiveness in workforce development. The center researches best practices at the state and institutional level and provides technical assistance to state systems and local community colleges. They help colleges position themselves to become more effective workforce providers by assisting them in leveraging resources; developing internal career pathways bridging remedial and credit bearing programs; and creating partnerships with community organizations, workforce agencies, and employers.

Undocumented Students

American Association of State Colleges and Universities (AASCU)

AASCU addressed this topic in the reports: “Should Undocumented Immigrants Have Access to In-State Tuition?” (PDF, *Policy Matters*, June 2005) and *Access for All? Debating In-State Tuition for Undocumented Alien Students*. <http://www.aascu.org>

Center for Community College Partnerships, UCLA

The Center for Community College Partnerships is responsible for developing and strengthening academic partnerships between UCLA and California community colleges, particularly those with large underrepresented student populations. <http://www.college.ucla.edu/up/cccp/>

The DREAM Act Portal

In 2005, Senator Richard Durbin introduced the DREAM Act bill into the U.S. Senate to help the 60,000 students who graduate high school each year but cannot continue their education or join the military because of their status as illegal immigrants. This bill has yet to pass both houses of Congress, but some version of it has been on the table for debate since 2001. This site is a comprehensive resource to more information about the DREAM Act and its beneficiaries. <http://www.dreamact.info>

Education Commission of the States (ECS)

The ECS report *In-State Tuition for Undocumented Immigrants* (2006) summarizes states’ actions on this issue. <http://ecs.org/clearinghouse/61/00/6100.pdf>

Jobs for the Future (JFF)

JFF’s most recent policy brief on this subject, “Update: State Policies Regarding In-State Tuition for Undocumented Immigrants (March 2007),” updates an earlier, more in-depth report on the same subject, *Access to Community College for Undocumented Immigrants: A Guide for State Policymakers* (January 2005), <http://jff.org/Documents/UndocImmigUpdate0307.pdf> <http://jff.org/Documents/AccessToCCUndoc.pdf>

National Immigration Law Center (NILC)

NILC’s mission is to protect and promote the rights and opportunities of low-income immigrants and their family members. NILC staff specialize in immigration law and the employment and public benefits rights of immigrants. The center conducts policy analysis and impact litigation and provides publications, technical advice, and trainings to a broad constituency of legal aid agencies, community groups, and pro bono attorneys. <http://www.nilc.org>

Contact Information for PCAS Initiative Contributors to the Toolkit/Guide

Academy for Educational Development

1825 Connecticut Avenue, NW
Washington DC 20009-5721
Tel: 202-884-8000
Fax: 202-884-8400
<http://www.aed.org>
and
100 Fifth Avenue, 8th Floor
New York, NY 10011-6903
Tel: 212-243-1110
Fax: 212-627-0407
<http://www.aed.org/scs>

Dr. Alexandra T. Weinbaum
Vice President and Co-Director
AED Center for School and Community Services
Tel: 212-367-4577
Fax: 212-627-0407
sweinbau@aed.org

Dr. Donald Earl Collins
Deputy Director
College Access and Success Initiatives

Chattanooga-Public Education Foundation

100 East Tenth Street, Suite 500
Chattanooga, TN 37402-4217
Tel: 423-265-9403
Fax: 423-265-9832
<http://www.pefchattanooga.org>

Dr. Daniel D. Challener
President
423-668-2424
dan@pefchattanooga.org

Ms. Debra Vaughan
Director, Data & Research
423-668-2421
dvaughan@pefchattanooga.org

College Access Center

1413 Chestnut Street
Chattanooga, TN 37402-4420
Tel: 423-265-9212
Fax: 423-265-2223
<http://www.collegeaccesscenter.org>

Ms. Stacy G. Lightfoot
Program Director
College Access Center
slightfoot@collegeaccesscenter.org

COMPASS Guide

UWM Center for Urban Initiatives & Research
PO Box 413
Milwaukee, WI 53201-0413
Tel: 414-229-6453
Fax: 414-229-3082
<http://epic.cuir.uwm.edu/compass/>

Ms. Vicki Turner
COMPASS Guide Director
turner@uwm.edu

Ms. Maria Torres
Outreach Specialist for PCAS
Tel: 414-229-3083
mstorres@uwm.edu

Linking Learning to Life, Inc.

52 Institute Road
Burlington, VT 05401
Tel: 802-951-8850
Fax: 802-951-8851
<http://www.linkinglearningtolife.org/>

Mr. Rich Tulikangas
Executive Director
Rich@LinkingLearningtoLife.org

Little Village Community Development Corp.

2756 South Harding Avenue
Chicago, IL 60623-4407
Tel: 773-542-9233
Fax: 773-542-9241
<http://www.lvcdc.org/>

Lumina Foundation for Education

30 South Meridian Street, Suite 700
Indianapolis, IN 46204-3503
Tel: 317.951.5300
Toll free: 800.834.5756
Fax: 317.951.5063
<http://www.luminafoundation.org>

OMG Center for Collaborative Learning

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Philadelphia, PA 19102-3608
Tel: 215-732-2200
Fax: 215-732-8123
<http://www.omgcenter.org>

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