



COMMITMENTS TO ACTION ON COLLEGE OPPORTUNITY

The Executive Office of the President

December 2014



LIST OF COMMITMENTS

Building on the Administration’s efforts to increase college opportunity, the President and First Lady hosted a second College Opportunity Day of Action, asking colleges and universities and other higher education leaders to make new commitments to increase college opportunity. In response, institutions and organizations made the following commitments, as reported and described by respondents. The list includes both participants in the December 4th event as well as institutions and organizations who were unable to attend.

Completion Commitments	10
American Association of Community Colleges (AACC); American Association of States Colleges and Universities (AASCU); Association of Public Land-Grant Universities (APLU)	10
Asian American & Native American Pacific Islander-Serving Institution Consortium	10
Aspen Prize 2020 Completion Collective	11
Aspen Prize for Community College Excellence	12
The Associated Colleges of the South	13
Association of Franciscan Colleges and Universities (AFCU)	14
Bay Path University (Longmeadow, MA)	15
California State University, Long Beach (CSULB) (Long Beach, CA)	16
California State University System	17
Center for Companies That Care	18
City University of New York (CUNY) (New York, NY)	18
Colorado Community College System (CCCS)	19
Community College of Allegheny County (Pittsburg, PA)	20
Community College of Baltimore County	20
Cornell University (Ithaca, NY)	21
Davidson County Community College	21
Eastern Gateway Community College (Steubenville, OH)	22
The Florida Consortium of Metropolitan Research Universities	22
Governors State University (University Park, IL)	24
Harper College (Palatine, IL)	24
Hispanic Serving Institutes Collaborative	25
Historically Black Colleges and Universities	26
ideas42	27
Illinois Community College Board	27
Indiana State University (Terre Haute, IN)	28
Iowa State University (Ames, IA)	29
Jobs for the Future (JFF)	30
Kresge Foundation	30
LaGuardia Community College (CUNY), Maricopa Community College, and Valencia College	31

Louisiana’s Community and Technical Colleges	32
Loyola University Chicago and Arrupe College	32
Lumina Foundation	33
The Michael and Susan Dell Foundation	34
Minnesota Tribal College Consortium.....	35
Minority Serving Institution Community College Completion Collaborative (MSI C4)	36
National Association of System Heads (NASH).....	37
Newark City of Learning Collaborative	37
OneGoal.....	38
Palo Alto University (PAU) Collaboration (Palo Alto, CA)	39
Pasadena City College (Pasadena, CA).....	40
Patrick Henry Community College (Martinsville, VA).....	40
Philadelphia Higher Education Collaborative (Philadelphia, PA)	41
The Posse Foundation.....	42
St. Francis College (New York, NY).....	42
Scholarship America.....	43
Single Stop	44
Smith College.....	45
Starfish Retention Solutions.....	46
Texas Association of Community Colleges	46
Udacity	47
UNCF (United Negro College Fund)	47
University of Hawai’i System.....	48
University Innovation Alliance	49
Wallace State Community College (Hanceville, AL)	50
Wayne State University (Detroit, MI)	50
Western Governors University (Salt Lake City, UT).....	51
Yale University	52
Yes We Must Coalition.....	52
K-16 Partnership Commitments	53
55,000 Degrees (Louisville, KY).....	53
The Albany Promise (Albany, NY).....	53
Amarillo No Limits/No Excuses (Amarillo, TX)	54
Achieve Atlanta (Atlanta, GA).....	55
Baltimore County Collegiate Alliance Program (Baltimore County, MD).....	56
Berea College Partnership (Berea, KY).....	56
Camden City College Access Network (Camden, NJ)	57
Clark University K-16 Partnership (Worcester, MA)	58
Denver Collaborative (Denver, CO).....	59

Duval County Public Schools (Jacksonville, FL)	60
First Step to College-Lowell: A Collaboration for College Readiness of JFYNetWorks, Middlesex Community College, and Lowell High School (Lowell, MA)	60
Greater Phoenix Collective Impact Network	61
Hillsboro School District College and Career Pathways (Hillsboro, OR).....	62
Idaho PTECH Network.....	63
Iowa College Aid: College Changes Everything.....	64
Jackson County Cradle to Career Network (Jackson, MI).....	64
KIPP	65
Learn to Earn Dayton (Dayton, OH)	66
Long Beach College Promise (Long Beach, CA)	67
Lynchburg Beacon of Hope (Lynchburg, VA)	67
Missouri Innovation Campus and the Education and Workforce Partnership (Kansas City, MO).....	68
Montana State University System	69
Northern Illinois University and the Regional P-20 Network (DeKalb, IL).....	70
Providence, Rhode Island Partnership (Providence, RI)	71
Rio Grande Valley FOCUS	71
Riverside County Education Collaborative.....	72
Say Yes to Education, Buffalo (Buffalo, NY).....	73
Seeding Success Collaborative Action Network (Memphis, TN).....	74
Seminole State College –Seminole County Public Schools (Sanford, FL).....	75
SKY Partnership (Hedwig Village, TX).....	76
Spartanburg Academic Movement (Spartanburg, SC)	77
StriveTogether.....	77
Trinity Washington University (Washington, DC)	78
University of Chicago Urban Education Institute Success Project (Chicago, IL).....	79
Yale University (New Haven, CT)	80
STEM Commitments	81
Achieving the Dream	81
Achieving the Dream and Jobs for the Future	81
Alma College (Alma, MI)	82
American Association of Physics Teachers.....	83
American Public University System.....	83
Association of American Colleges and Universities	84
Bard College (Annandale-on-Hudson, NY)	84
Barry University (Miami, FL).....	85
Belhaven University (Jackson, MS).....	85
Bellevue College (Bellevue, WA).....	86
Broward College (Davie, FL)	86
Bryn Mawr College (Bryn Mawr, PA).....	87

California Polytechnic State University (San Luis Obispo, CA).....	88
California State University Bakersfield (Bakersfield, CA)	88
California State University San Bernardino (San Bernardino, CA)	89
California State University, Dominguez Hills (Carson, CA).....	90
California State University Los Angeles (Los Angeles, CA)	90
California State University Monterey Bay (Seaside, CA)	91
California State University Northridge (Northridge, CA)	91
California State Polytechnic University, Pomona (Pomona, CA).....	92
California State University, San Bernardino (San Bernardino, CA)	93
Central Michigan University (Mt Pleasant, MI)	93
Cincinnati State Technical and Community College (Cincinnati, OH)	94
College Greenlight	95
Community College of Philadelphia (Philadelphia, PA)	95
Connecticut College of Technology	96
Cornell University (Ithaca, NY).....	96
Dallas County Community College District	97
Dominican University of California (San Rafael, CA).....	98
Duke University (Durham, NC).....	98
Educate Texas	98
Flathead Valley Community College (Kalispell, MT).....	99
Florida International University (Miami, FL).....	99
Florida Agricultural and Mechanical University (Tallahassee, FL)	100
Foothill College (Los Altos Hills, CA)	100
Framingham State University (Framingham, MA)	101
George Washington University (Washington, DC).....	101
Georgia Gwinnett College (Lawrenceville, GA).....	102
Georgia State University (Atlanta, GA)	103
Grand Canyon University (Phoenix, AZ)	103
Hobart and William Smith Colleges (Geneva, NY)	104
Houston Community College (Houston, TX).....	104
IIT Boeing Scholars Academy (Chicago, IL).....	105
Iowa State University (Ames, IA)	105
Irvine Valley College (Irvine, CA).....	106
Keene State College (Keene, NH)	106
Lehigh University (Bethlehem, PA).....	107
The Leona M. and Harry B. Helmsley Charitable Trust	107
Make Schools Alliance	108
Mary Baldwin College (Staunton, VA)	108
Maryland State Department of Education	109
Massachusetts Institute for Technology (Cambridge, MA)	109

Michigan State University (East Lansing, MI).....	110
Mount Holyoke College (South Hadley, MA).....	110
National Basketball Retired Players Association – Houston Chapter.....	111
National Math + Science Initiative	111
Nebraska Wesleyan University (Lincoln, NE).....	112
New York University Polytechnic School of Engineering (Brooklyn, NY)	112
Normandale Community College (Bloomington, MN)	113
North Central State College (Mansfield, OH)	114
North Dakota State University (Fargo, ND)	114
Northeastern University (Boston, MA)	115
Northwestern University (Evanston, IL)	116
Pasadena City College (Pasadena, CA).....	116
Paul Smith's College of Arts and Sciences (Paul Smiths, NY)	117
Playwerks.....	118
Portland State University (Portland, OR)	118
REAL School Gardens	119
Richland College (Dallas, TX).....	119
Saint Martin's University (Lacey, WA)	120
Salt Lake Community College (Salt Lake City, UT).....	120
Seattle Colleges.....	121
Southern Connecticut State University (New Haven, CT)	122
The State University of New York (SUNY)	122
STEM Advantage.....	123
Stetson University (DeLand, FL).....	123
Southern Illinois University Edwardsville (Edwardsville, IL).....	124
Temple University (Philadelphia, PA)	125
Towson University (Towson, MD).....	125
Trinity Washington University (Washington, DC)	126
University of Alaska.....	127
University of Arizona (Tucson, AZ)	127
University of California.....	128
University of California, Irvine (Irvine, CA).....	128
University of California, Merced (Merced, CA)	129
University of Colorado, Boulder (Boulder, CO)	129
University of Colorado, Colorado Springs (Colorado Springs, CO).....	130
University of Cincinnati (Cincinnati, OH).....	131
University of Connecticut (Storrs, CT)	132
University of Illinois at Chicago (Chicago, IL).....	132
University of Michigan (Ann Arbor, MI)	132
University of Missouri, Columbia (Columbia, MO)	133

University of New Hampshire (Durham, NH).....	134
University of Northern Colorado (Greeley, CO).....	134
University of Northern Iowa (Cedar Falls, IA)	135
University of Pittsburgh (Pittsburgh, PA)	136
University of Richmond (Richmond, VA).....	136
University of South Florida (Tampa, FL).....	137
University of Tennessee, Knoxville (Knoxville, TN)	137
University of Texas at Austin (Austin, TX)	138
University of Vermont (Burlington, VT)	139
University of Wisconsin-Madison (Madison, WI).....	139
UTeach (Austin, TX).....	140
Washington State University (Pullman, WA).....	141
Wayne State University (Detroit, MI)	142
Wesleyan University (Middletown, CT).....	142
WestEd.....	143
Westminster College (New Wilmington, PA)	143
Whittier College (Whittier, CA)	144
Williams College (Williamstown, MA).....	144
Counseling Commitments.....	145
ACCESS College Foundation	145
ACT	146
Alvord Unified School District (Riverside, CA)	146
American College Application Campaign	147
American School Counselor Association (ASCA)	148
Arizona Department of Education	149
AVID (Advancement via Individual Determination)	150
Berea College (Berea, KY)	150
Big Brothers Big Sisters of Eastern Missouri (BBBSEMO)	152
Breakthrough NY (New York, NY)	153
Bottom Line (Chicago, IL)	153
CACREP (Council for Accreditation of Counseling and Related Educational Programs)	154
Central Michigan University (Mount Pleasant, MI)	155
Chicago Public Schools (Chicago, IL)	155
College Advising Corps (CAC)	156
College Forward	157
College Success Coalition	157
College Success Foundation	158
College Track	159
CollegeBound Foundation—Baltimore (Baltimore, MD)	160

CollegeSpring	160
Colorado Department of Education	161
Council for Opportunity in Education (COE).....	162
Delaware Department of Education.....	162
Excellent Schools Detroit (Detroit, MI).....	164
Florida College Access Network	164
Florida School Counselor Association.....	165
Franklin & Marshall College (Lancaster, PA).....	165
Georgia School Counselors Association.....	166
Hartford Public Schools (Hartford, CT).....	167
Hillsboro School District (Hillsboro, OR).....	168
Houston Independent School District (Houston, TX).....	168
I Know I Can (Columbus, OH).....	169
Illinois Student Assistance Commission.....	170
Indiana State University (Terre Haute, IN).....	170
InsideTrack.....	171
Jack Kent Cooke Foundation	172
Jackson Community Foundation (Jackson, MI).....	172
Johns Hopkins University (Baltimore, MD).....	173
Kaplan K12 Learning Services	174
Kentucky Council on Postsecondary Education	175
Kinesis Foundation	176
Leadership Enterprise for a Diverse America (LEDA).....	177
Lipscomb University (Nashville, TN).....	178
Loyola University (Baltimore, MD).....	178
Maryland Higher Education Commission	179
Metro Nashville Public Schools (Nashville, TN).....	180
Miami Dade College (Miami, FL).....	180
Michael & Susan Dell Foundation.....	181
Michigan College Access Network.....	181
Michigan State Board of Education	182
Mississippi Department of Education	183
Monson Public Schools (Monson, MA).....	184
National College Access Network (NCAN).....	185
National Council for Community and Education Partnerships (NCCEP).....	186
New York Institute of Technology (New York, NY).....	186
North Lawndale College Prep High School (Chicago, IL).....	187
Northern Arizona University (Flagstaff, AZ).....	188
Oakland Unified School District (Oakland, CA).....	189
Office of the State Superintendent of Education (Washington, DC).....	189

The Opportunity Network190

Options Center of Goddard Riverside Community Center190

Oregon State University (Corvallis, OR)191

Rutgers University (New Brunswick, NJ).....192

Saint Louis Public Schools (Saint Louis, MO).....192

San Diego State University (San Diego, CA)193

Skillman Foundation (Detroit, MI)194

Southern Regional Education Board.....195

Spring Branch Independent School District (Hedwig Village, TX).....195

Syracuse University (Syracuse, NY).....196

Temple University (Philadelphia, PA)197

Tennessee College Access and Success Network198

uAspire.....198

University of North Florida (Jacksonville, FL)199

Umoja Student Development Corporation200

University of California, Berkeley (Berkeley, CA)201

University of Chicago (Chicago, IL).....201

University of Connecticut (Mansfield, CT).....202

University of Michigan—Dearborn (Dearborn, MI)203

Washington & Jefferson College (Washington, PA).....204

Washington Student Achievement Council204

Wayne State University (Detroit, MI)205

WE CAN! Newaygo (Newaygo, MI).....206

Western Michigan University (Kalamazoo, MI)207

Williams College (Williamstown, MA).....207

YES Prep208

YouthBuild USA208

Completion Commitments

American Association of Community Colleges (AACCC); American Association of States Colleges and Universities (AASCU); Association of Public Land-Grant Universities (APLU)

Action Plan

The three associations of the public colleges and universities, American Association of Community Colleges (AACCC,) the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-grant Universities (APLU), have formed an Alliance to work together on access and degree completion, particularly for low income and minority students. The Alliance and plan of work is important because public colleges and universities enroll two-thirds of students of the country. The Alliance will work on the broad goal including specific areas:

- Creating seamless transitions for students across sectors and institutions through strategies such as proactive, enhanced advising; improved transfer of credits, including more robust articulation agreements; and innovative enrollment and student financial aid policies that support successful transfer and subsequent degree attainment as well as facilitate reverse transfer when appropriate.
- Improved access and opportunity by building clear educational and career pathways through better alignment among K-12, community colleges, and universities - especially in the STEM fields and in other areas of local/national need. Enhanced engagement with K-12 education will be necessary.
- More accurate and comprehensive outcomes measures of student progress and success for external accountability and institutional improvement. The work will include whenever possible common public policy positions designed to buttress ongoing voluntary efforts."

As part of an initiative known as Project Degree Completion, APLU and AASCU have separately brought together and received pledges from nearly 500 four-year public institutions to collectively work to increase degree attainment in the U.S. to 60 percent of the working age population by 2025. Specifically, they have committed to raising as a group the number of high-quality baccalaureate degrees by 3.8 million between 2011 and 2025.

AACCC's Reclaiming the American Dream, Community Colleges and the Nation's Future pledges that community colleges together will produce 50 percent more students with high-quality degrees and certificates by 2020. In addition, AACCC offers implementation strategies and resources through its 21st Century Center to support its member colleges in reaching the target goal.

Asian American & Native American Pacific Islander-Serving Institution Consortium

Colleges/Organizations: *California State University, East Bay, California State University, Fresno, Coastline Community College, De Anza College, Laney College, Mission College, South Seattle Community College, University of Guam, University of Hawaii, Hilo, University of Houston, University of Illinois, Chicago, and University of Massachusetts, Boston*

Goals

The institutions above commit to producing an additional 2,863 undergraduate degrees by 2020 and a total of 5,523 additional undergraduate degrees by 2025.

Action Plan

Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs) are federally-

designated colleges and universities serving high concentrations of low-income Asian American and Pacific Islander (AAPI) students. With a goal of supporting AANAPISIs to more fully realize the degree-earning potential of low-income students, the AANAPISI consortium will pursue an action-oriented and outcomes-driven effort to examine and improve student success. Collaboration institutions will focus on increasing transparency in outcomes and encouraging accountability, which is accomplished by capturing outcome data, identifying barriers to student success, and providing insight on promising practices associated with measurable improvements in student outcomes. These efforts are facilitated by a process of inquiry that will identify and share findings from evidence-based practices, develop and implement modified practices that are informed by data, and bring to scale effective practices using predictive analytics.

The ANNAPISI consortium will work through an integrated set of activities to reach their goal to increase the number of college graduates by 2025:

- Advancing institutional effectiveness through co-investigative research that helps AANAPISIs leverage their status and funding to increase access, persistence, and degree attainment;
- Accelerating student success through modified interventions that are informed by inquiry activities and the scaling of interventions that have been found to be effective; and
- Improving replicability and scalability of effective programs through collaborative efforts with AANAPISI partner campuses in an innovative forum for engaging in collaborative learning, gaining technical assistance, and building cross-campus partnerships to replicate effective programs.

Some of the work will be facilitated through individual campus-level work in collaboration with the National Commission on AAPI Research in Education (CARE). However, the heart of the effort is focused on cross-campus collaborative efforts where campus inquiry teams engage each other around goals, commitments, and progress. This collective effort will build political will through the enhancement of organizational interdependence of action and provide a critical space for institutions to dialogue with one another to identify mutual challenges and collaborate on potential interventions.

Aspen Prize 2020 Completion Collective

Colleges/Organizations: Broward College, College of the Ouachitas, El Paso Community College, Hostos Community College, Indian River State College, Kennedy-King College, Lake Area Technical Institute, Olympic College, Renton Technical College, Santa Barbara City College, Santa Fe College, Southwest Texas Junior College, Valencia College, West Kentucky Community and Technical College, Walla Walla Community College

Goal

The institutions above commit to producing 6,600 additional college graduates by 2020.

Action Plan

A collective of winning and finalist colleges for the Aspen Prize for Community College Excellence have set a goal to graduate an additional 6,600 college students by the year 2020, including significant numbers from disadvantaged backgrounds. As finalists for the Aspen Prize, these 15 institutions have already demonstrated capacity to improve student outcomes in four areas: learning, completion, labor market, and equity. Today, these colleges are coming together to demonstrate their commitment to continuously improving student outcomes, recognizing that colleges can succeed at even higher levels through collaborative efforts.

The goals and strategies set by each college participating in the Aspen Prize 2020 Completion Collective are

different on each campus, ranging from increasing enrollment and completion in STEM fields by developing clear degree pathways and strengthening innovative teaching practice, to increasing completion across all programs by implementing promising practices in developmental education delivery or gateway course re-design. While interventions will be campus specific, common elements across strategies strongly suggest that these community colleges can better achieve their goals by intentionally learning from one another about what works (and what doesn't) on campuses in different states and systems.

To support the collective, Aspen will use its five-point framework – developed through multi-year evaluations of excellent community colleges – as a foundation to collect and share knowledge developed by participating colleges. Specifically, colleges will identify and share practices in the following areas:

- **Strong leadership and vision.** Aspen's experience and research reveals that dramatically improving student success requires exceptional senior leadership. Highly successful community colleges have leaders who are deeply committed to student success, willing to take risks to advance student outcomes, possess strong change management ability, can develop highly effective external partnerships, and focus their fundraising and resource allocation skills on student success goals. Institutional leaders within the Aspen Prize Collective will share concrete leadership strategies in these areas.
- **Consistent, systematic, and strategic use of data to improve practice.** Excellent community colleges not only consistently collect reliable student success data, but present it effectively and create the systems to ensure effective data use. Participating institutions will share innovative strategies they have used to gather, present, and create systems that result in using data to improve levels of student success.
- **Intentional focus on improving teaching and learning.** Sustained improvement in student success necessitates a strong commitment among faculty. Often, that commitment is developed through systems that enable and create incentives for faculty to gather and review evidence about student learning, modify teaching practices, and review and share the effects of those changes. Participating colleges will share institutional practices that lead to measureable improvements in student learning at the course, program, and institutional levels.
- **Clear pathways to credentials and other intentional structures to support students.** To support increases in credential completion, many exceptional colleges are building new pathways to success, including narrowly defined course sequences, fully integrated learning communities, and block program structures. Additionally, colleges are developing intentional student support structures, many of which embed high-impact services within classrooms at significant scale. Participating colleges are committed to sharing effective practices in these areas.
- **Integrated structures that link the college to the broader community for the benefit of students.** For most students, community colleges are a stepping stone to a longer-term goal of securing a good job with a fair wage, either directly out of their community college program or after earning a bachelor's degree. Accordingly, excellent community colleges work with other types of institutions to ensure that students are successful, beginning with K-12 preparation through to completion and advancement to further education and the labor market. Participating colleges will share practices about how they develop external partnerships with employers, K-12 schools, community-based organizations and four-year colleges and universities that result in measurably better outcomes for students and graduates.

Aspen will support the collective in sharing improvement results and best practices so that progress can be shared among peer colleges. Additionally, Aspen will continue to develop resources, tools, and professional development opportunities that align with improvement efforts in each of the five dimensions of community college excellence.

Aspen Prize for Community College Excellence

Goal

To recognize and highlight community colleges that have dramatically improved student outcomes in often challenging contexts, Aspen formally commits to adding to the Aspen Prize for Community College Excellence a new \$100,000 award for “most improved” in the area of student success.

Action Plan

Since its launch in 2011, the Aspen Prize for Community College Excellence has focused on rewarding and shining a spotlight on colleges with both strong achievement *and* improvement in student outcomes. The Aspen Institute seeks to recognize and reward community colleges that have dramatically improved student outcomes, and to advance the understanding of what other community colleges can do to dramatically increase student outcomes in retention, completion, and learning, particularly for first-generation, low-income, and minority students.

Reflecting this dual focus, the inaugural prize winner, Valencia College, set the curve for what is possible in advancing student completion over a short period of time at a highly diverse college. Valencia increased associate’s degree completion by more than 75 percent in six years by re-aligning numerous institutional resources and practices in ways that contributed to scaled and sustainable improvements in student outcomes.

Notwithstanding national and state efforts to improve student outcomes, community college graduation rates nationally have not increased significantly over the past decade. The field needs a greater understanding of how colleges have dramatically improved student outcomes, with strong models that extend beyond Valencia to other colleges operating in different contexts, including those with different student demographics, those in rural and urban communities, and those that have varying baseline graduation rates.

Aspen will announce the first winner of “most improved” at the Aspen award ceremony in March 2015. Aspen gratefully acknowledges its funding partners is supporting the 2015 Aspen Prize for Community College Excellence: the Bank of America Charitable Foundation, the Kresge Foundation, the Joyce Foundation, and Lumina Foundation.

The Associated Colleges of the South

Colleges/Organizations: *Birmingham-Southern College, Centenary College of Louisiana, Centre College, Davidson College, Furman University, Hendrix College, Millsaps College, Morehouse College, Rhodes College, Rollins College, Sewanee: The University of the South, Spelman College, Southwestern University, Trinity University, University of Richmond, and Washington and Lee University*

Goal

The institution above expects to produce approximately 3,000 additional graduates by 2025.

Action Plan

ACS is in the process of identifying several strategies by which it will improve college persistence and completion within its member institutions though its 2020 Vision. ACS will pursue this goal through a multipronged approach including such strategies as:

- Providing member institutions with strategies and incentives for reducing costs, and in turn tuitions, in order to make the education they offer more accessible for all students.
 - ACS will attempt to create incentive programs for our member institutions to create new scholarship opportunities and increase enrollment of low-income students.

- ACS will help their schools explore options for consolidating administrative services such as Information Technology or Human Resources, or for reducing costs through joint purchasing, this will encourage cost cutting and increase available funds for scholarships.
- Bringing together the consortium’s Development officers to think as a group about funding more need-based scholarships.
- Evaluating, disseminating, and scaling up our faculty members’ efforts to implement innovative computer-mediated teaching practices that improve student learning performance and level the playing field for students coming to college with less preparation.
 - Serving as a clearinghouse of information on innovative teaching practices, as well as providing a consortial infrastructure for deep digital collaboration, the ACS can promote the creation of more inclusive classrooms in which students from many different backgrounds can succeed.
 - Expanding ACS’ Summer Teaching and Learning Workshop, to create a centralized ACS Teaching and Learning Center that can serve as a platform for discussion about inclusive teaching practices, while saving funds that could be invested in more scholarship opportunities for students.
 - Bringing these various initiatives together for discussion and dissemination, to build consortial capacity, but also more rigorously evaluate the impact of innovative teaching practices on the experience of students from underrepresented groups.
- Leveraging the collective power of member institutions Admissions, Enrollment, Institutional Research, and Marketing departments, the ACS can address issues of enrollment and retention for low-income students, increasing college completion rates and better preparing these students for successful and fulfilling careers after graduation.
 - Launching a collaborative study, lead by member institutions’ enrollment officers and Institutional Research officers, the ACS could better understand enrollment and retention trends for students from underrepresented groups, identifying shared concerns and best practices for creating a more diverse and inclusive campus.
 - Bringing Marketing personnel into the equation, the ACS can then craft messaging that speaks directly to low-income students and their families communicating the achievability and accessibility of a liberal arts education.
 - Highlighting initiatives within the consortium that are actively working to change the equation for low-income students in the world of higher education, ACS can test the feasibility of these programs for other member institution.

Association of Franciscan Colleges and Universities (AFCU)

Colleges/Organizations: *Alvernia University, Alverno College, Briar Cliff University, Cardinal Stritch University, Felician College, Franciscan University of Steubenville, Hilbert College, Lourdes University, Madonna University, Marian University, Neumann University, Our Lady of the Lake College, Quincy University, Saint Francis University, Siena College, Silver Lake College of the Holy Family, St. Bonaventure University, St. Francis College, University of Saint Francis, University of St. Francis, Villa Maria College, and Viterbo University*

Goal

The institutions above commit to producing 11,500 additional graduates by 2020.

Action Plan

AFCU will launch a project, “Stopping the Leak in the Educational Pipeline: Improving Matriculation and

Graduation Rates at Franciscan Colleges and Universities,” that will lay the groundwork for the development of a comprehensive student success program that can be applied across all the Franciscan institutions. AFCU member institutions will join together and work closely with student success experts to develop an extended and integrated program of systems, processes, and training designed to improve retention and graduation rates for all students, with a special focus on at-risk students. While many AFCU institutions have already instituted programs to address the needs of these students. Stopping the Leak is intended to create synergies that will enhance the impact of programs at individual member campuses by sharing resources and analysis of retention efforts and by identifying practices that can be adapted to institutions-specific programs to increase retention.

Specific actions will include:

- Collection of data on factors influencing retention and graduation rates for currently matriculated at-risk students and using data to design programs for effective interventions or mentoring;
- A Project Committee to coordinate efforts across participating institutions;
- Identification of readiness criteria of institutions for implementation of retention programs and the formation of cohort groups among institutions to implement programs based similar student needs or infrastructure resources;
- Creation of a unique technology portal to store resources regarding best practices, national benchmarks, data collected in the planning phase and training to support program design and implementation; and
- Identification of categories of measurement and goals for each participating institution, monitoring individual institutions’ progress in retention and graduation rates as well as the overall progress of the collective effort, and sharing information regarding success of interventions.

AFCU will partner with Credo to improve the data analysis, research, and review of processes of all its member institutions. This comprehensive evaluation, review, and program-development approach will provide an integrated system for supporting student services between and among units on each college campus. Moreover, this will assist AFCU institutions in their desire to establish best practices, training, and accountability systems across multiple campuses in an effort to achieve greater results than an individual campus could achieve alone.

The second phase of the program, currently titled “Moving the Needle: 2020,” will focus on implementation of programs on and across AFCU campuses, and will provide one centralized, research-based program designed for improvement in key student success areas—delivered through common platforms, processes, systems, training, and technology but adaptable to each campus.

Bay Path University (Longmeadow, MA)

Goals

Bay Path University commits to producing 399 additional graduates by 2020 and a total of 2,662 additional graduates by 2025.

Action Plan

Building on previous efforts by Bay Path University to deliver innovative onsite and online baccalaureate degree programs for adult women, the University will further work to expand accelerated baccalaureate programs designed to give low-income and underrepresented adult women the confidence and opportunity to pursue an affordable college education, even if they are employed full-time, juggle responsibilities as a single parent, struggle financially, or were unsuccessful at prior attempts to earn their degree.

The American Women's College at Bay Path University was launched during the 2013-2014 academic year.

This unique college is developing and deploying a revolutionary approach for delivering online accelerated baccalaureate degree programs tailored solely to adult women that incorporates an innovative adaptive learning platform known as Social Online Universal Learning (SOUL). SOUL creates a customized learning environment that leverages learning analytics, educator coaches, virtual learning communities and other wraparound support to shorten time to degree completion, increase affordability and improve degree attainment. Bay Path University is announcing a new institutional commitment of \$84.8 million through FY2020 to scale up capacity to serve adult women online through the American Women's College.

Given the significant investment commitments made by the University to develop new career-focused baccalaureate degree programs delivered through the SOUL platform and to develop greater capacity to serve large numbers of adult students online, the University fully anticipates significant scale-up in enrollment and acceleration in the number of graduates produced each year as SOUL is fully developed and deployed. This will lead to calculated cost savings as enrollment builds and economies of scale are achieved.

The University is also exploring exciting opportunities for collaboration with community colleges to employ the SOUL model to streamline the transfer of adult students from associate's to online baccalaureate degree programs. The University anticipates working with community colleges to enable their adult students, men and women alike, to test-drive the experience of online learning by making the SOUL model's online Bridge Course available for free to adult students who would benefit from online learning. A mentor would be available at the community college, onsite where feasible, to support cohorts of students taking the course and to facilitate transfer to online baccalaureate degree programs, including The American Women's College. This mentor is in addition to the online educator-coaches who provide comprehensive support in the SOUL online environment.

California State University, Long Beach (CSULB) (Long Beach, CA)

Additional Colleges/Organizations: *Long Beach City College, Long Beach Unified School District*

Goal

The institution above commits to producing 4,400 additional baccalaureate degree holders by 2025.

Action Plan

CSULB is collaborating with Long Beach City College and Long Beach Unified School District on a California Governor's Educational Innovation Award aimed at increasing completion and reducing time to degree. CSULB is also working internally across divisions and colleges in addition to collaborating with community college to strengthen the admissions pipeline to CSULB. CSULB plans to further strengthen the collaboration with Long Beach City College and Long Beach Unified School District with shared pathways to student success, fulfilling the *Long Beach College Promise*.

CSULB plans to effectively use electronic advising tools developed in partnership with the Education Advisory Board that enable advisors to better identify students at risk and keep them on track through tools such as a degree planner, an advising scheduler, and data analytics; implement new tenure track hiring protocols aimed at better selecting faculty who are well prepared to work with the diverse student population; increase courses that are fully online, allowing students to conveniently add a course without weekly schedule constraints; and, increase the number of courses using flipped and hybrid pedagogies that engage and enhance student learning.

CSULB will continue to use already implemented strategies for student success including monitoring retention and completion metrics for freshman and transfers that drill down to departments and student demographic groups; ensuring resources to support the full schedule of classes and advising despite budget cuts; delivering engaging learning communities, providing all needed supplemental instruction, conducting early academic

assessment, electronic self-service graduation checks, pre-freshman year remedial intervention, identifying low completion courses, streamlining curriculum (including reducing units to degree), a Men's Success Initiative aimed at African American and Latino males, early assessment for learning disability, orientation required of all undergraduates, academic policies designed to keep students on track for graduation, and high impact practices such as study abroad, service learning, active learning.

California State University System

Goal

The institution above commits to adding an additional 34,951 graduates by 2020 and a total of 100,792 additional graduates by 2025.

Action Plan

Beyond CSU's Graduation Initiative 2025 that emphasizes local use of real-time data to inform decision making at all levels, from campus leadership to rank and file staff, advisors, and faculty, in the immediate future, the CSU commits to collaborating with the recently formed Student Success Center of the California Community College Foundation and the architects of the UC Transfer Action Plan, to identify new ways to bring state-of-the-art teaching and learning practice to the state's shared curriculum, within the new framework of Associate Degrees for Transfer.

To reach its student success goals, the CSU collaboration will initiate or expand implementation of the following strategies:

- Using predictive analytics to gather data on at risk students and using the data to design interventions to keep students on track to graduate by expanding implementation of CSU's Student Success Dashboard, which uses real-time data drawn from existing campus records, and relates them to each other and to historical records to derive statistical predictions of student success.
- In the near future the system will allocate \$4.5 million to support research projects that use the dashboard to develop new, targeted interventions of student success, and additional money to buy out faculty time to conduct specific, current research of national interest.
- Leveraging new technologies to improve student learning such as new advancements in adaptive learning that use computer-based instruction to adapt to individual student needs.
- Employing financial interventions including supplementing state and federal financial aid when needed to ensure students don't drop out. All universities in the CSU collaboration will explore expanded use of paid internships and student employment, both areas of keen emerging interest as we learn how to engage and retain students from lower-income backgrounds.
- Developing and testing behavioral interventions that provide just-in-time information or support to students to prevent students from leaving school. Universities in the collaboration will test new partnerships between academic and student affairs that intentionally develop student attitudes associated with success, such as resilience, agency, grit, and determination.
- Extended Early Start. Five universities are piloting summer interventions for at-risk and remedial students that leverage the socializing benefits of cohorts, continuing into the regular academic year. Focused interventions strengthen the student's sense of self-efficacy while addressing stereotype threat and other barriers to success.
- High-intensity student learning communities. In the immediate future, the CSU commits to promoting and expanding on the Metro Academies model of high-intensity student learning communities, bringing it within reach of a greater number of universities and community colleges.

- Student success practitioner networks. The CSU will expand its involvement in student success efforts hosted by the California Community Colleges. Teams of faculty, advisors, and researchers will meet to share best practices and real-time, fine-grained data of evidence-based pedagogy.

Center for Companies That Care

Goal

The institution above commits to contributing to 2,235 additional graduates by 2020, and a total of 12,660 graduates by 2025.

Action Plan

Center for Companies That Care (Companies That Care), a Chicago-based national nonprofit organization plans to aim its college completion efforts to support low-income minority students and students with disabilities.

Companies That Care will expand the following college completion programs: AIM High, a long-term, holistic, inclusive, structured college access, persistence, and graduation program that builds students' college success skills and social capital, and provides evidence-based high school-to-college graduation pipeline supports and experiences; Invisible Differences, a program that serves students with neurobehavioral and mental health disorders and learning disabilities, their parents, high schools, colleges, and employers to increase the likelihood that those students will be accepted to college, enroll, and persist until they earn a degree as well as become employed in fulfilling careers; March to College, a large, community event that brings K-12 students together for a college fair and fun run to stimulate and nurture their desire to go to college; Fast Track through College: A College Simulation, a ½-day interactive game held annually for college-bound high school seniors to expose them to some of the social, financial, and academic situations they will likely encounter in college, and informs them of the resources available to help them; and Summer Stretch & STEM Institute, a program that provides a menu of classes and internships whereby students gain valuable STEM certifications and work experiences to build their resumes and remain engaged academically, professionally, and socially over the summer.

City University of New York (CUNY) (New York, NY)

Goals

The institution above commits to producing 6,500 additional three-year graduates by 2020 and 15,000 in aggregate by 2025.

Action Plan

CUNY is committed to raising the graduation rate of its associate degree programs by scaling several successful programs and strategies. To achieve this goal, CUNY's Office of Academic Affairs will collaborate with six CUNY community colleges and three senior colleges that offer the associate degree. The key driver is CUNY's plan to scale the multi-campus Accelerated Study in Associate Programs (ASAP). ASAP offers a structured full-time degree pathway with comprehensive student supports and financial resources for three years. Key program components include full-time enrollment in select majors, consolidated scheduling, cohort course taking, intrusive advisement, career and employment services, tutoring, summer and winter course taking, and the immediate and continuous addressing of any remedial needs. Financial resources include tuition waivers (for any gap need beyond financial aid awards), New York City transit cards (MetroCards), and free use of textbooks.

In addition to scaling efforts that will contribute to the production of additional graduates, CUNY will work to expand remedial math alternatives, including expanding access to the Carnegie Foundation's Quantway and Statway alternative math pathways for non-STEM majors. CUNY is planning dedicated efforts to expand the

number of STEM graduates produced through the ASAP program to ensure they graduate ready to enter the workforce with high-demand skills and strong earning potential.

Finally, CUNY is presently working on leveraging the lessons learned from ASAP at the associate's level to adapt and pilot a similar model for baccalaureate-granting colleges. This model will first be used at John Jay College of Criminal Justice to serve the needs of similar students who may also struggle to graduate in a timely manner and may be expanded to improve degree completion at other baccalaureate-granting CUNY colleges.

Colorado Community College System (CCCS)

Colleges/Organizations: *Arapahoe Community College, Colorado Northwestern Community College, Community College of Aurora, Community College of Denver, Front Range Community College, Lamar Community College, Morgan Community College, Northeastern Junior College, Otero Junior College, Pikes Peak Community College, Pueblo Community College, Red Rocks Community College and Trinidad State Junior College*

Goal

The institution above commits to producing an additional 3,500 undergraduate degrees cumulatively between the years 2014 through 2020.

Action Plan

Specific actions that will be undertaken to reach the goal of the Colorado Community College System collaboration fall within two major strategies to expand and improve Developmental Education and Degrees with Designation.

Developmental Education: CCCS commits to expanding and improving success for students in need of developmental education through a series of actions including by: ensuring full implementation of the Developmental Education Redesign at each of the thirteen CCCS colleges during the 2014-2015 academic year; implementing a data tracking system to begin comparing the results of the new developmental education strategies with the previous model; examining data to compare the results of students enrolled in pre-requisite developmental education courses to students co-enrolled in a college level course along with a developmental education course; tracking the success rates of developmental education students in their college level courses in addition to their success in developmental courses; offering more opportunities for supplemental academic instruction and measure the results of these opportunities compared to other developmental education strategies; providing training and engaging all faculty and staff who advise students needing developmental education to ensure that they receive appropriate information regarding their academic and career goals and that developmental redesign is meeting the needs of low-income and underrepresented groups; developing and implementing a new tool for assessing college readiness to replace the Accuplacer assessment currently in use; and establishing a feedback loop through providing; reports, based on continuing data collection, to faculty and administrators at all of the system colleges so that they can revise and adjust their developmental education strategies and support services.

Degrees with Designation: CCCS commits to expanding and improving success for students through a series of actions including: implementing ten new Degrees with Designation (DwDs) in the 2014-2015 academic year; providing training opportunities for advisors and faculty across the system so that they can better inform and advise students about DwDs; reviewing and revising procedures for identifying and monitoring students enrolled in DwDs in order to provide improved advising and support services; reviewing transcripting procedures for students enrolled in DwDs to ensure that four-year universities can readily identify students transferring to them with DwDs; evaluating credit accumulation patterns by students completing traditional

Associate of Arts and Associate of Science degrees with the number of credits taken by students completing DwDs; assessing possible cost savings and reduced time-to-degree for students completing traditional Associate of Arts and Associate of Science degrees with the tuition costs of students completing DwDs; creating student-centered opportunities through student surveys to identify student perceptions of advising and course options under DwDs; and developing and expanding agreements with four-year university collaboration partners to determine the success patterns of students transferring to them with DwDs compared to students transferring with traditional Associate of Arts and Associate of Science degrees.

Community College of Allegheny County (Pittsburg, PA)

Goal

The institution above commits to producing an additional 3300 undergraduate degrees by 2020.

Action Plan

Through collaboration with local private foundations, CCAC has launched a new initiative—East/West Project—that is designed to enable economically disadvantaged, under-represented, and first-generation students to attend CCAC’s West Hills Center to train for high-demand jobs, while providing transportation, support services and coaching in a team environment. The Mechatronics Certificate program will train individuals in Mechatronics, a relatively new engineering field that integrates mechanical and electronic components with hydraulics, pneumatics and computer controls in the manufacture of industrial products. The Residential Plumbing Certificate program will train individuals in the installation and repair of plumbing systems in residences and small buildings. Both programs are delivered in a cohort format and offer the opportunity for students to learn and study together, as well as pursue an associate’s degree while working.

Community College of Baltimore County

Goals

The institution above commits to producing an increase of 1,000 to 1,500 additional degree completions a year by the year 2025.

Action Plan

The interventions reported in this commitment submitted by the Community College of Baltimore County (CCBC) are designed to increase the college’s degree completion numbers by 80%. Therefore, at minimum, this should translate into an increase of 1,000 to 1,500 additional degree completions a year by the year 2025. Adding these additional graduates to nearly 35,000 degrees in the current pipeline would produce roughly 45,000 to 50,000 degree completions by 2025.

CCBC commits to improving student success for its very diverse student population by building on a solid foundation of innovative efforts while initiating new strategies at scale in an integrated and systemic manner. The strong foundation consists of the Accelerated Developmental Education model that has resulted in impressive improvements in developmental education progression to credit-bearing gateway courses. Over 3,000 students enrolled in accelerated courses in 2013-14 and CCBC has expanded the impact beyond its doors to over 220 community colleges across the country. Another foundational element has been its partnership with the Baltimore County Public Schools. CCBC has strong parallel and dual enrollment programs including the Diploma to Degree Program that enables students to graduate with both. CCBC also requires student success courses for every new student, including courses specifically contextualized for African American men (and taught by African American men), a financial literacy program called “Money Matters” that served 6,000 students in 2013-14, a faculty development program culturally responsive teaching and technology-enhanced advising that allows over 80,000 student contacts per year.

Building on these efforts, CCBC will work with the Maryland State Department of Education (MSDE) and with the local Baltimore County Public School (BCPS) system to design a high school Transition Course aimed at reducing the developmental needs of new and recent high school graduates.

CCBC also commits to taking its student success initiatives to the next level (now called Student Success 102) by: expanding its developmental education acceleration model to 100 percent capacity; exploring and implementing multiple assessment measures and automatic admission for recent high school graduates who complete the Transition Course co-designed with BCPS and launch a Pathway Model that will enroll 6,000 entering students into one of five major curriculum pathways and integrate all aspects of programs and services (e.g. orientation, intake, placement, academic support, etc.) in order to align efforts and improve outcomes.

Cornell University (Ithaca, NY)

Colleges/Organizations: *New York 4-H*

Goal

The institution above commits to producing an additional 2,000 undergraduate degrees by 2020.

Action Plan

Cornell and New York 4-H propose to collaborate in efforts to double the number high-achieving, low-income, first generation rural youth in fully engaged and impactful institutional experiences. Through the “New Pathways to Full Participation” (PFP) —a comprehensive, multi-pronged new program that includes “growth-mindset of intelligence” and social-belonging interventions— Cornell will reach out to 180,000 4-H youth with age-appropriate messages and activities to keep them on track for collegiate participation. The project will follow a projected 9,000 matriculants on their paths to higher education through direct and transfer admission, and work programmatically with 1,200 students with these backgrounds at Cornell University itself.

As “Trailblazers at Cornell,” the students entering directly will be part of specialized programming, and those who transfer into Cornell will begin their advising at the pre-transfer sending institution to ensure readiness to participate fully in at least two engaged high-impact practices of research, off-campus study/internships, living-learning experiences, and community service. Of the 9,000 college matriculation goal over four years, the university expects about 2,000 to attend selective colleges and another 800 to transfer into selective colleges. In addition, the university expects about 200 of these students to come into Cornell each year through regular admissions and another 100 to come to Cornell via transfer, for a total of 1,200 over four years at Cornell.

Davidson County Community College

Goals

Davidson Community College commits to producing an additional 7,820 graduates by 2020 and an additional 3,910 graduates between 2020 and 2025, totaling 11,730 by 2025.

Action Plan

Working with colleges across the state of North Carolina, as well as with colleagues through broad-based national initiatives and organizations including Completion by Design and Achieving the Dream, Davidson County Community College will work to design and implement evidenced-based practices that show promise in advancing college persistence and completion. Data will continue to be gathered using both qualitative and quantitative collection strategies, incorporating outcome measures as well as student feedback provided through focus groups and survey responses. Working as a part of the North Carolina Completion by Design cadre, as well as through forums provided by engagement in community college organizations and student success initiatives, DCCC will share promising practices and strategies and learn from partners to refine efforts to

promote student success leading to completion including establishing goals for additional graduates across the collaboration.

The college has committed to developing or expanding a number of strategies to support completion. The college will scale its summer bridge program partnership with one city high school to all school districts in the college's service area (a total of 4 school districts). The college will provide structured pathways for students enrolling on a part-time basis, which entails transitioning course scheduling to a block, two-year schedule by fall 2015. The college will leverage technology applications to provide clearly articulated, responsive academic plans to keep students on track to complete credentials. By fall 2015, all new students will have an electronic version of the structured pathway and a detailed course schedule from entry to completion. The college will build on the existing early alert system by adding a more advanced feature of predictive analytics that will allow identification of risk factors and proactive intervention. The college is developing an outreach and communication plan for retaining students that will allow for tailored communications for certain populations of students based on the preferences of certain student subgroups. The college plans to implement a newly developed self-assessment instrument to better address the variety of financial issues facing low-income students. Beginning in spring 2015, the college will pilot adding required labs to a few English and math courses for students who are at risk for failure in college-level courses. The college will expand current mentoring efforts from a handful of program to all programs to foster relationships between students and faculty and strengthen connections to the college.

Eastern Gateway Community College (Steubenville, OH)

Goals

The institution above commits to producing an additional 100 graduates by 2020 and a total of 270 additional graduates by 2025.

Action Plan

Eastern Gateway Community College is committed to increasing the number of students graduating by 5 percent annually, leading to an additional 100 students graduating by 2020 and another 170 graduating by 2025. Through intrusive academic advising, the college will provide more interventions and academic planning for all students. Advisors will monitor success and failure rates of students with the objective of increasing term-to-term and year-to-year retention. The goal is to increase term-to-term retention by 2 percent and increase year-to-year retention 1 percent annually. The college will use the following strategies to achieve these goals: using analytics to gather data on at-risk students and using the data to design interventions to keep students on track to graduate; leveraging new technologies to improve student learning such as new advancements in adaptive learning that use computer-based instruction to adapt to individual student needs; and focusing on targeting, testing and scaling student supports and interventions that are tailored to the needs of specific student subpopulations at risk of failing to complete.

Additionally, the college is committed to expanding students' technical knowledge prior to entering the workforce by creating additional internship and apprenticeship opportunities within technical degree and certificate programs. Finally, the college is reviewing all degree programs to revise programs requiring courses/hours in excess of higher education standards for degree attainment. The review will also determine where developmental education needs can be incorporated into college-level entry courses in order to shorten a student's time to graduation. Degree programs are being reviewed to determine if any industry-recognized certificates are embedded within the degree. If so, the graduate would earn an associate's degree and an industry-recognized certificate. The goal is to increase the number of graduates by 5 percent each year.

The Florida Consortium of Metropolitan Research Universities

Colleges/Organizations: *Florida International University, the University of Central Florida, and the University of South Florida*

Goals

The institutions above commit to producing 5,642 additional graduates by 2020 and 7,742 more graduates by 2025 for a total of 13,384 additional graduates by 2025.

Action Plan

The Florida Consortium of Metropolitan Research Universities was formed by Florida International University, the University of Central Florida, and the University of South Florida in 2013 to promote student success. The three universities represented in the Consortium commit to work collaboratively to grow the state economy by providing the combined leadership, expertise, capital, land, resources, and training to build a strong workforce; and increase the number of graduates in high-demand areas by expanding access to degrees and improving college completion rates, focused on expanding opportunity for under-represented and limited-income students to graduate with the skills and credentials required by Florida's employers. The collaborative work of the consortium will help support the institutions in their ability to commit to producing additional graduates capable of contributing to the economic prosperity of their students, Florida, and the nation.

The Consortium's vision is to create new possibilities for the three large, public research universities to work together to achieve greater student success by learning together and sharing best practices, policies, and programs; increasing graduation rates; and ultimately helping students enter the workforce with the right skills for high-wage jobs. Through their collaborative efforts, the three universities can also find efficiencies and increase productivity, measured in the final analysis by the producing an increasing number of undergraduates prepared for success in the global marketplace.

The consortium will employ four major strategies to meet its goal: predictive analytics, high tech pathways, targeted student supports and career readiness:

- **Predictive Analytics.** The three universities in the Consortium have contracted with the same external party to develop a predictive analytics platform. Shared activities include analysis and identification of predictor variables for student success and risk challenges (dropout, excess credit hours, time to degree, loan defaults, etc). The Consortium will also utilize Florida Board of Governor data files to conduct combined analysis for the three universities for grant submissions, national presentations, journal articles, white papers, and other activities.
- **High Tech Pathways.** The consortium will work to develop pathways mapping across academics, career readiness, finances, financial aid and co-curricular dimensions; early alert communications and interventions designed to provide staff with timely notifications about students so they can intervene accordingly; common business intelligence platform for Consortium and institutional level data analysis.
- **Targeted Student Supports.** The Consortium will work to enhance efforts and provide more effective services to all students. Through a variety of tactics, including but not limited to peer-to-peer tutoring, professional advising, and college coaching, the consortium will promote college completion and career readiness to serve the interests of our students and the state.

Career Readiness. The Consortium will work to establish robust Careers Services centers, more internships, experiential learning opportunities, as well as internship scholarships, 24/7 Career Readiness resources, strong employer partnerships with a focus on high-demand areas, and participation from all institutional constituents, including faculty.

Governors State University (University Park, IL)

Additional Colleges/Organizations: *Joliet Junior College, Kankakee Community College, Moraine Valley Community College, Prairie State College, South Suburban College*

Goal

The institutions above commit to producing an additional 10,295 graduates by 2025.

Action Plan

GSU developed a two-pronged strategy to increase the region's number of college graduates working with the five closest community colleges forming the Chicago Alliance for Degree Completion, which includes: 1) a Dual Degree Program (DDP) with community college partners to increase the number of students who attain an associate degree, transfer, and complete a bachelor's degree; and 2) providing students in the region with a highly-structured, four-year program (4YP) to achieve the baccalaureate degree. The DDP focuses on providing a high quality, accessible, affordable, research-based pathway from the community college to the university baccalaureate including the acquisition of an associate's degree at the community college, including key elements such as: University Transfer Specialists that provide personalized advising to students on site at the community colleges; inter-institutional Peer Mentors (recently transferred, successful DDP students), who assist in the transition from community college to university; guaranteed admission to GSU is and a "locked in" tuition rate pegged to when the student first enrolled in the DDP as a community college student; and eligibility for fifty GSU need-based scholarships and thirteen honors scholarships, allowing students to graduate debt-free.

GSU's commitment to expand support for these two guided pathways to degree completion that are expected to add at least 2,964 additional baccalaureate degree graduates by 2025, with a focus on graduating more men of color and 7,331 associate's degrees will result from the efforts of Joliet Junior College, Kankakee Community College, Moraine Valley Community College, Prairie State College, and South Suburban College.

To meet the above goal of additional graduates, GSU and partner colleges are working together to expand the 2014-15 DDP pilot to twelve additional Chicagoland community colleges, including the City Colleges of Chicago (CCC). 4YP students will have increased opportunities throughout their college careers to participate in common intellectual experiences, community-based learning, and undergraduate research. The university's newly launched Center for the Junior Year initiative will serve students in both DDP and 4YP. The university believes that engaging sophomores in purposeful planning for a major and a career will result in higher levels of retention and then completion.

Harper College (Palatine, IL)

Goal

The institution above commits to producing 10,604 additional degrees by 2020.

Action Plan

To meet the above goal on college completion, Harper College commits to working with area high schools through its Northwest Educational Council for Student Success (NECSS) partnership to:

- Strengthen the pipeline to college to assist in reaching the completion goal;
- Incent college and workforce readiness skills for every high school graduate; and
- Provide enhanced access to early college credit for every high school student to ensure college readiness and increase timely progression towards a degree.

Specifically, Harper College and Northwest Educational Council for Student Success (NECSS) commits to working to leverage its successful partnership model to develop a national toolkit for community colleges and school districts to utilize to create similar regional partnerships. Additionally, Harper College and NECSS commit to hosting a national symposium for Community College Presidents and High School Superintendents to launch regional partnerships building from the White House and the Department of Education's college opportunity and completion efforts.

The Harper-NECSS partnership will lead these regional efforts based on the successful NECSS outcomes including its math alignment project that resulted in 21 percent increase in math college readiness of recent high school grads over the last four years, and the strong nationally recognized leadership at both the college and the superintendent levels. The High School-Community College Regional Partnership Toolkit will be designed based on the NECSS partnership experiences with the support of a national partner for design and development of technical support. Harper College has modeled this approach through lessons learned from a mentoring pilot with San Juan College in New Mexico, where the campuses worked together with the San Juan College Board and surrounding high school districts to follow a set of design principles that were used to develop their regional partnership aimed at servicing a distinctly different student population than students served at Harper College, notably San Juan's service district is one-third Navajo and San Juan College has a large Native American student population of over 5,500 enrolled at the campus.

Hispanic Serving Institutes Collaborative

Colleges/Organizations: *California State University Fullerton, California State University, San Bernardino, University of Texas San Antonio, San Jacinto College, and Miami Dade College*

Goal

The institutions above commit to producing 36,465 additional graduates by 2020.

Action Plan

This collaboration of Hispanic-Serving Institutions (HSIs) will contribute towards reaching President Obama's 2020 goal for America once again to have the highest proportion of college graduates in the world by focusing on improving student persistence, increasing graduation rates, and narrowing the achievement gap for underrepresented students at the participating HSIs. These HSIs distinguish their commitments between 4-year and 2-year institutions.

HSI Collaborative, 4-year institutions:

- Increase the overall 6-year graduation rate, such that the number of students who graduate in 2020 is 10 percentage points higher than the number in 2014.
- Increase the 4-year transfer graduation rate, such that the number of transfer students who graduate in 2020 is 10 percentage points higher than the number in 2014.
- Reduce by at least half the current achievement gap between underrepresented and non-underrepresented students on the campus.

HSI Collaborative, 2-year institutions:

- Increase the overall graduation rate (with AA degree or equivalent), such that the number of students who graduate in 2020 is 10 percentage points higher than the number in 2014.
- Increase the overall transfer rate to a 4-year institution, such that the number of students who transfer in 2020 is 10 percentage points higher than the number in 2014.
- Reduce by half the current achievement gap.

The HSI's in this collaboration will each identify, continue, and/or expand policies, programs, services, and approaches that promote student engagement, retention, and graduation. Facilitated by the Postsecondary Subcommittee chairs of the President's Advisory Commission on Educational Excellence for Hispanics – Luis Fraga and Lisette Nieves, and supported by the White House Initiative on Educational Excellence for Hispanics (Initiative), they will communicate with each other, sharing what they learn, in order to identify and disseminate best practices that lead to measurable results, increasing student completion. Wherever possible, opportunities for further collaboration or leveraging of resources will be explored and acted upon.

As designated HSI's, these Institutions already serve a significant number of Hispanic, first-generation, low-income, and other underrepresented students. University wide efforts to boost engagement, persistence, and completion will necessarily impact these populations substantially. Further, by focusing on reducing by at least half the achievement gap on their campuses between underrepresented and non-underrepresented students, the rate of graduation among the underrepresented students will increase even more significantly.

Historically Black Colleges and Universities

Colleges/Organizations: *Elizabeth City State University, Dillard University, Fisk University, North Carolina Central University, Morehouse College and Morgan State University*

Goals

The institutions above commit to producing 510 additional college graduates by 2020 and 615 additional graduates by 2025.

Action Plan

The Presidents in this collaborative are committed to working as each other's idea engines and sounding boards to further the mission and objectives of their college completion agenda. They will host periodic meetings with one another in order to move the agenda forward.

Strategies to be pursued include:

- The use of predicative analytics and new technologies to help create an environment that supports first-year students during their transition to higher education in general and these universities specifically. The first year programs will be responsible for the coordination of the First-Year Seminar courses, academic advising, supplemental instruction and related curricular and co-curricular programming supporting the retention of first-year students. The associated outcomes are to:
 - Decrease the rate of student attrition for academic reasons by 50% in five years, greatly affecting the overall retention and graduation rates for the university.
 - Create a student retention initiative that may be used as a model for other schools; produce and publish a report chronicling the successes and flaws of such a program in a national higher education publication.
- **Dillard University and North Carolina Central University** will work on financial and behavior interventions. Highlights will include sustaining emergency funding sources to increase student retention by providing direct aid to students with unmet financial need. Dillard operates their SAFE Fund and NCCU operates its Eagle Excellence Fund. These schools will work proactively to prevent the "Financial Emergency" that can be so taxing on a student's focus and academic success. The associated outcomes are to:

- Decrease the rate of student attrition for financial reasons by 50% in five years, greatly affecting the overall retention and graduation rates for the university.
- Create a student retention initiative that may be used as a model for other schools; produce and publish a report chronicling the successes and flaws of such a program in a national higher education publication.
- **Fisk University** will establish a Junior Year Enhancement Program to improve retention and graduation rates starting at this critical juncture in students' college careers. At the center of the program is a new individualized case management strategy anchored for each student by a Success Manager, and including mentoring; comprehensive academic support, career development, and individual and small group services, and financial counseling and assistance. Fisk expects to use the results of the JEP to shape program modifications and to expand the program to freshman and sophomores.

ideas42

Colleges/Organizations: *Valencia College, West Kentucky, Community College of Philadelphia, State University of New York at Brockport and Arizona State University*

Action Plan

ideas42 is a nonprofit organization that applies expertise in behavioral science to design innovative solutions for the higher education system. ideas42 is exploring the many ways behavioral science can be applied to the financial aid system. Currently, ideas42 plans to use this approach to identify “behavioral bottlenecks,” design six innovative, scalable interventions, and test their effectiveness through randomized controlled trials (RCT). In addition to implementing these interventions, ideas42 will also communicate findings to the broader policy and practitioner communities, and seek opportunities to share their insights with critical decision-makers in higher education.

With support from the Bill and Melinda Gates Foundation and the Lumina Foundation, ideas42 will work with Valencia College, West Kentucky Community and Technical College, Community College of Philadelphia, State University of New York at Brockport and Arizona State University. At each partner institution, a rigorous process will be employed to: clearly define a behavioral problem, diagnose the problem through behavioral mapping, design interventions, test and scale through RCTs, and disseminate this knowledge to practitioners, policy/advocacy groups and the public.

Though this work is relatively new, ideas42 work has already generated several novel insights. For instance, at Valencia College, it was determined that many students mistakenly select classes outside their major, putting their financial aid at risk. In response, a series of email communications was designed to nudge students to select classes that are within their major. With West Kentucky Community and Technical College, a challenge was identified surrounding the low usage of academic support services. Subsequently, a RCT was launched to assess the effect of using different communication strategies to increase uptake of these services, and ultimately to improve academic performance and ensure eligibility for financial aid. At the Community College of Philadelphia, interventions are being implemented to increase class attendance and study time. With the State University of New York at Brockport, ideas42 is creating interventions for students whose poor academic performance lead them to lose financial aid. At Arizona State University, ideas42 is exploring how small mid-semester emergency grants positively influence academic and financial outcomes.

Illinois Community College Board

Goals

The institution above commits to producing 3,003 additional degrees by 2020, 18,997 additional degrees by 2025, and a total of 22,000 additional degrees by 2025.

Action Plan

The Illinois Community College Board (ICCB) is the state coordinating board for community colleges, and administers the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities, promote collaboration with the system, and accommodate those state initiatives that are appropriate for community colleges. By building on proven, effective strategies, the ICCB will facilitate the scaling up process of collaboration and completion supports to include all 48 community colleges in Illinois. All 48 Illinois Community College presidents have committed to reaching the goals of the plan outlined below. In addition, the ICCB will collaborate with other state education and workforce agencies, the state P-20 Council, and state university research partners to ensure that the strategies and interventions recommended for implementation are based on data-driven research, supported through state policy, easily replicated in all geographical areas, and are beneficial to all students, especially those targeted populations.

ICCB is making a commitment to increase the completion rate, high school equivalency and/or postsecondary credential, of students who lack basic skills by 25%. By expanding the integrated instruction of basic skills model that was developed through the Accelerating Opportunity grant from the Bill & Melinda Gates Foundation to an additional seven colleges, the ICCB will increase the college completion rate of adult education students and remedial students specifically by 120 students.

ICCB will partner with Illinois community colleges to scale up their college readiness partnership models between the local community colleges and their school districts. The ICCB will offer a P-20 Partnership Academy for all interested Illinois community college districts. The goal of this collaborative partnership is to ensure that all graduating high school seniors are ready for college-level courses and can experience success after high school.

The ICCB, in partnership with the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE) will revise developmental/remedial education in Illinois to advance college readiness. The ICCB will also work with the Illinois Student Assistance Commission (ISAC) to match unit record data for additional socioeconomic information as needed and will also work with the Illinois Department of Employment Security (IDES) to make use of predictive analytics to determine employment goals for each community college district.

The Illinois Community College Board (ICCB) is making a commitment to reduce the need for developmental/remedial education. The ICCB, in partnership with the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE) will be revising developmental/remedial education in Illinois to advance college readiness.

Indiana State University (Terre Haute, IN)

Additional Colleges/Organizations: *The College Transition Consortium Project at Stanford University*

Goal

The institution above commits to producing 700 more graduates by 2020 and a total of 2,250 more graduates by 2025.

Action Plan

Indiana State University commits to being a national leader in the testing, refining, and deploying at scale growth mindset and social belonging interventions designed to make a substantial impact on persistence rates of low income and historically underrepresented students. This effort, initially funded by a Department of Education First in the World grant and in partnership with Stanford University will help to not only reduce student attrition and underperformance, but to provide professional development for faculty on supportive classroom pedagogy. Indiana State University commits to continuing to deepen their work beyond First in the World funding.

The plan focuses on two key contexts: Growth Mindset in Math and Psychology and Social Belonging.

- Growth Mindset, Year 1: Conduct focus groups of students to pre-test the growth mindset intervention; deploy student interventions in multiple levels of math; assess the effect of the student intervention in math. In Year 2: repeat the student intervention in math; assess the effect of the student intervention in math and develop protocol for faculty training on growth mindset pedagogy and conduct the training. In Year 3: repeat the student intervention in math; deploy the student intervention in psychology; assess the effect of the student intervention in math and psychology; deploy the faculty trained on growth mindset pedagogy and assess the effect of the training in growth mindset pedagogy. In year 4: student interventions in math and psychology are repeated with assessments of faculty training and an overall assessment of the project, reports and training guides for other institutions.
- Social Belonging, Year 1: Conduct focus groups of students to ensure appropriate adaptation of standardized intervention template; develop intervention; deploy the intervention on-line and then conduct analysis. In Year 2: the interventions are assessed and refined. In Year 3: the collective analysis is conducted. Final reports suitable for presentation are prepared and presented to various audiences.

Iowa State University (Ames, IA)

Goal

The institution above commits to producing 1,300 more graduates by 2020 and a total of 3,200 more graduates by 2025.

Action Plan

Iowa State University is a member of the University Innovation Alliance, which seeks to improve both access to higher education, and degree completion, for students from all socioeconomic backgrounds. Iowa State also recently joined the Education Advisory Board's Student Success Collaborative. Both efforts will help pinpoint student risk, identify systemic roadblocks, and execute action plans that accelerate both the path to, and rate of, completion.

Iowa State University will:

- Expand programs like Learning Communities that are proven to improve both retention and completion, while also enhancing the sense of belonging on campus.
- Help other universities scale similar programs through our work with the University Innovation Alliance.
- Implement a predictive analytics program to gather additional data on at-risk students, and use that data to further improve retention and degree completion.
- Increase financial aid to enable students to stay in school, and on track to complete their degrees.
- Continue to invest in academic advisers and other professionals focused on student success.

- Develop and expand other programs that help students at risk of dropping out, including academic and financial counseling.

By piloting new interventions, sharing insights about their relative costs and effectiveness, and scaling those interventions that are successful, Iowa State University seeks to significantly increase the number of low-income Americans graduating with quality college degrees and, over time, in conjunction with their collaborative partners, Iowa State University intends to catalyze systemic changes in the entire higher education sector.

Jobs for the Future (JFF)

Colleges/Organizations: *Nearly 100 community colleges in Arkansas, Georgia, Illinois, Kansas, Kentucky, Mississippi, and Louisiana*

Goals

The institution above commits to assisting in producing 7,500 additional credentials by 2020 and an additional 7,500 credentials by 2025 for a total of 15,000 additional credentials by 2025.

Action Plan

One challenge facing schools seeking to improve their completion rates is the limited number of models with demonstrated results for students who are significantly underprepared for college-level work. One emerging model is integrated pathways, in which remedial content is integrated directly into technical education courses with team teachers working together to deliver instruction. These team-taught courses are part of structured pathways leading to occupational credentials aligned with labor market demand. In partnership with Jobs for the Future, the Accelerating Opportunity initiative is currently implementing and scaling this model in seven states.

Since 2010, JFF, with support from the Bill and Melinda Gates Foundation and five other foundations, has been helping seven states (AR, GA, IL, KS, KY, MS, and LA) and nearly one hundred community colleges implement and scale Accelerating Opportunity pathways. The states and colleges have experienced significant success, and have produced nearly 8,000 credentials to date. In Kentucky, 48% of Accelerating Opportunity students earned a college credential, versus 6% of the comparison group.

In the coming year (2015), JFF will help these states strengthen and scale pathways to 10 additional community colleges and an expanded set of 2,000 in-demand credentials produced annually which would result in approximately 7,500 more in-demand credentials by 2020 and an additional 7,500 credentials by 2025 for a total of 15,000 new credentials total by 2025. These additional credentials will be a result of JFF's expansion of services. Additionally, JFF will develop state sustainability policies to promote larger scale implementation. While Kansas and Illinois are making their own commitments to doubling the number of adults who complete a 12-credit pathway and earn an occupational credential, JFF commits to supporting Arkansas, Georgia and Kentucky in achieving a similar expansion goal as part of their involvement in Accelerating Opportunity.

Kresge Foundation

Action Plan

- Provide a \$740,000 grant to the University of Texas at El Paso to support its project, Academic Institutions for Military Students (AIMS).
- Provide a \$1,100,000 grant to Achieving the Dream to support its Working Families Success Network in Community Colleges project.

- Provide \$350,000 to Columbia University's Community College Research Center to support building the City Colleges of Chicago's capacity to analyze and use data to guide students' program decisions, improve program effectiveness, and measure the return on investment to students and Chicago taxpayers.

The Kresge Foundation is providing a \$740,000 grant to the University of Texas at El Paso to support its project, Academic Institutions for Military Students (AIMS). This grant supports Phase I of the Academic Institutions for Military Students (AIMS) network to increase degree completion for military service members, veterans and their dependents at public community colleges and universities. Military life often involves short-term residency and rotations, which can complicate a service member, veteran or dependent's ability to accrue transferrable credits toward a degree and meet residency requirements for graduation. The University of Texas El Paso hopes to address this problem by building clear transfer pathways at public universities and community colleges near military bases. This grant has five main purposes: (1) Creating a Course & Degree Alignment Platform to ensure academic cohesion, and an Academic Advising Modules Platform to provide updated information on benefits and prior knowledge transferability; (2) Developing a network-wide protocol for military-affiliated student engagement to improve persistence and degree completion; (3) Enhancing and expanding the AIMS network; (4) Promoting cross-institutional research on military-affiliated students; and (5) Implementing a comprehensive evaluation and assessment plan. Ultimately, UTEP hopes to make it possible for military-affiliated students to earn their degree regardless of where they are stationed.

The Kresge Foundation is providing a \$1,100,000 grant to Achieving the Dream to support its Working Families Success Network in Community Colleges project. Specifically, this grant will expand the Working Families Success Network in Community Colleges (WFSNCC) effort by adding three Southern California colleges to the initiative. WFSNCC consists of three core services: 1) Education and employment advancement, which includes job readiness, training and placement; 2) Income and work supports, which includes access to student financial aid, public benefits, and free tax assistance; and 3) Financial services and asset building, which includes financial education, coaching and products and services to help families build self-sufficiency.

The Kresge Foundation is providing \$350,000 to Columbia University's Community College Research Center to support building the City Colleges of Chicago's capacity to analyze and use data to guide students' program decisions, improve program effectiveness, and measure the return on investment to students and Chicago taxpayers. Kresge's grant will build City Colleges of Chicago's (CCC) capacity to use data to improve degree attainment and labor market success for the seven-college system's 115,000 students, the vast majority of whom are low-income students of color. The grant will support Columbia University's Community College Research Center (CCRC), a leading independent academic authority on community colleges that is serving as a strategic advising partner to CCC. CCRC's role includes advising CCC on student tracking analytics and decision making, conducting focus groups to better understand students' program choices, and leading the analysis of economic returns to CCC programs.

LaGuardia Community College (CUNY), Maricopa Community College, and Valencia College

Goals

The institutions above commit to producing an additional 3,086 graduates by 2020 and a total of 6,171 additional graduates by 2025.

Action Plan

This collaboration seeks to increase college completion by helping faculty expand their teaching repertoire and effectiveness to successfully help college students learn through a Professional Practice Improvement process. The faculty in the collaborative use a set of digital tools and routines that creates intensive reflection,

ongoing dialogue, and data analytics. The three colleges seek actions to improve college completion that are practical, can be measured, and can be implemented at a manageable cost.

This Professional Practice Improvement process incorporates five elements essential for faculty participation:

- Reflective of faculty professional culture;
- Embedded in work;
- Backed by evidence;
- Made visible with pre-defined tags that generate individual pedagogy patterns; and
- Powered by online social interaction among faculty peers.

The cycle begins with faculty understanding their current teaching practices, reviewing change possibilities, trying new activities, assessing the impact on student learning, refining the practice, and acting again. The innovation is in part doing this work online, with a clear process to structure the self-reflection that occurs weekly in practice, and a common language to describe teaching behaviors. This leads to a visual representation of the teaching strategies being used, and that information is activated within a social community of peers who then collectively reflect on the actions of each individual professor. The online community also captures and catalogs faculty work in a searchable compendium, providing more opportunity for faculty to create socially constructed knowledge by adapting or adopting peer's strategies.

Louisiana's Community and Technical Colleges

Goal

The institution above commits to producing 20,000 additional graduates by 2020.

Action Plan

Following the most recent White House College Opportunity Day of Action, Louisiana's Community and Technical Colleges' board approved this goal in October. They plan to target and enroll underprepared and underserved populations such as adult learners who lack a high school diploma, women, and minority students, specifically African-American and Hispanic Males. Additionally, they will partner with community organizations, faith based groups, and employers across the state. Louisiana's Community and Technical Colleges commit to continuously customizing academic and training offerings to match the high value jobs available in each region. Offering credentials that deliver outstanding value to students and employers is their key focus when seeking to double the annual number of graduates.

Strategies include:

- Develop baselines for retention/persistence, completion, time-to-award in order to set targets;
- Continue to develop robust partnerships with business and industry;
- Adult Basic Education strategy to turbocharge pathways to produce measurable awards in partnership with LCTCS colleges;
- Embrace best practice strategies to ensure optimum capacity purge/pay issues;
- Distance learning strategies; and
- Student services approaches to increasing retention and attracting new students;

Loyola University Chicago and Arrupe College

Goal

The above institutions commit to adding 975 additional graduates with Associates Degrees by 2020 and 1,300

additional graduates with Associates Degrees from 2020-2025, totaling 2275 additional graduates with Associates Degrees by 2025.

Action Plan

Together, Loyola University Chicago and Arrupe College will collaborate to enable motivated students with limited financial resources and with academic credentials insufficient to secure admission and funding at four year institutions to begin their college careers in a setting designed to maximize their opportunities for academic success.

The mission of Arrupe College will be to serve low-income students who are unable to leave home for college and who have scored between 17 and 22 on the ACT. In other words, these are college-worthy and prepared students who are not likely to be able to win grants and scholarships to support their education. The target population for this program is comprised of low income students who have graduated from Central City College Preparatory High School programs in the bottom three quintiles of their graduating class. Metropolitan Chicago housing patterns mean that these students are disproportionately members of underrepresented minority groups, especially African Americans and Hispanics.

In partnership with Loyola University Chicago, Arrupe College will apply several strategies which research has shown will have positive impacts on helping low income, underprepared and underserved students to gain access to and succeed and graduate from a 4-year college or university. These strategies include:

- Enhanced pre-enrollment advising and support to families to insure students file FAFSAs and are financially literate regarding college costs;
- An educational experience that includes extensive one-on-one contact with experienced, full time faculty;
- A faculty and staff recruitment and training plan to ensure all members of the Arrupe community share the common goals and values of working closely with each other to ensure student success; and
- A student support system that is more holistic and better resourced than traditional models.

Other core strategies of Arrupe College have shown promise but are more innovative and yet to be comprehensively studied. They include:

- A financial strategy that permits low income students to fully finance the cost of instruction with financial aid that does not include assuming debt;
- An educational setting that embeds an Associate's degree program within a comprehensive university offering baccalaureate, graduate, and professional degrees, providing economies of scale in the provision of significant cost drivers such as libraries and technological infrastructure; and
- A focused program of studies with limited choices in the first year.

Lumina Foundation

Other Colleges/Organizations:

Institutions - Charter Oak State College, Colorado State University - Global Campus, Empire State College, Excelsior College, Governors State University, Granite State College, and Thomas Edison State College

Intermediaries - HCM Strategists and Community Wealth Partners

Goal

Lumina Foundation has a single overarching goal: to increase the proportion of Americans with high-quality

college degrees, certificates or other credentials to 60% by 2025. In support of this goal, Lumina commits \$700,000 to begin a collaborative exploration of business model redesign with seven innovative non-profit institutions: Charter Oak State College; Colorado State University - Global Campus; Empire State College; Excelsior College; Governors State University; Granite State College; and Thomas Edison State College. The colleges and Foundation are joined in the work by intermediaries HCM Strategists and Community Wealth Partners. All seven institutions are “Completion Colleges” due to their focus and core competence in serving adults who have accumulated college credits but no degree. The goal is to explore how the business model of this diverse set of institutions can be reimagined, expanded and offered in more states to help more students translate their experiences into a high-quality college degree at a reasonable cost.

Action Plan

In the United States alone, there are an estimated more than 37 million adults with some college credit but no degree. April 2014 Lumina Foundation first convened seven Completion Colleges to better understand how their unique focus on credit-integration, prior learning assessment, degree-planning, reasonable transfer policy and flexible, innovative course delivery might be scaled in states across the country at a cost-savings to students and the higher education system as a whole.

The institutions involved in the project are well-established regional presences, most having risen to prominence when the GI Bill dramatically expanded educational opportunity but did not account for the mobility, on-the-job learning or financial challenges of working adult students. Regional presence, however, has not translated to nationwide awareness among adult students about how to request assistance in navigating the complex challenges of returning to college. The losses are many: returning adults miss out on the specialized advising available at these and other Completion Colleges and, perhaps, spend more time and money getting to a degree if they do complete.

And so in November 2014 the Foundation kicked off a collaborative exploration of business model redesign for non-profit Completion Colleges. Lumina’s commitment funds the intensive design process and associated market research; it does not fund any individual institution. The goal of the work is to learn from and improve current models building on the unique strengths of Completion Colleges in order to make the system easier to navigate for adult students—including thousands of returning military—regardless of where they reside or relocate.

The Michael and Susan Dell Foundation

Additional Colleges/Organizations: *College Advising Corps, Blue Engine, iMentor, and OneGoal*

Goal

The institution above commits to increasing the number of graduates by 60,000 by 2020.

Action Plan

The Michael & Susan Dell Foundation is pledging \$30M over the next six years to increase the college enrollment and college graduation rates for low-income students. The foundation will accomplish this through both direct programs such as the Dell Scholars Program and through supporting the work of many of the organizations that are currently involved with the initiatives, such as College Advising Corps, Blue Engine, iMentor, and OneGoal.

The measurable impact from these projects on low income student outcomes include increasing the college enrollment rate to 85%, increasing the college persistence rate to 80%, and increasing the six-year college completion rate to 50%.

The foundation's mission is to transform the lives of children living in urban poverty through better health and education. One of their goals is to grow the number and expand the reach of providers that are delivering successful college access/success with results that dramatically exceed national averages, empowering more high-need students to graduate high school college-ready and obtain a Bachelor's degree. In tandem with the foundation's scholarship program, the foundation will achieve that goal by helping to grow outstanding programs that:

- Use a rigorous academic curriculum to prepare students to successfully complete college-level courses.
- Use an effective non-cognitive curriculum to provide students with the skills needed to complete a rigorous academic curriculum and manage environmental challenges in college.
- Reduce financial barriers to college entry and completion.
- Provide wrap-around support (e.g. coaching/advising in application and enrollment, mentorship to deal with situational adversity, and connections to campus-based support services) to enable students to enter and graduate from a four-year college.

Minnesota Tribal College Consortium

Colleges/Organizations: *Leech Lake Tribal College, Red Lake Nation College, White Earth Technical and Community College, and Fond du Lac Tribal and Community College*

Goal

The institutions above commit to adding an additional 33 graduates by 2020 and 23 graduates by 2025, equaling 56 total additional graduates by 2025.

Action Plan

In 2011, the Minnesota Education Nation Consortium was created between Leech Lake Band of Ojibwe, Red Lake Band of Chippewa Indians and the White Band of Ojibwe. The consortium later included Fond du Lac Band of Ojibwe. With each nation maintaining the charter of a designated TCCU (Tribally Controlled College and University) the intent of the Minnesota Tribal College consortium was to work together to make the following educational improvements: the crucial and urgent issue of Ojibwe language preservation, mutually agreed upon grants partnering and grant endorsements, and mutually beneficial advocacy efforts. Additionally, each TCCU will collaborate with each other using best practices in the following areas:

- Improve student retention & graduation rates;
- Expand transfer opportunities;
- Share academic resources & programs;
- Increase access through technology infused education;
- Impact the economic development of Tribal communities; and
- Work to preserve Ojibwe language & culture.

Further, over the next ten years, the Tribal College consortium will expand to better serve the American Indian urban population in Minneapolis which is one of the largest in the United States. This population is traditionally left out of the Tribal College experience, despite the need for more American Indian students having connections that allow for cultural expression.

Potential students would richly benefit from having higher educational opportunities rooted in their own language, culture, and traditions. These completion targets were established using current IPEDS data in enrollment statistics and graduation rates. In order to increase graduation rates, each college must simultaneously increase current enrollment levels, program levels enrollments and increase delivery of technology infused programming well-suited for rural communities.

Minority Serving Institution Community College Completion Collaborative (MSI C4)

Colleges/Organizations: *South Texas College, South Mountain Community College, Robeson Community College, Pima County Community College, Long Beach City College, Leech Lake Tribal College, Harper College, Community College of Philadelphia and Community College of Baltimore County*

Goals

The institutions above commit to producing approximately 8,000 additional college graduates/credentials by 2020, and a total of 16,500 additional college graduates/credentials by 2025.

Action Plan

MSI C4 represents community colleges that are either designated or eligible to become minority serving institutions and commit to improving educational outcomes for their highly diverse student populations. The institutions represent the spectrum of MSI categories and types of success initiatives that will allow for a powerful exchange of learning points both within and outside of the collaborative.

Examples of specific commitments include:

- *Community College of Baltimore County* is expanding its developmental education acceleration model, implementing multiple assessment measures, and launching a Pathway Model to enroll 6,000 students into one of five major curriculum pathways.
- *Community College of Philadelphia* is improving speed to degree by getting more students to take 15 credits per semester through Finish College Philly and through a Fast Track program aimed at students with developmental needs.
- *Harper College* is working to increase college completion rates by partnering with local K-12 school districts to offer students 15 credits of college courses, which will establish a clear pathway into higher education and allow students to graduate from high school having already completed one semester of college.
- *Leech Lake Tribal College* is continuing its work to improve retention by providing a 15-week Path to Success course and a two-week Jumpstart program that focus on the fundamentals of student success based on Anishaabe values and language, which the college is helping to expand to partner colleges in the Minnesota Tribal Colleges Consortium.
- *Long Beach City College* is building on its Long Beach Promise program by not only using high school performance data to identify and address remediation but also incorporating linked learning models in career-focused high school learning communities for seamless career pathways into college and work-based learning opportunities.
- *Pima Community College* is redesigning major departments, establishing key performance indicators and pursuing initiatives such as a predictive scheduling process, clearer degree paths for all students, responsive early alert systems for at-risk students and competency based service learning plans.
- *Robeson Community College* is accelerating and restructuring developmental education, improving placement practices, improving effective “front door” support services and providing mentoring, tutoring and advising.
- *South Mountain Community College* is focusing on accelerated, condensed, modularized courses, support services and paired developmental education classes as well as improving new student intake processes to strengthen student success.
- *South Texas College* is focusing on accelerating remediation through Directed Self Placement for English, participating in the New Mathways Project and partnering with 70 local high schools on dual enrollment, reengagement and academy programs.

National Association of System Heads (NASH)

Participating Systems: *The California State University System, Colorado State University System, University of Colorado System, University of Hawaii System, Idaho State Board of Education, University of Louisiana System, University System of Maryland, University of Massachusetts, State University of New York, Tennessee Board of Regents, University of Tennessee System, Texas A&M University System, The University of Texas System, and West Virginia Higher Education Policy Commission*

Goal

The institutions above commit to producing over 350,000 additional graduates by 2025.

Action Plan

Fourteen state systems of colleges and universities, organized by the National Association of System Heads, intend to dramatically increase the number of graduates they produce by: using predictive analytics to help students select majors where they can be successful and stay on track to graduate with real prospects for rewarding careers; identifying best ways for academically underprepared students to succeed in developmental math and progress in their course of study; and integrating high-impact practices that go beyond the traditional classroom and lead to better college persistence and completion to an unprecedented number of students. Together, these systems are forming cross-campus networks to identify, adopt, and customize key strategies, set clear definitions of success, and track progress towards key milestones set by the network. The initiative focuses on proven intervention strategies that include:

- Predictive analytics
- Redesigning the Math Pathway
- High Impact Practices

Together, these intervention strategies magnify the effect of one another and hold the potential to dramatically increase the number of baccalaureate degrees produced by 2024-25. Even by only focusing on the implementation and adoption of one intervention strategy, baccalaureate degree conferrals stand to rise significantly across NASH's systems. The steps these 14 systems are taking today by choosing and adopting the first in what NASH hopes to be a series of interventions resulting in a significant increase in additional graduates will go a long way towards driving social mobility and economic growth.

Newark City of Learning Collaborative

Colleges/Organizations: *Rutgers University, Newark, Essex County College, and New Jersey Institute of Technology*

Goals

The institutions above commit to adding an additional 7,000 graduates 25 years and older by 2020 and a total of 14,684 new graduates by 2025.

Action Plan

The Newark City of Learning Collaborative (NCLC), a new citywide postsecondary network, commits to increasing the percentage of residents with postsecondary degrees, certificates, and quality credentials from the current 17 percent to 25 percent by 2025. NCLC has formed a team comprised of over 60 organizations.

Incremental goals for increasing retention and attainment goals for the three main educational institutions located in the city are:

- Essex County College (ECC): ECC will increase its 50 percent retention rate in the Fall 2011-2012 by 60 percent within the next 3 years. Approximately 14% of ECC's student population comes from Newark. Additionally, over 50 percent of the Newark public school student graduates enroll at ECC every year.
- Rutgers University – Newark (RU-N): Rutgers intends to increase students coming from Newark schools from 6 percent to 10 percent by 2016. Rutgers-Newark will also increase its retention rate of 75 percent to 80 percent by 2017.
- New Jersey Institute of Technology (NJIT): By 2016, NJIT commits to increasing its population of Newark students to 4 percent. NJIT will increase its current retention rate from 76 percent to 83 percent by 2016. Approximately 3 percent of NJIT's students come from Newark.

The NCLC action plan to realize the above listed goals is comprised of four strategies:

- Strategy 1: Improve the high-school to college postsecondary pipeline through increased readiness, enrollment and retention initiatives.
- Strategy 2: Develop transfer agreements between two year and four year higher education institutions.
- Strategy 3: Increase financial supports in an effort to increase postsecondary retention and attainment.
- Strategy 4: Better link local college graduates to employment opportunities in and around Newark.

OneGoal

Additional Colleges/Organizations: *Chicago Public Schools, Houston Independent School District, Spring Branch Independent School District, and New York City Public Schools.*

Goal

The institution above commits to producing 5,300 additional graduates by 2025.

Action Plan

OneGoal will accelerate its commitment made at President Obama's January College Opportunity Day of Action and commit to reaching nearly 10,000 students in six markets by 2017. In addition, OneGoal will maintain or increase student outcomes during this accelerated growth period, while also maintaining or decreasing cost per student. Three primary principles that will drive this effort are: 1) The use and sharing of "student growth data" to drive decision making and assess effectiveness; 2) Advocating for an AmeriCorps-based College Success Corps; and 3) Leveraging the federal college rating system to help guide students to high-value, low-cost postsecondary options.

The Key Strategies Are:

- Using a College Transition Curriculum called "Steps to Success," that helps Program Directors to guide Year 3 Fellows (college freshmen) toward the development of the academic, financial and social roots that have been shown to be predictors for college success.
- OneGoal will apply a predictive analytics process/system to develop segmented and highly differentiated supports for college students via a "tagging" system that helps pinpoint student needs and interests and matches these needs or interests with appropriate resources and interventions.
- Developing a College On-Track Indicator that identifies factors that predict college graduation.
- OneGoal will expand their use of GradTrack, a cloud-based data management system that program teams and Program Directors (teachers) leverage to get a better picture of student outcomes.

- Financial Literacy Training and Coaching will help Fellows understand the world of financial aid, including loans, grants and scholarships.
- External Evaluation:-Finally, OneGoal will leverage the results and learnings from a recently completed external evaluation conducted by Tim Kautz of the University of Chicago's Center for the Economics of Human Development (directed by Nobel Laureate James Heckman) and Wladimir Zononi of the University of Chicago's Chapin Hall. These results demonstrate that OneGoal has a statistically significant impact on students' life and postsecondary outcomes, increasing college enrollment and persistence rates by 10-20 percentage points. OneGoal will therefore strengthen their interventions and subsequently share components of this model with K12, higher education and nonprofit partners.

Palo Alto University (PAU) Collaboration (Palo Alto, CA)

Colleges/Organizations: *Palo Alto University, Foothill Community College, and De Anza Community College*

Goals

The institutions above commit to producing an additional 990 graduates by 2020 and an additional 1,312 graduates by 2025 for a total of 2,302 additional graduates by 2025.

Action Plan

PAU has developed a two-year Bachelors degree completion program for students who transfer from community college after completing at least 60 semester or 90 quarter units of course work and have satisfied the lower level State of California general education requirements.

During the developmental stage (Phase I) of this degree program, 78% of 254 ethnically diverse, traditionally underserved, and typically first generation students graduated with Bachelors degrees in Psychology or Business Psychology in 1.8 years on average. To accomplish the goals of this collaboration, in addition to the Phase I characteristics four new components will be included in the Phase II implementation:

- Early Academic Risk Assessment
 - Prior to beginning their first academic quarter, all incoming students will be assessed for academic risk using two online tests:
 - The ETS Success Navigator helps identify and measure four critical factors that influence student success, including Academic Skills (behaviors, beliefs and skills that directly facilitate academic success), Commitment (commitment to, drive toward and perceived importance of academic success), Self-Management (ability to anticipate and respond to pressure and stress related to college life), and Social Support (availability of resources to support academic success).
 - The Readiness for Online Learning assessment measure, which assesses Self-Direction, Learning Preferences, Study Habits, Technology Skills, and Computer Equipment Capabilities.
- Intensive Support for At-Risk Students.
 - Students identified as academically at risk as will be assigned a PAU graduate student Teaching Assistant mentor who will assist the student throughout two years of matriculation. In addition, students at risk will receive ongoing counseling, tutoring, and other academic support from University Student Services.
- Academic Boot Camp
 - All entering students will attend a three-day Academic Boot Camp in the first week of their first academic quarter. Topics to be covered will include a review of General Psychology, an introduction to APA writing style, a refresher on statistics and quantitative methods, training in

the use of the University's computerized learning management system, learning to use the information technology and library services, study skills, and time management skills.

- Social Identity Threat Mitigation
 - Students will receive and complete social identity threat mitigation materials. These threat mitigation materials will help students develop personal awareness that might be utilized during students' capstone seminar at the conclusion of Year 2 in the program.

Pasadena City College (Pasadena, CA)

Additional Colleges/Organizations: *Pasadena Unified School District and California State University, Los Angeles*

Goals

The institutions above commit to producing 2,500 additional degrees by 2020 and another 2,500 additional degrees by 2025 as well as 2,500 additional career certificates for a total of 7,500 additional degrees or certificates by 2025.

Action Plan

Pasadena CC commits to expanding its Pathways program to aid in reaching the completion goals outlined above. The Pathways program intends to streamline the process of transitioning from high school through higher education.

The First Year Pathways Program is the most expansive student success program on Pasadena CC campus. The program combines best practices and activities to provide a comprehensive first year experience, including guaranteed fulltime enrollment in degree required courses; courses in math and English required to reach College-level proficiency within one year; access to a student success team of counselors, tutors and coaches to assist students throughout the first year and to monitor satisfactory academic progress and access to a comprehensive learning resource center.

The Second Year Pathways Program is a program to continue the positive effects of the First Year Pathways Program. Research has shown a drop off in success when students enrolled in a first year program lose the academic support in their second year. In Fall 2014, the College began to pilot the Second Year Pathways Program and plans on scaling the program to include additional students in the future. The focus of the program is to maintain fulltime enrollment with the goal of degree and transfer curriculum completion. Students retain all support services available to first year Pathways students. The program also links to California State University, Los Angeles to begin the transition for students into four-year universities. The College plans to augment this program to include the ability for PCC students to take courses concurrently at CSULA and for a CSULA counselor to provide onsite services to the PCC transfer students. This is part of the College's high touch, high tech model, which will increase contact between PCC students and the CSULA.

Patrick Henry Community College (Martinsville, VA)

Additional Colleges/Organizations: *Achieving the Dream and Virginia Community College System*

Goals

The institution above commits to producing 420 additional graduates by 2020 and 600 additional graduates by 2025 for a total of 1,020 additional graduates by 2025.

Action Plan

In partnership with Achieving the Dream (ATD) and the Virginia Community College System (VCCS) Patrick Henry Community College (PHCC) is committed to building on previous successful work to increase the total number of college graduates overall as well as the number of low income students and students of color. In particular, PHCC is focused on eliminating the graduation gap between African American and White students by 2025, as it has already eliminated the gap for low income students.

PHCC strategies include:

- College Survival Skills course that includes financial literacy skill building;
- Partnerships with Congressional Budget Offices to provide a wide range of integrated social and family support services;
- Participation in the Working Families Success Network to deliver integrated services in employment, career advancement, income enhancements, work support and financial and asset building services;
- A Student Success Center to coordinate delivery of academic and family support services to students;
- FAFSA completion support linked to early registration;
- Support the institutionalization of a Middle College program;
- Developmental Education reforms including reducing the number of developmental math and English credits required for those who place at the lowest levels, scale the Accelerated Learning Program, create multiple developmental pathways and develop alternative assessment and placement methods.

Philadelphia Higher Education Collaborative (Philadelphia, PA)

Colleges/Organizations: *City of Philadelphia, Temple University, Drexel University, Community College of Philadelphia, LaSalle University, Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd Mercy University Holy Family University, Immaculata University, Neumann College, Rosemont College*

Goals

The institutions above commit to support the Mayor's goal of producing an additional 70,000 Philadelphia residents with degrees by 2020 and another 60,000 Philadelphia residents with degrees by 2025, totaling 130,000 residents with degrees by 2025.

Action Plan

The Mayor's Office of Education, the Philadelphia College Completion Committee, and the more than 20 colleges and universities participating in and/or represented on the Committee are utilizing a wide variety of tools, strategies and interventions to help Philadelphia meet its above listed college completion goal. In recent years, the Committee has addressed a wide variety of issues related to college completion, with a focus on predictive data analysis, behavioral, academic, and financial interventions, and other student supports aimed at high risk students. Some of the highlights of this work are noted below.

In addition to regular meetings, the Committee has sponsored a number of targeted workshops designed to focus on critical issues. These have included:

- **Success and Risk: Using Data to Increase the Postsecondary Success of Philadelphia Students:** This workshop brought together institutional leaders to investigate and share ways to increase enrollment, persistence and completion among Philadelphia students through the use of data, risk analysis, and other tools.
- **Philadelphia Student Progression: Using Data to Inform Practice beyond the First Year:** This interactive workshop brought together administrators, practitioners, and institutional researchers from participating schools to focus more directly on a finding from Committee-sponsored research: continue

student attrition in their second year of college. In addition to a continued focus on effectively using data and data strategies to foster student progression, a goal of this workshop was sharing ways to identify and break down institutional barriers that might hinder successful identification of at risk students or successful interventions.

In the months ahead, the College Completion Committee will work with participating schools to launch a citywide "15 to Finish" Initiative and develop similar programs designed to encourage students to take full credit loads, when appropriate, in order to complete their degrees on time. It will also continue to work with colleges and universities to share promising practices in predictive analytics, to ensure that students are able to take advantage of these opportunities. With this widening of the College Completion Committee's work, Philadelphia and continued development of higher education collaboration, Philadelphia believes it can achieve its above listed goal.

The Posse Foundation

Goals

The Posse Foundation Veterans Program will expand to include a total of 12 top colleges and universities as partners over the next five years. In response to this commitment, Dartmouth College has joined Vassar College and Wesleyan University to become the third institution to partner with The Posse Foundation Veterans Program to date. Through these partnerships with prestigious four-year institutions of higher education, The Posse Foundation will, at capacity, support the college aspirations of 600 deserving servicemen and servicewomen annually.

Action Plan

Posse's veterans initiative identifies and supports post-9/11 veterans of the U.S. Armed Forces who exemplify strong leadership and academic promise. Veterans selected for the program attend college in teams—or Posses—of 10 and receive four-year financial aid packages that cover the full cost of tuition—even when GI Bill, Yellow Ribbon, and other government funding runs out. By creating cohorts of veterans, preparing them for the college experience, and supporting them through graduation, the program helps to ensure success in college and, ultimately, in the workforce.

The Veterans Program was established in 2013 in a partnership between The Posse Foundation and Vassar College in Poughkeepsie, New York. In September 2014, Wesleyan University in Middletown, Connecticut, matriculated a Veterans Posse as the program's second institutional partner.

Posse started in 1989 because of one student who said, "I never would have dropped out of college if I had my posse with me." That simple idea of sending a group (or "posse") of students to college together became the basis for one of the nation's premier college success and leadership development programs. Posse's ultimate goal is to develop a diverse, national network of outstanding men and women to take significant leadership positions in every industry and better represent the voices of all Americans.

St. Francis College (New York, NY)

Goals

The above institution commits to producing an additional 50 graduates by 2020 and another additional 50 graduates by 2025, for a total of 100 new graduates by 2025.

Action Plan

The Post-Prison College Opportunity Program at St. Francis College will promote civil rights by challenging the long-term consequences of mass incarceration by giving the formerly incarcerated the opportunity to earn a

college degree. This program provides tuition for accepted students through a combination of financial aid and scholarships. Students are pre-screened for potential college success by criminal justice agencies and prison-based college programs in New York State.

Currently in its pilot phase, the Post–Prison College Opportunity Program at St. Francis College helps those in this vulnerable, disadvantaged, low-income, and at-risk population earn a degree through intensive student monitoring, ongoing assessment, and integrated social service supports within a rigorous college program, including:

- For-credit remediation classes, when required;
- Transfer of applicable college credits attained in prison programs;
- Enhanced academic support including dedicated mentors and faculty advisors;
- Enhanced social supports with social service and criminal justice organizations;
- Coordinated parole and/or probation supervision focused on college completion; and
- Summer jobs and internships

Saint Francis College commits to expanding its pilot work and pending proven pilot success, believes their approach can be easily replicated.

Furthermore, the Post–Prison College Opportunity Program at St. Francis College has three key program goals:

- Increase college degree completion among at-risk ex-offenders
- Decrease recidivism while increasing employment and earnings potential
- Improve quality-of-life and promote public safety in neighborhoods disproportionately affected by crime and incarceration.

Scholarship America

Colleges/Organizations: *In accomplishing their goal, Scholarship America will utilize their partnerships with over 300 colleges and universities that currently participate in Scholarship America’s Collegiate Partners program and Dreamkeepers program.*

Goals

The organization above commits to assisting in producing a total of 375,000 additional college graduates by 2020 and 375,000 additional graduates by 2025 for a total of 750,000 new graduates by 2025.

Action Plan

Scholarship America’s mission is to mobilize America through scholarships and educational support to make postsecondary success possible for all students. Scholarship America currently partners with colleges in two major ways: through their Collegiate Partners program, where colleges agree not to displace scholarship funds with other grant aid, and through their Dreamkeepers program, where colleges provide students with emergency financial assistance.

In addition to its continued policy work, in 2014, Scholarship America commits to a new strategic focus on serving low-to-moderate income students and communities of greatest need. As part of this strategic focus, Scholarship America will add 110 additional community based scholarship chapters by 2020. These chapters will be located in high-need communities including states with limited need-based financial aid programs; metropolitan areas with high poverty rates; poverty-stricken rural and suburban towns near community colleges and regional universities; and where partnerships are ripe with others committed to serving students from K-12 through college completion. The following goals are envisioned at this time:

- By end of 2020, there will be a total of 648 community-based chapters, representing a 20% growth in Scholarship America's community-based program. Scholarship America plans to increase this number through larger national partnerships with similar organizations who have established ties in targeted communities.

By focusing overall affiliate growth on communities and students of greatest need, Scholarship America plans to achieve the following results by 2020:

- At least 88 of the 110 additional community-based affiliates will be focused on serving metropolitan areas with high poverty rates and poverty-stricken rural and suburban towns near community colleges and regional universities, representing 80% of the growth in this program;
- At least 66% of community-based affiliates will award scholarships based on need or a combination of need and merit with an emphasis on need,
- At least 50% of community-based affiliates will focus on serving communities of greatest need, as defined by communities with large concentrations of low to moderate income students;
- At least 50% of community-based affiliates will offer renewable scholarships;
- Partnering with 142 colleges and universities as Collegiate Partners, for a total of 500 colleges and universities who agree not to displace scholarship funds with other grant aid, some of which also agree to match a portion of students' scholarship funds; and
- 70 colleges will offer emergency financial assistance programs with Scholarship America's support.

Single Stop

Colleges/Organizations: *Association of Community College Trustees, Baton Rouge Community College, Borough of Manhattan Community College, Bronx Community College, Bunker Hill Community College, City College of San Francisco, City University of New York, College of Marin, Community College of Philadelphia, Contra Costa Community College, Dallas County Community College District, Delgado Community College, Essex County College, Hinds Community College, Hostos Community College, Kinsborough Community College, LaGuardia Community College, Los Angeles Trade Tech College, Louisiana's Community & Technical Colleges, Miami Dade College, Queensborough Community College, Roxbury Community College, Stella and Charles Guttman Community College, and Westchester Community College*

Goals

The institutions above commit to producing 35,000 additional college graduates by 2020, and a total of 100,000 additional college graduates by 2025.

Action Plan

In partnership with the Association of Community College Trustees (ACCT), Single Stop will develop a learning community, which will expand to up to 200 colleges by 2025. This community will consist of core institutions (60 institutions by 2025) that implement the full Single Stop model of wraparound services and expanded financial aid and allied institutions (up to 140 by 2025), which are committed to addressing financial barriers to college completion by modernizing their student services and financial aid delivery systems. The proposed commitment and plan of action will strengthen the web of connections amongst core institutions.

The learning community itself will drive collaboration. Reinforced through activities, including annual conferences, Single Stop will bring together top institutional leaders within the network for strategic planning sessions to engage and interact with each other. The network will establish an ongoing community of practice that will interact in real time through a state of the art on-line platform to solve common problems and quickly evolve best practices.

To pilot and evaluate best practices, data analysis will be at the heart of the learning community. Single Stop will identify which strategies are producing the largest impacts on credit accumulation and academic persistence, and work with institutions to adjust their strategies to the most effective practices. Best practices will be encapsulated into Single Stop publications to be distributed to the field, training materials and webinars.

To meet its commitment goal, colleges in the Single Stop's network will aspire to accomplish the following:

- Restructuring student financial aid structures to include safety net resources that more adequately meet the needs of today's college students;
- Developing strong connections between colleges and state, local and nonprofit agencies able to help students access resources, solve legal challenges and navigate financial hurdles to college completion;
- Leveraging a new technology platform to improve students' access to resources, such as financial aid, public benefits, and community resources;
- Employing financial interventions that include supplementing traditional financial aid with safety net resources and tax credits when needed and teaching students how to manage their resources to ensure financial hardship won't lead to dropping out; and
- Developing and testing behavioral interventions through the technology platform that provide just-in-time information or support to students to prevent students from leaving school.

Smith College

Additional Colleges/Organizations: *Holyoke Community College and Greenfield Community College*

Goal

The institutions above will expand their partnership by adding an additional four full-tuition scholarships to Smith College for students who complete a minimum of 32 credits from Holyoke Community College and/or Greenfield Community College.

Action Plan

This collaboration anticipates that while the number of students directly affected by their expanded partnership will be modest, the indirect impact will be considerable, as more community college students are inspired to complete their education at a competitive residential liberal arts college.

The following steps will be taken to enact this expanded partnership:

1. Teams of faculty and administrators from Greenfield Community College and Holyoke Community College will be invited annually to spend a day on campus meeting with Smith admission and aid staff, class deans, and faculty advisors.
2. Opportunity will be provided for current scholarship recipients to share their experiences with the community college team.
3. Each semester, a Smith admission representative and class dean will meet with transfer counselors at Greenfield Community College and Holyoke Community College.
4. Since some transfer students are enrolled in college for more than 12 semesters and thus exhaust their eligibility for federal Pell Grants, Smith will meet the additional need with institutional grant.
4. One-on-one follow up with each student each semester by her class dean.
5. In advance of students applying to Smith, admission officers will be available to advise students of transferable courses from the community college to Smith in order to support timely graduation.
6. Smith will continue to track student performance, using the results to target interventions that enhance student success. Smith will continue to identify opportunities to support the success of community college transfer students through analysis of performance data from these and other community college transfer students.

Starfish Retention Solutions

Additional Colleges/Organizations: *Davidson County Community College, Morgan State University, North Carolina Community Colleges, Northeast Wisconsin Technical College, University of Missouri System.*

Goal

The institutions above commit to adding over 15,000 college graduates by 2025, supported by their partnership with Starfish Retention Solutions.

Action Plan

Starfish Retention Solutions commits to three priorities:

1. Starfish commits to provide North Carolina Community Colleges and the University of Missouri System the aggregated student data from their member colleges/campuses which are part of the Starfish community. The data will inform the system's own research on what is working with their collective student success efforts. Feedback on the process of using the aggregated data from disparate college and university systems will further inform Starfish's state-level data management and research with other systems across the country.
2. Starfish commits to offer complimentary predictive analytic services to Davidson County Community College (DCCC), Northeast Wisconsin Technical College, and Morgan State University. The service will develop predictive models to identify students who are at risk for leaving the institution in order for the institutions to intervene more effectively. Feedback on the models and their effectiveness for improving student success will further inform institution-level research across the country.
3. Starfish commits to research the common characteristics of the institutions that most successfully produce women and minority graduates in STEM majors based on its aggregated data from more than 240 institutions and 4+ million students. Starfish will publicly publish the findings.

Starfish's commitments enable its five partnering institutions to more effectively and efficiently achieve their separate goals. Additionally, to achieve its third goal, Starfish's Director of Data Science will use data from the company's 240-client integrated data store to build models that will uncover institutional and student support characteristics which are correlated to increased levels of success of women and minority STEM students.

Texas Association of Community Colleges

Colleges/Organization: *50 community college districts in Texas*

Goal

The institution above commits producing approximately 44,500 additional graduates by 2020 and an approximate total 79,500 additional graduates by 2025, to contribute to Texas' statewide college completion goal.

Action Plan

- Texas colleges commit to refinement of a system of performance-based funding. The initial accountability measures were put in place in 2013, but additional work is required to perfect a set of key measures.
STRATEGY: Add system of measures that included completion of developmental education; completion of gateway college courses; completion of 15 and 30 hours; completion of credential; and transfer to university.
- Texas colleges commit to development and refinement of measures of internal accountability.

STRATEGY: Develop and refine system of key performance indicators to provide colleges with predictive analytics to target student interventions.

- Texas colleges commit to developing the capacity of all colleges to collect and analyze data to improve student outcomes.

STRATEGY: Create a collaborative of rural colleges to enhance data system with common practices and enhanced capacity at a reasonable cost.

- Texas colleges are committed to accelerating the developmental education sequence and developing the mathematics pathways program for students through the New Mathways Project, a partnership between TACC and the University of Texas at Austin.

STRATEGY: Continue scaling work with Texas colleges.

- Texas colleges are committed to universal use of the Texas Common Course Numbering System among all public institutions of higher education in the state.

STRATEGY: Prepare legislation for consideration by Texas Legislature for the next session in 2015.

- Texas colleges are committed to performance funding and accountability measures that reward sending and receiving institutions in the transfer process.

STRATEGY: Prepare recommendation for consideration by Texas Legislature for the next session in 2015.

- Texas colleges are committed to providing professional development programming using our professional development network in key areas of institutional reform.

STRATEGY: Utilize our electronic network, STARLINK, to develop programming on key topics and make available to all member colleges.

Udacity

Udacity is committed to offering up to 5,000 scholarships for the Nanodegree program. AT&T, their pioneering partner, and Udacity will expand the current nanodegree scholarship program from 200 to an additional 1,000 students to target diverse learning populations including underrepresented minorities in tech, women and veterans. Google plans to be a sponsor for these scholarships followed by other companies. Nanodegrees are a new type of credential recognized by industry with a clear pathway to jobs. They are designed to be compact, flexible and employment-focused equipping graduates with the skills they need for the modern technology workforce.

By making education more accessible to anyone anywhere, Udacity and nanodegree collaborators, such as AT&T, help scholarship recipients gain the skills necessary to overcome income-level and geographical barriers to education and employment.

The new total commitment is approximately \$3.6 million. Today, thousands of students are enrolled in Udacity's nanodegree program with the aspiration of getting new jobs; advancing their skills; or completely changing career course. Nanodegrees are available online and take about 6-12 months to complete.

Given the large number of under-represented demographics in the field of technology and software development, Udacity hopes their open approach will equip more people in society to come into these growing fields and gain critical skills for tech careers. Udacity plans to evaluate the effectiveness of the program over the next year to determine success and ways to make the model more effective for future lifelong learning.

UNCF (United Negro College Fund)

Colleges/Organizations: 37 private Historically Black Colleges and Universities

Action Plan

The membership of UNCF (United Negro College Fund) have been strengthened by the efforts of UNCF's Institute for Capacity Building (ICB), launched in 2006 to support member institutions with grants, training and technical-assistance programs designed to strengthen their academic and operational performance and improve their financial sustainability. One of ICB's hallmark initiatives was the Enrollment Management Program (EMP), created as a collaboration amongst UNCF-member institutions to identify and implement practices to boost graduation rates. ICB followed up on these findings by partnering with four UNCF-member institutions in a pilot study designed to examine these strategic initiatives being implemented on campus. The result was a new recruitment-and-retention model called SREEA (Strategic Recruitment, Enrollment, Engagement and Assessment), which helped produce measureable results at the site campuses, including at least a 25 percent increase in applicant pools during the duration of the grant and a 13 percent increase in enrollment at two participating institutions during the second program year.

UNCF proposes to build on this foundation of collaboration amongst its member institutions to delve deeper into not only how to recruit and retain HBCU students, but also how to help them persist to graduation in higher numbers and more quickly. Using the SREEA model as a template, UNCF proposes an HBCU Retention and Completion Collaborative among the HBCU network of private and public HBCUs. Toward this end and contingent on securing external funding, UNCF's ICB will engage in the following four-step process:

1. Conduct an updated environmental scan of best practices in recruitment, retention and completion at HBCUs;
2. Conduct a pilot study at eight public and private HBCUs—informed by the updated environmental scan—to empirically determine the factors that hinder or help students from different walks of life persist to graduation;
3. Broadly share findings of both the environmental scan and the pilot study with a wider audience, including all HBCUs and the larger higher education community; and
4. Partner with organizations to implement enhancements to recruitment, retention and completion practices across all HBCUs.

University of Hawai'i System

Goals

The institution above commits to producing an additional 3073 graduates per year by the 2020-2021 school year, totaling 11,921 graduates in the 2020-2021 school year. They also commit to producing an additional 1720 graduates per year by 2025, for a total of 4793 additional graduates per year or 13,632 graduates in 2025.

Action Plan

The University of Hawai'i (UH) System commits to increasing the number of degrees produced by the campuses to align with the statewide goal to have 55% of Hawai'i's working age adults hold a two- or four-year college degree by 2025. To meet this goal, the state will need to produce 11,921 two- and four-year degrees in 2021 (2014 production is 8,848).

UH collaborates closely with Hawai'i P-20 Partnerships for Education, a statewide partnership led by the University, the Hawai'i State Department of Education and the Governor's Executive Office on Early Learning. UH collaborates with its P-20 partners to strengthen the education pipeline from early childhood through higher education so that all Hawai'i students have the opportunity to achieve college and career success.

To achieve these new Hawai'i commitments the UH system and campuses will collaborate to analyze data, pilot and evaluate improved practices, and bring successful practices to scale. Hawai'i's strengths in having a single system of public higher education, along with a single statewide K12 school district, will be leveraged to promote access and success in college completion, particularly by traditionally underserved groups. In addition, to achieve these aggressive outcomes UH will forge new partnerships with Hawai'i's major private schools and educational institutions to scale up its innovative practices such as reverse credit transfer and dual credit / early college programs.

To improve student success and boost college completion, the University of Hawai'i System will build on its nationally-recognized and widely emulated "15 to Finish" campaign, a strategy encouraging students to take 15 credits a semester to graduate on time, by implementing a new best-of-breed customized systemwide academic planning tool, STAR, that tracks and guides each student's course-taking path to graduation. This integrated planning tool consists of two fundamental components. The first component is an intuitive "GPS" that recalculates a student's optimal path to completion, including between campuses, using academic program pathways and courses completed to provide personalized enrollment guidance that ensures each student takes the "right" 15 credits to graduate on time. The second component is an innovative new program efficiency dashboard that illustrates the effectiveness of each academic program in providing students with the courses they need to meet their degree requirements and graduate on time.

University Innovation Alliance

Colleges/Organizations: *Arizona State University, Georgia State University, Iowa State University, Michigan State University, The Ohio State University, Oregon State University, Purdue University, University of California-Riverside, University of Central Florida, University of Kansas, and University of Texas-Austin*

Goals

The institutions above commit to producing 35,000 additional college graduates by 2020, and a total of 67,529 additional graduates by 2025.

Action Plan

The University Innovation Alliance (UIA) is a consortium of 11 large public research universities spanning the country, committed to the belief that every American, regardless of socioeconomic background, should have access to an affordable, high-quality college degree. The Alliance includes emergent institutions, land grant universities, and state flagships serving their respective regions and the nation by conducting transformational research, fueling innovation and economic growth, and graduating students poised to address critical needs for a productive, creative workforce.

The Alliance is committed to broadening participation in higher education and implementing proven programs that significantly improve graduation rates for all students regardless of socioeconomic background.

UIA will engage in a series of three distinct categories of work over the next three to five years:

- Identifying new solutions: The UIA will identify, verify, and adapt new methods of improving student success;
- Scaling proven innovations: The UIA will take proven interventions that significantly improve graduation rates and transfer them to other campuses, with the goal of developing an innovation transfer model that can be used throughout higher education.
 - For UIA's first scale project beginning February 2015, it will scale and diffuse lessons learned from predictive-analytics-based advising interventions currently in use on three lead campuses—Georgia State University, Arizona State University, and the University of Texas at Austin. Eight collaborating institutions—Michigan State University, Iowa State University, The Ohio State

University, Oregon State University, Purdue University, University of California at Riverside, University of Central Florida, and University of Kansas—will work with the leads to implement successful practices on their own campuses. The primary goal for this project will be to increase student access, retention, and success.

- Communication and diffusion: Working as an innovation cluster, the UIA will test and share what works across institutions and at scale, creating a playbook of proven innovations to help students from all family backgrounds graduate. The UIA will share results and recommendations with the broader higher education community, policy leaders, and the general public.

Wallace State Community College (Hanceville, AL)

Goal

The institution commits to producing 200 additional graduates annually, resulting in an additional 1000 community college graduates by 2020.

Action Plan

This goal will result in a 118% increase over the baseline number of graduates in 2013-2014 and will be accomplished through three major high impact practices: The redesign of developmental studies to promote acceleration; the implementation of a Success Course for all incoming freshmen with embedded intrusive advising in a case management approach; and strengthening the College's points and portals of entry.

The College has initiated or will initiate the following strategies and actions:

- Redesign the Transitional Studies program to accelerate student success from developmental through gateway courses, including redesigning the curriculum and revising placement testing policies and processes that impede student success and timely completion.
- Through Business Tax Credit funded scholarships, expand dual credit to career technical students to accelerate credential attainment and earlier entry to the workforce.
- Through private or public funding, expand Early College enrollments (high school on the college campus paired with dual enrollment) to enable ambitious high school students to Move on When Ready.
- Develop a case management advising model that employs intrusive advising strategies and embed the advising process in a Student Success course utilizing ePortfolios for digital learning, all of which are identified as a high impact practices for student success.
- Utilize predictive analytics to apply greater resources to identify stratified populations at greater risk of stopping out.
- Advocate for changes to federal Pell Grant regulations to permit students to access more funds in a frontloaded manner to incentivize earlier completion and credential attainment.

Wayne State University (Detroit, MI)

Colleges/Organizations: *Wayne State University, Macomb Community College, Oakland Community College, Schoolcraft College, Henry Ford College*

Goals

The institution above commits to producing 1,000 additional degrees by 2020, and 1,500 additional degrees by 2025, equaling a total of 2,500 additional degrees by 2025.

Action Plan

Wayne State University (WSU) commits to leveraging their current student success initiatives and build on their recently created Transfer Student Success Center (TSSC). TSSC serves as a hub to assist transfer students in

navigating WSU and as an advocacy unit on behalf of WSU transfer students. To build on these efforts, WSU makes the following additional commitments:

- Provide basic training to all academic advisors on the needs of transfer students through WSU's Academic Advisor Training Academy.
- Create an "Advanced Transfer Expert" designation that academic advisors can utilize to learn through the Academic Advisor Training Academy.
- Hire a dedicated WayneDirect academic advisor and provide joint advising with WayneDirect and WaynePassport partners at community college campuses.
- Adapt and extend WSU Student Success Initiatives, such as learning communities, undergraduate research opportunities program, and service learning to make them more readily available to WayneDirect students who are primarily on location at community college partner campuses.
- Audit and modify WSU IT systems to provide better institutional data about transfer students, the transfer experience, transfer credit, and progress to degree.
- Extend WSU's advising alert system and use of predictive analytics to better support academic success for transfer students, WayneDirect students, and "swirling" students.
- Expand full WSU degree program opportunities on-site at our community college partners, such as at WSU's Advanced Technology and Education Center in Macomb Michigan, and the "Schoolcraft to U" collaboration with Schoolcraft College.
- Extend "Inner-ring" Collaborations with WSU's five top-feeder community colleges.

Western Governors University (Salt Lake City, UT)

Goals

The institution above commits to producing 25,000 additional degrees by 2020, and 45,000 additional degrees by 2025, equaling a total of 70,000 additional degrees by 2025.

Action Plan

WGU plans on creating these additional graduates through expansion of its existing, proven model and through the use of new technologies to increase graduation rates. WGU plans on utilizing advances in predictive modeling, the growth of social media and online communities, advances in computer adaptive learning, mobile technology, and advances in online collaboration tools to improve the overall student experience. The student experience will be improved through targeted interventions to at risk students, collaborative learning and enhanced social bonds, improved learning experience in courses, and having resources available anywhere, anytime. These improvements should increase retention and graduation rates.

With predictive analytics, WGU plans to use machine learning to classify student risk on non-completion in real time and transmit that data to faculty via their Salesforce SRM. Faculty will then be required to intervene with at-risk students and document their interventions in a structured format via Salesforce so that the data can be studied to identify successful interventions.

Developing online student communities is another strategy to increase student completion rates. WGU is in the process of developing a robust strategy and platform student communities. These communities will create opportunities for students to interact with each other and faculty. In addition to direct academic support, these communities will be a place for students to create social bonds.

The third component of WGU's strategy with technology is the use of mobile. At a high level, the mobile strategy is to make all aspects of the WGU experience available on mobile devices so students can study within small spaces of time and easily connect with faculty and other students on-demand, anywhere.

The last pillar of WGU's strategy to use technology to support completion rates is the use of adaptive learning. Through a partnership with Acrobatiq, a company started out of Carnegie Mellon, WGU is turning the most difficult courses into carefully designed adaptive learning experiences for students. Early pilot testing with several Acrobatiq courses have shown significant gains in course completion rates and decreases in time to completion.

Yale University

Action Plan

Yale will join with 12 other institutions to pilot the College Transition Collaborative, a group of researchers and universities collaborating to create, evaluate and disseminate interventions focused on social norming and self-persuasion to help students overcome doubts about belonging and ability that undermine academic progress.

In 2013 and 2014 Yale implemented the Freshman Scholars at Yale (FSY) program, which provides a cohort of low-income and first-generation students with an immersive Yale experience the summer before their first semester. Participants live and study on campus for five weeks, during which students participate in activities, coursework, seminars, and trips designed to facilitate and enhance their transition to Yale. Students attend the program at no cost. Yale provides full travel stipends to and from campus and waives participants' summer financial contribution. An evaluation of the program's first year showed that FSY participants earned higher freshman GPAs and were more likely to "strongly agree" that they were prepared to seek academic advice and support, compared to a control group.

Yale will expand the FSY program by nearly 40 percent, increasing the number of incoming freshman served from approximately 30 to 48 in summer 2015. Yale's Office of Institutional Research will continue the assessment and evaluation of participating students to understand FSY's effects on academic achievement and retention.

Yes We Must Coalition

Colleges/Organizations (representing the Coalition at the College Opportunity Day of Action): *Ferrum College, Trocaire College, Keuka College, Marygrove College, Mount Aloysius College, Union College, Bethune-Cookman University, Paul Quinn College, and Metropolitan College of New York*

Goals

The members of the Yes We Must Coalition commit to producing 500 additional college graduates by 2020 and another 200 additional graduates by 2025 for a total of 3,200 additional graduates by 2025.

Action Plan

The Yes We Must Coalition is a three year old organization of small, non-profit, private colleges and universities where 50 percent or more of each campus undergraduate enrollment is Pell-eligible whose purpose in organizing is to share resources, information and promising practices to improve the success of low-income and first generation students and to be a voice for our students in the policy arena.

To help schools in their coalition reach their completion goal, Yes We Must commits to working with coalition campuses to develop an Institute to assist campus teams in developing implementation plans and outcome measures focused in three key areas in order to identify and share successful strategies necessary to build greater support and capacity to disadvantaged students. The Coalition will:

- Explore financial models, including financial aid, revenue generation and cost cutting, for small, underfunded institutions in order to streamline costs, control student debt and stabilize institutional financial health;
- Improve the curriculum to career connection from the beginning of the academic journey and strengthening the career services offered to students throughout their college career; and
- Develop more streamlined and deliberate pathways to graduation and using learning outcomes assessment relevant for our student populations which research demonstrates will increase the likelihood of graduation by low income and first generation students.

Key researchers and facilitators in the Coalition will assist campuses in researching evidenced-based practices in each of the three areas and the Institute will provide the opportunity to share, discuss, and adopt promising and effective practices across campuses. The Coalition anticipates seeing changes resulting from their work through the Institute to be implementation ready for students entering in the fall of 2016 with anticipated increases in graduation outcomes from 2020 onward.

K-16 Partnership Commitments

55,000 Degrees (Louisville, KY)

Partners: *Mary Gwen Wheeler, Executive Director, 55,000 Degrees; Mayor Greg Fischer, Louisville Metro Government; Donna Hargens, Superintendent, Jefferson County Public Schools; Alice Houston, President and CEO, Houston-Johnson Inc.; Anthony Newberry, President, Jefferson Community and Technical College.*

55,000 Degrees (55K) is greater Louisville’s ambitious movement to add 55,000 more college graduates in the Louisville area by 2020, increasing the percentage of working-age adults with two or four-year degrees to 50 percent. Driven by a powerful partnership between the Mayor, superintendents of public and Catholic schools, presidents of colleges and universities, and leaders of business, faith-based communities, and civic organizations, *55K* aligns action around a shared goal and common agenda to improve student outcomes in college-going, college completion and obtaining skills needed to compete for 21st century jobs.

Goal

The Louisville, Kentucky public-private partnership, *55,000 Degrees*, aims to add 55,000 postsecondary degrees to Louisville’s working age population by 2020, and is on target to reach this goal. *55,000 Degrees* commits to expand this goal by an additional 4,000 degrees to achieve a total of 59,000 degrees by 2020.

Actions

55,000 Degrees is committing to a suite of strategies to address the education pipeline challenges in Louisville, toward the goal of adding 27,000 additional degrees to the community’s working-age population by 2020. Those strategies will include increasing the college-going rate of Jefferson County Public Schools graduates; targeting interventions to reduce summer melt; launching a virtual “comebacker” center for working adults called “Degrees Matter” to provide information, guidance, coaching and connections to adult-friendly services at postsecondary partners; and increasing targeted services and supports to underrepresented students, for instance, through *15,000 Degrees*, an initiative working for 15,000 of the 55,000 degrees to be obtained by African-Americans.

The Albany Promise (Albany, NY)

Partners: *Nancy L. Zimpher, SUNY Chancellor; Marguerite Vanden Wyngaard, City School District of Albany; Robert J. Jones, University at Albany; Juliette Price, The Albany Promise*

Albany Promise serves the children and families in the City of Albany, New York, bringing together more than 100 partners who are committed to transforming outcomes for children by changing the way leaders do business and engaging in collective impact. The partnership is a member of SUNY's New York State Cradle to Career Alliance and an Emerging Member of the national StriveTogether Cradle to Career Network. Albany Promise partners have identified and prioritized the challenges their students face, from the moment they are born, through high school graduation, post-secondary, and beyond into their career paths. The partnership then uses data to identify impactful practices and takes those to scale across partners, leading to improved alignment and more powerful impact, reaching more students and delivering results.

Goals

To combat college readiness challenges and transform outcomes, the Albany Promise commits to:

- Increasing SAT completion rate from 56% (2013) to 75% by 2017;
- Increasing FAFSA completion rate from 52% (2013) to 80% by 2017;
- Increasing college application rate from 64% (2013) to 75% by 2017; and
- Overall, pursuing the above goals toward increasing postsecondary enrollment from 49% (2012) to 65% by 2017.

Actions

Partners commit to identifying, gathering, sharing, and analyzing student-and-community-level data to highlight effective practices which lead to post-secondary enrollment. The entire partnership has rallied around these evidence-based practices and realigned their respective time, energy, and resources to ensure that all students have access to these key levers. For example, the partnership enabled all 12th graders to take the SAT for free during the school day on October 15, bringing down barriers of cost, transportation, and awareness, resulting in a historically high participation rate. The partnership will also deepen work to align free income-tax assistance programs in the community with FAFSA completion opportunities to ensure that all students and families have the resources to complete the FAFSA. The partnership similarly will emphasize aligning college acceptance data with document completion data, to ensure that all students who are accepted into a college are completing all the required paperwork to ensure they are in their seats on the first day.

Amarillo No Limits/No Excuses (Amarillo, TX)

Partners: Russell Lowery-Hart, Amarillo College; Rod Shroder, Amarillo ISD; Jill Goodrich, Opportunity School; Wade Shaffer, West Texas A & M University; Clay Stribling, Amarillo Area Foundation; Gary Molberg, Amarillo Chamber of Commerce; Dan Adams, Cal Farley's; Rosa Blake, Leadership Amarillo/Canyon; Anette Carlisle, Panhandle Twenty/20; Katie Noffske, United Way of Amarillo & Canyon; Ashton Allison, Amarillo Economic Development Corporation; Ellen Green, City of Amarillo; Kyle Ingham, Panhandle Regional Planning Commission; Cheryl Jones, BSA Health System; Arron Sage, Sage Oil Vac; Trent Morris, Workforce Solutions; Marvin Franz, Harrington Regional Medical Center

The No Limits/No Excuses partnership aims for a “culture of universal achievement,” where Amarillo, Amarillo College, and ultimately the whole Texas Panhandle together create a region with pathways to postsecondary credentials and living wage employment for all residents, supported by systems and resources that enable individuals to achieve their full career potential.

Goals

NLNE aims for 10,000 more degrees by 2025. By 2018, NLNE plans to double the percentage of community college students who receive associate's degrees, and increase by at least 6% increase the number of bachelor's degrees conferred. NLNE also aims for 10,000 more credentials for low-income adults and 10,000 more low-

income young adults earning \$17/hour. Further, the partnership commits to the following increases in college readiness:

- Increase FAFSA completion from 47% to 64% by 2018-19.
- Increase college enrollment from 56% to 83% by 2018-19.
- Increase proportion of students ready for college work without remediation from 52% to 83% by 2018-19.
- Increase students on track for college success from 33% to 37% by 2018-19.

Actions

The NLNE Partnership's theory of change is integration of social service support, college skill building, and relationships with community navigators. The partnership will accelerate supports to lower the need for remediation with emphasis in pre-test interventions and advising and a reduction in technical program time-to-degree.

NLNE's range of strategies will also include intensifying data analytics, and the partnership will deepen its work by adding new goals relating to increasing the number of applications to college.

NLNE will also deepen partnerships with the business community to improve outcomes through a dramatic increase in internships as well as curriculum redesign to emphasize job skills and accelerate job training.

Achieve Atlanta (Atlanta, GA)

Partners: *Lesley Grady, The Community Foundation for Greater Atlanta; Missy McNabb, Metro Atlanta Chamber of Commerce; Michael Nettles, Atlanta Public Schools; David Jernigan, Atlanta Public Schools; Lizzy Smith, Joseph B. Whitehead Foundation; Mark Becker, Georgia State University; Gary McGaha, Atlanta Metropolitan State College; Henry Kelly, Georgia Power and 100 Black Men of Atlanta*

Achieve Atlanta is a partnership network working collectively to ensure postsecondary opportunity and success for all students, particularly first-generation, under-represented, minority or low-income students attending the Atlanta Public School (APS) system. Achieve Atlanta aims to invigorate the entire community, improve the quality of life in the region and develop a highly qualified workforce that will meet the needs of local employers, both now and in the future.

Goals

The Achieve Atlanta partnership aims to:

- Increase the seamless enrollment rate of students from 55% to 70%;
- Increase the first to second year persistence rate from 80% to 88%;
- Increase the six year post-secondary completion rate, among students who seamlessly enroll, to 54%; and
- Add, per each high school graduation cohort, an additional 250 students completing an associate's or bachelor's degree within six years.

Actions

Achieve Atlanta will invest in strategies that:

- Assist students in preparing for and enrolling in college through consistent high quality high school advising and mentoring, and sustained supports through expanding partnerships between APS and local higher education institutions;

- Ensure students are supported academically and socially/emotionally once enrolled in college through intensive advising;
- Provide students with financial assistance to help them persist and graduate, through scholarships and responsive grant programs to students for unexpected needs that might impact persistence; and
- Mobilize community and civic support.

Baltimore County Collegiate Alliance Program (Baltimore County, MD)

Partners: *Dr. Freeman Hrabowski (Lead), President, UMBC; Dr. Sandra Kurtinitis, President, Community College of Baltimore County; Dr. S. Dallas Dance, Superintendent, Baltimore County Public Schools*

The University of Maryland, Baltimore County (UMBC), Baltimore County Public Schools (BCPS) and the Community College of Baltimore County (CCBC) have long enjoyed a collaborative and productive relationship. This tradition of collaboration has allowed for successful partnering to address critical needs to support students and families in the transition from high school to college and in college degree completion. Key areas include academic preparation, articulation and course realignment, teacher-training and preparation, and financial aid and scholarships.

Goals

Through the establishment of the Baltimore County Collegiate Alliance Program (CAP), this partnership will focus on:

- Increasing college enrollment by 10% at BCPS secondary schools with the lowest college going rates;
- Increasing the percentage of students applying to two or more colleges by 10% at BCPS secondary schools with the lowest college-going rates; and
- Increasing the percentage of FAFSA completions by 10% at BCPS secondary schools with the lowest college-going rates.

Actions

Forming a new partnership, the team will create the Baltimore County CAP – this commitment deepens the work of the long-standing CCBC-UMBC Transfer Student Alliance (TSA) program partnership, and expands this to include BCPS Baltimore County. The current TSA partnership offers benefits and incentives for students committed to earning their associates degree before matriculating to UMBC for the baccalaureate degree including, joint campus affiliation, shared resources, joint programming, and on-going outreach and communication. Upon successful completion of the program and initiation of transfer to UMBC, participants benefit from guaranteed admission, early registration, guaranteed housing, and guaranteed scholarship for eligible students. This expanded partnership will allow the opportunity to identify promising and highly motivated students, early in their academic careers, who might benefit from this 2+2+2 alliance. While open to all BCPS students, particular focus will be given to promoting and encouraging student and parent participation at schools with low college enrollment.

Berea College Partnership (Berea, KY)

Partners: *Dr. Lyle Roelofs, President of Berea College; Kelly Sprinkles, Superintendent of Knox County Schools; Dreama Gentry, Executive Director, Partners for Education*

The Berea College Partnership works to implement research-based cradle-to-career programs while closely monitoring results that will improve the educational outcomes of children and young adults. The Partnership implements this approach throughout Appalachian Kentucky and most intensively, in the Berea College

Promise Neighborhood – the first rural Promise Neighborhood in the nation – and is committed to replicating this holistic, community-wide approach in Knox County, Kentucky.

Goals

Berea College Partnership is committed to the result that “all Knox County Students Succeed at School” and will implement a collective impact strategy aimed at county-wide goals and unlocking opportunities to help students and families overcome the high rates of poverty (240% above the U.S. average) in the Knox County area. Goals include:

- Increasing percentage of FAFSA completions by 20%, from 70% to 90%;
- Increasing the percentage of students enrolling in postsecondary education from 57% to 60%;
- Increasing the percentage of students who will not remediation upon entering college, from 35.5% to 45%;
- Increasing the percentage of students completing bachelor’s degrees within six years of high school graduation from 37.7% to 55%; and
- Increasing the percentage of students completing associate’s degrees within three years of high school graduation from 4.9% to 12%.

Actions

Berea College will partner with Knox County schools and the Kentucky Department of Education (KDE) to launch an early warning system that tracks individual student data—socio-economic status, school data, achievement data, CCR and ACT targets and benchmarks. The backbone of this system will be Kentucky’s data system and the KDE Progress To Graduation (PTG) report.

The Partnership will also use the ACT College and Career Readiness Targets to measure targets for students in grades 8 – 12. Schools currently assess students using ACT measures and determine baseline and annual targets for each student. Individual student data will be provided to staffs in real time via the Kentucky Department of Education student data system and used to direct student specific interventions.

Camden City College Access Network (Camden, NJ)

Partners: *Phoebe Haddon, Chancellor, Rutgers University-Camden; Nyeema Watson, Rutgers University-Camden; Ali Houshmand, President, Rowan University; Carl Oxholm III, Rowan University; Monika Williams Shealey, Rowan University; Paymon Rouhanifard, Superintendent, Camden City School District; Joanna Lack, Camden City School District; Raymond Yannuzzi, President, Camden County College; William Thompson, Camden County College.*

The Camden City College Access Network is determined to clear the pathway to higher education for students in the Camden City School District. Representing over 10 partners, including a local high school district, and a number of IHEs, the Camden City College Access Network commits to the following goals geared to increase college access and boost college completion rates, now through the 2015-2016 school year:

Goals

- Increase the percentage of FAFSA completions from 36% to 75%.
- Increase the percentage of students enrolling in postsecondary education by 10%.
- Increase average SAT/ACT score by 10%.
- Increase the percentage of on-track seniors who participate in the SAT/ACT from 42% to 75%.
- Increase the first to second year postsecondary educations persistence rate by 25%.

Actions

IHEs in Camden, led by Rutgers University–Camden and the Camden City School District, will form the first Camden City College Access Network (CCAN). Applying the collective impact framework and evidence-based practices outlined by the Michigan College Access Network, the CCAN will bring together a wide range of stakeholders, encompassing leaders from all of the higher education institutions in Camden, committed to increasing college access and success outcomes. Leveraging the resources and expertise of all involved, the core work of the CCAN will be to create a common agenda focused on creating a college going culture, increasing college readiness and college completion in the city. Building upon strengths already present in the higher education institutions and the commitment of district leadership, there is a solid foundation upon which to make significant gains quickly and, with the support of additional key stakeholders through the development of the Camden City College Access Network, the partners will begin to transform the higher education landscape for Camden city youth.

Clark University K-16 Partnership (Worcester, MA)

Partners: *David Angel, Clark University President; Dr. Melinda Boone, Superintendent of Worcester Public School; University Park Campus School, Goddard School, Woodland Academy, and Claremont Academy.*

Clark University has been at the forefront of K-16 collaboration with a focus upon developing a college-going culture within the students and families in the low-income neighborhood where the University is located. Clark has collaborated with Worcester Public Schools in this effort, beginning with the creation of a new neighborhood grade 7-12 school, the University Park Campus School, in 1997. This school has had exceptional results with students entering seventh grade many years behind grade level reading gaining admission into college. Clark and the community are now embarking on a more comprehensive approach, focusing on the following goals and actions. Working closely with the faculty and staff at Claremont Academy, as well as other community partners and the feeder elementary school, Clark will focus on building a college-going culture at Claremont that will significantly increase the number of students both accepted into college and completing their degrees within six years.

Goals

- 80% students taking course(s) for credit or audit at Clark;
- Increasing by 50%, at a minimum, Claremont students who are accepted to college;
- Increasing, at a minimum, college attendance from 50% to 75%; and
- Adding 30 more college-bound students annually, for more than 300 attendees by 2025. With an expected graduation rate of 60%, this would yield a total of 250 additional graduates by 2025.

Actions

Strategies will encompass integrated tutoring, admissions and financial aid counseling, peer mentoring; professional development supports, dual enrollment, college admissions counseling, and specifically will include: development of an integrated model of academic tutoring, college visits, and summer residency at Clark that is similar to many of the Upward Bound models; the use of student "shadowing days"; seminars on college preparation for high school juniors and seniors, with support from Clark's Master of Arts in Teaching graduate students; the College Success Institute at Claremont with volunteers from Hanover Insurance Company and Clark students who will run a program from the spring of the junior year through fall of senior year that helps prepare students for careers and assists them in completing college applications and FAFSA forms; conducting college visits; and extensive meetings with parents and students so that they understand the college application and admission process. The partnership will also create a course for Claremont seniors that simulates college courses, and helps students in the transition between high school and college.

Clark will deepen this work through the implementation of a new \$1 million Department of Justice Byrne grant received by collaborative partners Main South Community Development Corporation, the Boys and Girls Club of Worcester, Clark University, and the city of Worcester.

Denver Collaborative (Denver, CO)

Partners: *Nate Easley, Denver Scholarship Foundation; Tom Boasberg, Denver Public Schools; Everette Freeman, Community College of Denver; Michael Hancock, Mayor of Denver; Steve Jordan, Metropolitan State University of Denver; Jerry Wartgow, CU Denver*

Working as a collaborative, leadership from Denver Public Schools (DPS), the City of Denver, Denver Scholarship Foundation, the Community College of Denver, Metropolitan State University of Denver, and the University of Colorado Denver seek to increase college attainment for Denver high school graduates.

Goals

- To have 65 percent of DPS graduates from 2015-17 to persist in or complete a postsecondary degree, an increase from the six-year persistence and attainment baseline rate of 60 percent, through:
 - Increasing the percentage of students applying to at least one college from 87% (2014) to 92% (2015) to 95% (2016).
 - Increasing the percentage of FAFSA completions from a baseline of 48% (2014) to 53% (2015) to 58% (2016).
 - Increasing the percentage of students enrolling in postsecondary education from 46% (2013) to 53% (2015) to 60% (2016).
 - Doubling the number of students who graduate from high school as college and career ready from 1,100 to 2,200 by 2020 (with incremental annual growth).
 - Increasing the number of seniors from participating high schools applying for at least one scholarship by 50% (2015) increasing to 55% (2016).

Actions

A wide variety of strategies will be used by the collaborative to incorporate the above. Sample activities, which seek to increase college applications, include organizing school-wide college application days with partner colleges and Denver Public Schools Office of College and Career Readiness, collaborating with college access programs to help track college applications, and integrating college applications into senior seminar-type classes during the school day. FAFSA completion strategies will include financial aid workshops, FAFSA training for pre-collegiate advisors and district counselors, more than 20 hands-on FAFSA workshops, partnerships with colleges to help streamline and communicate the verification process as well financial aid support at transition to college summer workshops.

To increase enrollment, summer melt outreach will be coordinated among college access providers and DPS counselors, campus visits and advising opportunities will be offered to increase student exposure to multiple educational pathways that include technical programs, transition to college workshops will be offered to finalize enrollment and financial aid and host college signing days will be celebrated at participating high schools. College and career readiness activities include offering students Accuplacer during senior year, developmental education courses prior to their graduation and during the summer before college and increasing participation in concurrent enrollment and college-credit bearing course offerings. Finally, the collaborative will seek to increase the number of scholarship applicants by organizing school-wide scholarship application days, scholarship and financial aid nights for parents, scholarship overview and training with community partners, district-wide scholarship fairs and by publicly recognizing students who receive scholarships.

Duval County Public Schools (Jacksonville, FL)

Partners: *Dr. Nikolai P. Vitti, Superintendent, Duval County Public Schools; Andrew Post, Assistant Superintendent, Accountability and Assessment, Duval County Public Schools; Nan Worsowicz, Supervisor, School Counseling, Duval County Public Schools; Larry Roziers, Executive Director, Community and Family Engagement, Duval County Public Schools; Dr. Carolyn Stone, Counselor Educator, University of North Florida; Dr. Rebecca Schumacher, Counselor Educator, University of North Florida; Pedro Hernandez, Outreach Representative, Florida Department of Education Office of Student Financial Aid; Troy Miller, Senior Research and Policy Analyst, Florida College Access Network; Dr. Annemarie Willitte, Mayor's Education Commissioner; Ms. Sabeen Perwaiz, Jacksonville Chamber of Commerce.*

Duval County Public Schools (DCPS) remains committed to ensuring all students are prepared for college or career success. DCPS enjoys a long standing partnership with the University of North Florida's school counselor preparation program. Together, the partnership commits to deepening this partnership to increase college readiness and access for DCPS students. Jacksonville is a "new-old" city with growing businesses and industries, as well as a multi-cultural, multi-generational population with increased demands on its current and future workforce. Duval County Public Schools is dedicated to collaborating with the post-secondary and business communities to ensure that, as a school district educating in excess of 120,000 students and graduating over 6,000 students annually, that we maximize opportunities for all students.

Goals

- Increase percentage of students filing a FAFSA, from 40% to 75%;
- Increase percentage of students applying to two or more colleges by 10% over the baseline year; 15% over year 1;
- Increase percentage of students enrolling in a postsecondary option by 5% over the baseline year, to 80% by 2018-19; and
- Increase percentage of students not needing remediation in reading, from 80% to 90%, and in mathematics, from 60% to 70%.

Actions

To achieve these goals, the partners commit to deepen existing student-centered initiatives focused on financial aid literacy, college admissions counseling, "college chats" with middle and high school students, and parental engagement learning academies. More specifically, DCPS will increase participation in existing FAFSA completion assistance programs by partnering with postsecondary institutions, community volunteers, faith-based partners, and professional organizations to scale a district-wide campaign, while concurrently targeting specific schools to increase completion rates. Differentiated data for each school will be collected and provided to school-based staff to accurately track completion numbers. The partnership will institute new College Application Completion Weeks to familiarize students with the college application process, and host College Conversation Panels at each high school. Both initiatives will provide opportunities for high school students to learn from current college students. Additionally, school counselors will deliver college awareness lessons to middle and high school students. Finally, expanded corporate partnerships will enable high school students to complete a program model consisting of workplace mentoring, on-site summer internship, and preferred employment upon successful completion and graduation.

First Step to College-Lowell: A Collaboration for College Readiness of JFYNetWorks, Middlesex Community College, and Lowell High School (Lowell, MA)

Partners: *Gary Kaplan, Executive Director, JFYNetWorks; Dr. David P. Driscoll, Former Massachusetts Commissioner of Education/Massachusetts Board of Higher Education; Dr. Philip J. Sisson, Provost,*

Middlesex Community College; Jean M. Franco, Superintendent, Lowell Public Schools; Dana Brown, President, Massachusetts Secondary School Administrators Association; Dr. Elisabeth Barnett, Community College Research Center, Teachers College, Columbia University

JFYNetWorks and Middlesex Community College are collaborating to increase college admission at the credit-earning level for students at Lowell High School, the second-largest high school in Massachusetts. In-school Accuplacer preparation is significantly reducing the number of required remedial courses, the primary cause of college non-completion. Massachusetts is facing a severe shortage of college graduates to staff its high tech industries. Reducing the drop-out toll of remedial courses will enable more students to persist in college through graduation.

First Step to College-Lowell aims to seed a statewide strategy to increase postsecondary completion among under-represented groups and provide a template that can be implemented nationwide for lowering remediation.

Goals

The partnership will aim for 60% of students in the program to be college-ready, a 20% increase over historical rates of remediation reduction in Lowell, MA, and 70% and 80% of students college-ready in years two and three of the pilot, respectively. The capacity of the program is approximately 500 students (300 college-ready students in year one, 350 in year two, and 400 in year three).

Actions

First Step to College-Lowell will focus on scaling the JFYNetWorks College Readiness program, which embeds Accuplacer assessment and instruction in high school curriculum. Our community college partner, Middlesex Community College, will provide students with information about college applications, FAFSA, and campus tours, and assist in conducting Accuplacer testing. Furthermore, assessment partner, Community College Resource Center at Columbia University, will support the evaluation and assessment of the entire program. The partnership intends to establish a statewide network of community college-school district-local community partnerships to further deepen this work and expand the pilot nationally.

Greater Phoenix Collective Impact Network

Partners: *Susan Aspey, Cengage Learning; Don Covey, Maricopa County Educational Service Agency; Eugene Giovannini, Maricopa Corporate College; Ron Stefanski, Director, ed2go/Cengage Learning; Brianna Bendotti, Vice President of Workforce Initiatives, Maricopa Community College System; Dr. Howard Liebman, Superintendent of Schools, Smart Horizons Career Online Education*

The Greater Phoenix Collective Impact Network is a partnership developed to respond to the crisis of Disconnected Youth in Phoenix, and foster comprehensive solutions to these challenges. Nationally, the disconnected youth issue impacts 1 in 7 youth; in Phoenix, 1 in 5 are impacted, representing more than 250,000 students. In response, the Network developed a series of initiatives across multiple sectors to reduce this population by half. This has included an innovative and strategic partnership launched between Maricopa County Educational Service Agency-MCESA, Maricopa County Community College System, Phoenix Public Library and an e-learning business (ed2go/Cengage Learning) aimed to increase high school graduates' college and career readiness through the first accredited online high school program providing students 18-24 with a career certificate and an accredited high school diploma. The Maricopa County Education Services Agency (MCESA) announces expansion of the Maricopa Corporate College and Career Online High School program partnership and model, toward the following goals:

Goals

- Increase the number of bachelor degree completion programs by 20% and increase reverse transfer programs by 25%;
- Decrease the number of disconnected youth in Maricopa County by 5%;
- Recruit more than 10,000 disengaged youth to enable at least an additional 2000 students to complete high school;
- Target the placement of approximately 75% of year 1 career online high school graduates into jobs and/or postsecondary environments; and
- Achieve a Career Online High School (COHS) completion rate of approximately 85%.

Actions

The expanded partnership model will bridge K-12 and postsecondary workforce training, following year 1 and 2 goals for diploma completion, workforce training award of completion rates, as well as job placement. In addition, each of the Network’s partners recognizes the value of tying this commitment directly to an increase in individuals taking the next step and moving on to a post-secondary opportunity.

Through the expanded model, the Network will maintain a feedback loop with employers to ensure that the focus is not only on addressing the disconnected youth crisis, but also on providing a pipeline of workers. Workforce training areas identified in the COHS track are aligned with the jobs and outcomes employers are seeking. Likewise, the partnership will also target the placement of approximately 75% of year 1 Career Online High School graduates in jobs and/or postsecondary environments.

Hillsboro School District College and Career Pathways (Hillsboro, OR)

Partners: Cheryl Scott, Interim Dean of Instruction, Portland Community College; Sandra Fowler Hill, Executive Vice President of Instruction and Student Services, Portland Community College; David McDonald, Associate Provost, Western Oregon University; Laura Pederson, Professor, School Counseling, Lewis and Clark College; Deanna Palm, President, Hillsboro Chamber of Commerce; Jerry Willey, Mayor, City of Hillsboro; Michael Brown, City Manager, City of Hillsboro; Lisa Klingsporn, School to Work Director, Hillsboro Chamber of Commerce; Kristi Wilson, Risk Management Analyst, City of Hillsboro; Mike Scott, Superintendent, Hillsboro School District; Steve Larson, Assistant Superintendent, Office of School Performance, Hillsboro School District; Travis Reiman, Executive Director of Teaching and Learning, Hillsboro School District; Brooke Nova, Coordinator of College and Career Pathways, Hillsboro School District.

The Hillsboro School District, City of Hillsboro, and higher education and business partners have established a vision for College and Career Pathways to raise the high school graduation rate, college-going, and career readiness. Centerpieces of the partnership include Career Learning Areas and dual enrollment opportunities for all students.

Goals

Through the actions in this new commitment, Hillsboro School District seeks to increase high school graduation to 100% and reach the following goals by 2025:

- Increase enrollment in four-year institutions from 30% of the senior class (450) to 40% (600).
- Increase enrollment in two-year institutions from 20% of the senior class (300) to 40% (600).

Actions

The school district and its partners commit to a number of new and interconnected efforts to achieve these goals. In each of six career learning areas, the partners will develop five new business/nonprofit partnerships

for student internships and mentorships and work with post-secondary partners (two-year, four-year, and technical schools) to develop career pathway maps; and increase dual enrollment opportunities aligned with those career pathways. The school district and Lewis & Clark University will develop a college/career licensure program for the university's school counseling program and offer professional development for counselors in the district. The school district, college and university partners, and Oregon Metro Connects and Willamette Promise will develop new data systems to track and share data on college readiness: implementation of the Naviance system to track student milestones and applications; implementation of the ASPIRE system in each high school to track FAFSA completion; tracking of the number of students who are earning dual credit; and creation of a new College/Career Pathways website for data sharing.

Idaho PTECH Network

Partners: *Alan Millar, Executive Director, Idaho PTECH Network; Joseph Dunlap, President of North Idaho Community College; Kai Drekmeier, Founder and President of Inside Track; College of Southern Idaho; Idaho Departments of Commerce and Labor; Idaho Division of Professional-Technical Education*

Idaho PTECH Network, a non-profit, statewide program, builds a pathway between industry and education so that students gain the skills needed to secure well-paying jobs and employers gain access to a pipeline of qualified employees. Idaho PTECH Network serves Idaho's underserved rural population by matching students with rewarding careers in Idaho's high growth health care, technology, and aerospace/high tech manufacturing industries. Inspired by Brooklyn P-tech, the Idaho PTECH Network has retooled the original concept to meet the needs of rural Idaho.

Goals

Idaho PTECH Network aims to scale early college access, career coaching support and tight linkage to industry to provide students with clear, achievable, debt-free pathways towards certificate/degree completion and entry level placement in high paying, high growth careers. Toward this goal:

- Idaho PTECH will expand from 110 students in six high schools now to 300 plus students in 12-15 high schools by 2015-16, and 1200 students by 2018.
- Starting from its baseline year of 2015-16, the program has set targets of 100% FAFSA completion, 80% of seniors applying to two or more colleges, and 90% college enrollment by 2018-19.
- The program also aims for students to be ready for college level work at 80% by 2015-16 and 90% by 2018-19.

Actions

Idaho PTECH Network commits to implement the following strategies:

- *Choose a path-9/10:* Career awareness/guidance and exposure to health care, technology and aerospace/high tech manufacturing careers guidance starting in 9th grade through embedded PTECH facilitators who work directly with students in participating high schools.
- *Stay on a Path-11/12 plus College:* Remote coaching provided by Inside Track beginning in 11th grade with seamless enrollment in early college online/live courses and continuing through high school graduation and certificate/degree completion. Other strategies include 1-1 device support, free tuition, books and fees and FAFSA completion assistance.
- *Get a Job Opportunity:* Using partnerships and collaborations with the Idaho Department of Labor and more than 35 businesses, Idaho PTECH Network will link students to industry, job training, job shadowing, internships and interviews.

Iowa College Aid: College Changes Everything

Partners: *Iowa Council of Foundations, Iowa Association of Community College Trustees, Iowa Community Action Association, United Ways of Iowa, National League of Cities*

Iowa College Aid (ICA) is taking a unique approach to addressing workforce needs and increasing the educational attainment of the students in its state. What started as a collaborative effort with the Illinois Student Assistance Commission has expanded to a collective impact approach that builds upon the existing college access initiatives and resources currently available in our Iowa communities and leverages the strengths and long-term plans of each participating organization. Iowa's College Changes Everything approach engages key stakeholders from across different sectors in our communities toward a common goal – increasing the area's college attainment rate to 60 percent by 2025. The effort will reach 8 communities across the state, all of which have lower educational attainment rates and median household earning than the average for the state.

Goals

- Increase percentage/number of students applying to two or more colleges by 20%.
- Increase percentage/number of FAFSA completions by 20%.
- Work toward doubling the number of adults in each community with a degree or credential by 2025.

Actions

With strategies focused on capacity-building and community empowerment, the partnership will use funding from the federal College Access Challenge Grant to offer community planning sub-grants (prioritizing proposals w/ evidence of strong community partnership, leadership, and sustainability); leverage the role of VISTA volunteers in each community; provide access to data, training and strategic assistance for community leaders provided by ICA, and other state and national experts; serve as a “backbone” partner and resource to sub-grant recipients by helping communities develop, complete and submit a signed common agenda, a completed asset map, a plan for backbone support, National Student Clearinghouse Student Tracker reports, a college access and success dashboard and identify priority areas for action planning. Communities that successfully complete the Planning Sub-Grant process will be considered for a future Implementation Sub-Grant.

Jackson County Cradle to Career Network (Jackson, MI)

**Also Included Under Counseling Commitments*

Partners: *Jackson Community Foundation President & CEO Monica Moser; Baker College President Patty Kaufman; City of Jackson City Councilperson Laura Schlecte; College & Career Access Center Executive Director Nancy Lewis; Community Action Agency President & CEO Toby Berry; Community Action Agency Director of Children Services Mary Cunningham-Deluca; Great Start Collaborative Coordinator Kelly Sheppard; Jackson Area Manufacturers Association Executive Director Bill Rayl; Jackson Citizens for Economic Growth Grass Lake Township Supervisor Jim Stormont; Jackson College Dean of Occupational Education Jeremy Frew; Jackson County Government Deputy County Administrator Adam Brown; Jackson County Board of Commissioners County Commissioner Julie Alexander; Jackson County Chamber of Commerce President & CEO Mindy Bradish-Orta; Jackson County Cradle 2 Career Coordinator Irene LeCrone; Jackson County Education Association President Pam Schultz; Jackson County Intermediate School District Superintendent Kevin Oxley; Jackson County Superintendents Association President Scott Koziol; Jackson District Library Director Ishwar Laxminarayan; Jackson Promise Zone Executive Director Kriss Giannetti; South Central Michigan Works! Director of Adult Education Pamela Gosla; Spring Arbor University Dean of Education Sharon Joplin; The Enterprise Group President & CEO Tim Rogers; United Way of Jackson County President & CEO Ken Toll; United Way of Jackson County COO Bethany Stutzman.*

The Jackson County Cradle to Career (C2C) Network, convened by the Jackson Community Foundation, is a network of citizens and leaders committed to preparing students for success in their postsecondary educational pursuits. C2C Network partners will contribute to the collective goal of 60% degree or valuable credential attainment among Jackson County residents by 2025. C2C's baseline in 2013 was 26.8%. To achieve this ambitious goal, each member has prioritized college and career readiness among their existing activities to align with the collective mission of the network. The C2C Network includes 13 local school districts, three local colleges, nonprofit CEOs, government leaders at the city, township, and county levels, as well as business leaders.

Goals

C2C has developed the following goals, which the partnership aims to achieve by November 30, 2015. There will be approximately 1,500 graduating seniors in the class of 2015.

- Increase the percentage of students applying to a college or vocational training program by 5%, from 79% to 84%. The partnership aims to have 100% participation among its 13 local school districts.
- Increase FAFSA completion by 5%, from 62.13% to 67.13%
- Increase college enrollment across all districts by 5%, from 69% to 74%

Actions

To achieve these goals, the C2C Network, working collaboratively on long-term strategies and planning, will adopt several strategies. In concert with National College Application Week, the partnership seeks to increase the number of students applying to college by implementing and sustaining a college-going culture across all 13 school districts. Building on recent successes in FAFSA completion generating a 2.14% increase in summer 2014, the partnership will focus on achieving a five percent FAFSA completion increase by August 31, 2015, specifically working to combat summer melt, with a specific emphasis on low-income and underrepresented students.

KIPP

KIPP is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in the competitive world beyond. KIPP currently has 162 elementary, middle, and high schools in 20 states and Washington DC serving almost 60,000 students, 87% of whom qualify for federal free or reduced price meals. The KIPP Through College program provides college counseling and advising to thousands of KIPP high school students and thousands of KIPP alumni in college and in high school today.

Goals

- By 2020, to double the number of students served in KIPP schools to 120,000.
- While less than 1 in 10 students in the communities served by KIPP now earns a four year college degree, by 2020, KIPP commits to deploying a set of innovative strategies and programs so that 50% of KIPP alumni (8th grade completers of KIPP middle schools and KIPP high school graduates) will collectively graduate from college. Achieving this aspiration would enable KIPP to grow the cumulative number of KIPP alumni who are college graduates by over ten-fold, from several hundred today to approximately 7,000 by 2020.

Actions

KIPP will undertake new efforts to increase academic rigor /college readiness for the 120,000 students who will be in KIPP schools in 2020. And, KIPP will focus on two specific new KIPP Through College initiatives impacting KIPP students and alumni who are matriculating to and enrolled in college: College Match and College Persistence efforts.

KIPP's College Match Initiative: Informed by national research regarding under-matching among low-income students, KIPP will focus a multi-prong, multi-year pilot to drive better matches, which will include:

- Match Matters campaign: Designing and deploying ongoing communications efforts targeting students, families, counselors, and other staff that focuses on: understanding students' academic profiles and their college implications; building smart wish lists of likely, match, and reach schools tailored to students' academic profiles; preparing for the cost of college; and getting an early start.
- Rigorous goal setting and process monitoring of key leading indicators.
- Creating professional development opportunities and new resources focused on supporting the college counseling process and matching specifically.

KIPP's College Persistence Initiative: Informed by research and projections from the Pell Institute, KIPP commits to undertake a multi-prong, multi-year effort to drive higher levels of college persistence, including:

- Developing a "Persistence playbook" and supporting tools and resources for counselors who are advising college-age students, informed by best practices in summer transition and college advising and help ensure KIPP students are: on track academically, networking and navigating their campuses effectively to access resources and supports, monitoring their financial situation; and pursuing a specific plan and passion.
- Using digital platforms to support advisor-to-advisee relationship-building / info sharing at scale.
- Strengthening near peer mentoring efforts. As KIPP's alumni network grows, significant opportunities are emerging to encourage alumni who are upper classmen on campus to support younger alumni arriving on campus. This work will build on the foundation of 65 college partnerships where KIPP has clusters of students.

Learn to Earn Dayton (Dayton, OH)

Partners: *Dayton Public Schools, University of Dayton, Sinclair Community College, City of Dayton, Dayton Chamber of Commerce, Montgomery County, Ohio, Mathile Family Foundation, Vectren Corporation, Iddings Foundation, Frank M. Tait Foundation, Dayton Daily News, Montgomery County Educational Service Center, Dayton Foundation, Wright State University, Southwestern Ohio Council for Higher Education (SOCHE)*

Learn to Earn Dayton focuses on providing 60% of the Dayton region workforce with some type of postsecondary credential by the year 2025. To achieve that goal, all Montgomery County school districts will aim to reach a 50% college graduation rate by 2025. The initiative aims for positive growth in six key metrics: kindergarten readiness, third grade reading proficiency, fourth grade math proficiency, high school graduation, college enrollment, and college graduation.

Learn to Earn Dayton uses a collective impact model that has engaged every traditional public school in Montgomery County and in the city of Dayton, and many charter and Catholic schools. All 16 public school district superintendents meet monthly to strategize and to coordinate shared college application and readiness activities, including college application month, the County FAFSA completion process, which is led by the Learn to Earn Dayton FAFSA coordinator and school-based FAFSA Champions, and College Signing Day ceremonies (May 1, 2015).

Goals

- Increasing FAFSA completions by 10%, from 60% to 70% by 2018-19;
- Increasing college enrollment by 10%, from 75% to 85% by 2018-19;
- Increasing the proportion of Sinclair Community College students who do not require remedial work by 7%, from 19% to 26%, by 2018-19; and

- Increasing the proportion of Sinclair Community College students who are fully ready for college by 10%, from 6% to 16%, by 2018-19.

Actions

Learn to Earn Dayton commits to new strategies including the expansion of the FAFSA Finish initiative aimed at annually increasing FAFSA completion in the 7 highest poverty districts in Montgomery County; launching a new college signing day/enrollment initiative to strengthen the college-going culture throughout Montgomery County; doubling the number of seniors participating in Summer Bridge Programs to increase college enrollment; dramatically increasing the number of seniors participating in basic skills review (boot camps) to remove at least one level of remediation prior to entering college; and enhancing core data sharing and monitoring to assist the partners in implementing these initiatives.

Long Beach College Promise (Long Beach, CA)

Partners: President Eloy Ortiz-Oakley, Long Beach City College; Superintendent Chris Steinhauser, Long Beach Unified School District; Dr. Jane Close Conoley, President California State University Long Beach; Dr. Robert Garcia, Mayor of the City of Long Beach

The Long Beach College Promise, a nationally recognized and long-standing K-16 collaboration, has as its goal to increase college access and completion rates for all students served by Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), and California State University Long Beach (CSULB). The Promise includes a free semester of tuition at LBCC, guaranteed admission to CSULB, early outreach, and intensive academic support.

Goals

- Increase by 5% the six-year bachelor's degree attainment rate for freshman to 65% by 2020.
- Increase the three-year associate degree attainment rates from 2% to 15%.
- Increase the three-year attainment of other postsecondary credentials from .3% to 25% in the same time period.
- Increase FAFSA completions from 69% to 90% by 2018-19.
- Increase students not needing remediation from 10% to 40% by 2018-19.
- Increase students enrolling in college from 68% to 80% by 2018-19.

Actions

To achieve these goals, LBCP will use high school student performance data to identify college preparation gaps by the end of the 11th grade and apply college remediation interventions (i.e. concurrent enrollment, alternative assessment, and a variety of student focused alternative curricular offerings) in the 12th grade so that students are prepared to complete college-level coursework in English and math during the first year of college. The partnership will also foster seamless career pathways across LBCC and CSULB for high-demand majors, embedding "the Linked Learning" model to align with career-focused small learning communities at LBUSD. This would focus on dual credit, competency-based credit, guaranteed junior status for transfer students, and guaranteed full-time schedule patterns to allow students to complete associate degrees in two years and bachelor's degrees in four years. Additionally, LBCP will quadruple the number of internships and work experience opportunities available for students at LBUSD, LBCC, and CSULB each year to 6,000, including doubling the number of internships offered by the City of Long Beach within the first year.

Lynchburg Beacon of Hope (Lynchburg, VA)

Partners: Lynchburg City Schools, City of Lynchburg, Centra Health, Central Virginia Community College, Lynchburg College, Randolph College, Liberty University, Sweet Briar College, Lynchburg Boys and Girls

Club, Jubilee Family Development Center.

The Lynchburg Beacon of Hope, created in 2011 as an outgrowth of the City of Lynchburg's Community Dialogue on Race and Racism, is a coalition of community leaders, public schools, public and private universities and the economic development community formed to promote a culture of college achievement starting at elementary and middle school. Currently, more than 60% of the students in the LCS System come from economically disadvantaged homes and, fewer than 57% of students in the Lynchburg schools pursued a post-secondary education beyond their high school diploma. Seeking to address these challenges and prepare all Lynchburg City School students to complete a post-secondary education, Beacon of Hope serves as the first non-profit partner nested in the Lynchburg City Schools (LCS).

Goals

- Increase number of students completing college/technical program applications by 2017, from 80% to 90%;
- Increase FAFSA completion to 100% by 2017 for the 580 graduating families in LCS;
- Increase enrollment of economically disadvantaged and first-generation college students from 42% to 50% by May 2015; and
- Achieve an overall 8% increase in LCS student postsecondary matriculation.

Actions

To achieve the above goals, the coalition commits to tracking and reporting the academic and college/technical program planning for all LCS students, outside community programs, mentorship opportunities, and other pertinent pieces of data that can help identify students for early intervention support. Strategies will also include working through the coalition's existing "Future Centers" -- physical spaces within two public high schools -- to provide students with tools and support they need to create and complete a plan for pursuing post-secondary education, and expanding this work online through a new Virtual Future Center. The Virtual Future Center will connect students to college and career tools and resources, and would integrate data from businesses such as internship and summer job postings.

The Beacon of Hope will also emphasize improving student/parent level knowledge in LCS high schools around college access, financial aid, and the value of a postsecondary education. Additionally, Beacon of Hope will strengthen the participation and diversity of students taking AP courses, conduct college visits, and provide SAT/ACT prep and practice programs.

Missouri Innovation Campus and the Education and Workforce Partnership (Kansas City, MO)

Partners: *Chuck Ambrose, President, University of Central Missouri; David McGehee, Superintendent, R-7 Lee's Summit School District; Mark James, Chancellor, Metropolitan Community College; Kirk Nooks, President, Longview Community College; Joe Seabrooks, President, Penn Valley Community College; Deborah Curtis, Provost, University of Central Missouri; Jack Bitzenburg, Director, Manual Career & Technical Center; Elaine Metcalf, Director, Summit Technology Academy; Abby Ventrillo, Recruiter, DST Systems, Inc.*

The University of Central Missouri, in partnership with Summit Technology Academy, Metropolitan Community College, the Lee's Summit and Kansas City school districts, and a host of other local education and community partners commits to expanding college degree attainment aligned with high demand STEM-related fields across the Kansas City region. The network will partner with the Metropolitan Kansas City Higher Education Collaborative (a Lumina-sponsored community mobilization site) to expand existing K-16 partnership that emphasize college readiness, competency-based delivery, accelerated pathways, and new credentials that lower the cost of college, eliminate skills gaps, and reduce and/or eliminate student loan debt to

finance a college degree. The existing Missouri Innovation Campus (MIC) model is a platform from which these partnerships can be significantly expanded. Using this model, the partnership commits to developing a metrics-base framework that aligns the leadership, talent and economic needs of our regions. This framework will expand access to postsecondary opportunities for underserved Hispanic and Black student populations, as well as working adults seeking to obtain gainful employment and/or expanded career opportunities. MIC Currently offers three programs: (1) Systems Engineering Technology; (2) Design & Drafting Technology (CADD)(Architectural/Structural); and (3) Computer Science (Software Design). UCM is preparing to open two additional programs in the areas of Construction Management and Engineering Technology (Manufacturing). Over the next 12 months, the network will establish regional targets for college readiness and develop region-specific strategies. Year two will be focused on strategy implementation.

Goals

The Education and Workforce Partnership have set a goal to increase post-secondary attainment from 41% to 60 percent by 2025, or 369,446 additional postsecondary degrees or credentials.

Actions

To achieve these goals, MIC commits to expand existing K-16 education and public/private industry partnerships in an effort to share responsibility for increasing both educational and career readiness of students. Additionally, MIC will develop a STEM feeder network within the urban core to increase the number of Hispanic and Black students with access to these program, as well as foster completion of college degrees. MIC will develop assessment and tracking metrics to align educational readiness with regional career opportunities in our region. The partnership will increase the number of career and accelerated pathways for students that reduce the cost of education and align with career opportunities. Finally, MIC will develop a new learning management system that fully integrates the student's internship experiences into this new accelerated pathway model. MIC plans to open a 150,000 square foot teaching/learning space in 2017. Finally, MIC will enroll 500 students within three years and enroll 1,000 within five years.

Montana State University System

Partners: Amy DeMato, University of Montana; Clayton Christian, University of Montana; Royce Engstrom, University of Montana; Waded Cruzado, Montana State University

Montana's colleges and universities have built vibrant partnerships with school districts across the state of Montana to improve college readiness and access for student success. The partnership team, representing leaders of the Montana University System, has been collaborating to reinforce Montana's commitment toward the national goal of increasing the educational attainment level of our citizenry. The MUS partnership aims to achieve the following goals that quantify this commitment to increase the number and percent of students that are on track for college success.

Goals

- Increase FAFSA completions from 47% to 60% (4500 out of 9500) of all high school graduates within one year, and to 75% by 2018-19;
- Increase applications to two or more colleges from 42% to 50% (4000 out of 9500) of all high school graduates within one year, and 75% by 2018-19;
- Increase college enrollment from 60% of all high school graduates (5700 out of 9500) to 65% within one year and 75% by 2018-19;
- Increase the number/percent of students not needing remediation from approximately 71% of all high school graduates entering the MUS (2500 out of 3500) to 75% within one year and 90% by 2018-19; and

- Expand dual enrollment more than doubling opportunities by 2018-19 at unprecedented lower costs for students and families, from approximately 17% of all high school graduates entering the MUS (600 out of 3500) to 25% within one year and 50% by 2018-19.

Actions

The MUS partnership, with the Office of Public Instruction and the Montana Governor’s Office, together commit to launch an aggressive plan to eliminate the need for remediation through a state-wide implementation of EdReady. EdReady is a free, online, customized math readiness and individualized learning path tool based upon school need. To streamline admissions processes and foster a college-ready culture, the MUS partnership will also develop K-20 databases and electronic transcript capabilities, expand College Application Week state-wide, and provide a dual-credit incentive program.

Northern Illinois University and the Regional P-20 Network (DeKalb, IL)

Partners: *Dr. Douglas Baker, President, Northern Illinois University; Dr. David Sam, President, Elgin Community College; Dr. Ehren Jarrett, Superintendent, Rockford Public Schools; John Rico, CEO, Rico Enterprises and Co-Chairman, Illinois Workforce Investment Board; Northern Illinois University; College of DuPage, Harper College, Kishwaukee College, McHenry County College, Rock Valley College, Sauk Valley College, Waubesa Community College; P-12 Public School District Partners: DeKalb, Elgin, Hinckley-Big Rock, Huntley, Kaneland, Naperville, Palatine, Rockford, Plano, Sycamore; Illinois State Board of Education; Illinois Board of Higher Education; Illinois Community College Board; Advance Illinois; Illinois Business Roundtable; Illinois Workforce Investment Board; Illinois P-20 Council.*

The Regional P-20 Network is a new partnership, formed in Summer 2014, among 26 northern Illinois institutions. Led by Northern Illinois University, eight community colleges, ten school districts, and seven Illinois state education agencies and organizations, the Network is committed to implementing large-scale strategies and tracking systems possible through regional collaboration that will improve college and career readiness for the urban, suburban, and rural students in this diverse region.

Goal

- To produce an additional 30,000 college-ready students in the Northern Illinois region by 2025.

Actions

The Regional P-20 Network will use a number of strategies in support of the above goal.

- Build comprehensive menu of financial literacy activities for P-20 students and their families that include workshops to aid completion of FAFSAs.
- Assess available student support services at partner institutions across the region to determine community gaps, particularly in the development of early intervention programs.
- The Network will also pilot a regional peer-mentoring initiative that pairs 400 high-need pre-college and freshmen students with 80 trained peer mentors to improve college preparation, application rates, and retention in college.
- The Network will analyze economic development and workforce metadata to identify current workplace shortages and emerging career needs by college district and for the region, and ensure the degrees and certificates offered are aligned with workforce needs in the region.
- The Network will form faculty teams with membership across high school, community college, and university levels to pilot a dual-enrollment program in 5 high schools, in coordination with at least 2 community colleges and at NIU.

- To increase enrollment of adult learners, the Network will further define career pathways which lead to a bachelor’s degree and the completion of programs for adult learners with associate degrees and/or professional certifications.
- The Network will also work with key institutional research offices and other data managers in the development of data feedback loops for our 26 partners in P-12 schools, community colleges, NIU, and state education agencies.

Providence, Rhode Island Partnership (Providence, RI)

Partners: *Susan F. Lusi, Providence Schools; Donald Farish, Roger Williams University; Nancy Carriuolo and Lisa Smolski, Rhode Island College; David Byrd, University of Rhode Island; Carie Hertzberg, Rhode Island Campus Connect; Angela Romans, Annenberg Institute for School Reform at Brown University.*

As one of 55 cities in Lumina Foundation’s Community Partnership for Attainment, Providence has committed to a mobilization effort aimed to increase the number of residents with postsecondary degrees. Led by the Providence Children and Youth Cabinet (CYC), partners include the Providence Public School District (PPSD), the Annenberg Institute for School Reform at Brown University, Rhode Island Campus Compact, and approximately 20 local organizations across public and private higher education, community-based organizations, municipal government, public sector, policymakers, and businesses. The effort will be guided by what the state K-16 Board of Education has identified as “leaks in the pipeline” from eighth grade to higher education degree attainment with a focus on early intervention efforts to better prepare secondary school students for higher education success, while supporting youth and adults to complete their degrees. The overall goal of this collaborative effort is to see an increase by 2% (approx. 52,000 adults aged 25-64) in the number of underserved students who complete a postsecondary degree by December 2016 by:

Goals

- Increasing the percentage of high school graduates from 71.4% in 2013 to 75% in 2014.
- Increasing the percentage of FAFSA completions by 65% in 2013 to 76% in 2014.
- Increasing the percentage of students enrolling in postsecondary education from 58% (2013) to 63% (2016), with an increase to 60% in 3 high schools with the lowest 2013 enrollment.
- Increasing the first to second year persistence rate from 59% (2012) to 63% (2016).

Actions

Actions for accomplishing the above goals will include developing a systematic plan for the institutions of higher education and PPSD to set a long-term post-secondary attainment goal aligned with 2020 goal; the development of a data sharing/access and case management agreement with community based organizations; the expansion of attendance/school climate teams; increasing the number of FAFSA completion activities; piloting college enrollment teams at 3 target high schools; reporting on promising practices in college persistence/retention; piloting of a Latino student success cohort of recent PPSD grads at Rhode Island College; the launch of a coordinated community awareness campaign about returning adults.

Rio Grande Valley FOCUS

Partners: *Dr. Luzelma Canales, RGV FOCUS Executive Director; Dr. Shirley Reed, President, South Texas College; Dr. Havidan Rodriguez, President ad Interim, University of Texas—Pan American Provost, University of Texas—Rio Grande Valley; Gonzalo Salazar, Superintendent, Los Fresnos ISD; Dr. James Ponce, Superintendent, McAllen ISD; Dr. Daniel King, Superintendent, Pharr—San Juan—Alamo ISD; Francisco Almaraz, Chief Executive Officer, Workforce Solutions; Chris Coxon, Chief Program Officer, Educate Texas; Dr. Denise Davis Associate Program Officer, Educate Texas; Maria Esther Rodriguez, Project Manager, RGV FOCUS*

RGV FOCUS, a collective impact initiative established in 2012 by a cross-sector group of leaders, is driven by the vision that all RGV learners will achieve a degree or credential that leads to a meaningful career.

More than 40 organizations in South Texas, representing a four-county (Cameron, Hidalgo, Starr, and Willacy) 43,000 square mile area and a population of 1.3 million that is 90 percent Hispanic/Latino, have collaborated to build a common vision for college opportunity and success for this region. Six strategic priorities underscore this work: 1) college and career readiness; 2) dropout prevention and recovery; 3) excellent teaching; 4) culture of attending college; 5) college supports; and 6) career connections.

Goals

- Increase bachelor's degree completion from 44% to 50%;
- Increase associate's degree completion from 17% to 23%;
- Increase the total number of 4-year and 2-year university degrees awarded from 9,416 to 13,500;
- Increase FASFA/TASFA completions from 59% to 75%;
- Increase college enrollment from 56% to 70%;
- Increase students completing at least one AP/Dual Credit course from 32% to 52%;
- Increase students not needing remediation from 47% to 67%;
- Increase the overall number of students on track for college success to 67%.

Actions

RGV FOCUS will achieve the above goals through: 1) engagement by ensuring the Leadership Team and Action Groups are actively participating in scoping the plan going forward; 2) activation of the work, by identifying, disseminating, and advancing effective strategies across the partners to help achieve the shared vision; and 3) measurement and communication by creating a common set of measures to evaluate and assess progress against key goals within the region. RGV FOCUS is strengthening capacity and infrastructure to achieve the above goals, launching action groups and advisory groups to develop and implement the plans. The Culture of Attending College action group, for instance, will focus on increasing the number of students that complete the FASFA/TASFA, complete college application, and enroll in college. This includes hosting a regional (four county) FASFA/TASFA Super Saturday. The College & Career Readiness action group will focus on developing and implementing two college prep courses in Math and English that will be implemented in all thirty-nine school districts.

Riverside County Education Collaborative

Partners: *Kim Wilcox, UC Riverside; Kenny Young, Riverside County Schools; Tim Ritter, Temecula Valley Unified Schools; Judy White, Moreno Valley Unified; Darren Daniel, Murrieta Valley Unified; Michael R. McCormick, Val Verde Unified School District; Robyn Kisinger, AVID; Sandra Mayo, Moreno Valley College; Matt Cepi, Cal State San Marcos; Tom Spillman, Mt. San Jacinto College; Mary Ann Edwards, Mayor of Temecula; Mark Lenoir, Leadership Institute of Riverside County.*

The Riverside County Education Collaborative (RCEC) is a grassroots movement in southern California with diverse cross-sector leadership throughout the Riverside County/ San Bernardino areas. The RCEC formed on July 27, in response to our participation in a working session at the U.S. Department of Education. Representing members from area school districts, higher education, City/County officials and private industry, we collectively commit to the following goals geared to increase postsecondary access and attainment in our community through the 2019 school year.

Goals

RCEC's goal is to increase the number of adults with post high school degrees in our region and promote and

foster a focused plan to inspire access and success for all K-12 students to attain a post high school degree in these ways:

- Increase percentage of students applying to three or more colleges by 60%.
- Increase percentage of FAFSA completions from 64% to 93% through school years '18-19.
- Increase the percentage of students enrolling in postsecondary education from 52% to 65%.
- Decrease students needing remediation upon entering college, from 2.6% to 20%.

Actions

To increase college access, the RCEC will incorporate strategies such as professional development opportunities for high school counselors on FAFSA preparation and completion and the integration of FAFSA completion into school curriculum. College applications from California's postsecondary institutions will also be integrated into the school curriculum. In its efforts to prevent summer melt the Collaborative will track postsecondary enrollment and increase its communications with those students enrolled during the summer months to help guarantee they enter the first year of their postsecondary education. Finally, the Collaborative will strive to reduce remediation by encouraging a college-going culture beginning at the middle school level, offering parent workshops to help increase parent involvement in their student's education, offer special programs for students that need additional support and ensure college level coursework is offered to students once they reach high school.

Say Yes to Education, Buffalo (Buffalo, NY)

Partners: *Say Yes Buffalo Community Leadership Council Co-Chairs: Robert M. Bennett, Chancellor Emeritus, New York State Board of Regents; The Hon. Byron Brown, Mayor, City of Buffalo; Jim Sampson, President, Buffalo Board of Education; Alphonso O'Neil-White, Chair, Say Yes Buffalo Scholarship Board; Rich Tobe, Deputy Erie County Executive. Say Yes Buffalo Operating Committee: Crystal Boling-Barton, President, Buffalo Council of School Supervisors & Administrators; Gene Chasin, Chief Operating Officer, Say Yes to Education, Inc.; Carol Dankert-Maurer, Commissioner of Social Services, Erie County; Clotilde Perez-Bode Dedecker, President & CEO, Community Foundation for Greater Buffalo; Dr. Ellen Grant, Deputy Mayor, City of Buffalo; Dr. Richard Jurasek, President, Medaille College; Blythe Merrill, Senior Vice President for Programs, The John R. Oishei Foundation; Donald Ogilvie, Interim Superintendent, Buffalo Public Schools; Jack Quinn, President, Erie Community College; Sam Radford, President, District Parent Coordinating Council; Phil Rumore, President, Buffalo Teachers Federation; David Rust, Executive Director, Say Yes Buffalo; Jim Sampson, President, Buffalo Board of Education; Dr. Barbara Seals-Nevegold, Immediate Past-President, Buffalo Board of Education. Say Yes to Education National Leadership: Mary Anne Schmitt-Carey, President & CEO, Say Yes to Education, Inc.; Gene Chasin, Chief Operating Officer, Say Yes to Education, Inc.*

The mission of the Say Yes Buffalo partnership is to strengthen the Western New York economy by investing in the education of Buffalo's future workforce. The primary goals of the partnership are to convene the school district, parents, teachers, administrators, state, city and county governments, higher education, community based organizations, businesses and foundations to increase high school and postsecondary completion rates by using data driven strategies.

Goals

The partnership will aim toward the following preliminary goals, updating these as the partnership progresses.

- Increase bachelor's degree completion from 21% to 60% by 2018-19;
- Increase associate's degree completion from 6% to 60% by 2018-19;
- Increase FAFSA completions from 52% to 62% in the next year, and to 75% by 2018-19;

- Increase applications to two or more colleges from 50% to 55% in the next year, and to 60% by 2018-19;
- Increase college enrollments from 66% (Class of 2013) to 70% in the next year, and to 75% by 2018-19; and
- Increase total students on track for college success from 27% to 32% in the next year, and to 55% by 2018-19.

Actions

The partnership seeks to achieve the above goals by focusing on the following strategies:

- Growing the partnership’s FAFSA completion initiative with the Buffalo Public School District and the University at Buffalo, from an annual enrollment of 50 to 600 seniors.
- Implementing, district-wide, the Student Management System (early warning system), created in partnership with the Buffalo Public Schools, and deepening collaboration with key community-based wraparound partners.
- Build on piloted framework to implement quality, data-driven after school and summer programs that are free and open to all students, PK-12.
- Grow and strengthen the Summer Success Academies, which were created in partnership with institutions such as Erie Community College, Medaille College and the City of Buffalo.
- Expand the Say Yes Buffalo Scholarship program, providing tuition scholarships to graduates of public and charter schools in Buffalo, to any New York State public college or university or one of more than 60 private colleges and universities nation-wide.

Seeding Success Collaborative Action Network (Memphis, TN)

Partners: *Mayor AC Wharton, Mayor of the City of Memphis; Dr. Douglas Scarborough, Executive Director of the Office of Talent and Human Capital; Mark Sturgis, Executive Director of Seeding Success; Dr. David Rudd, President of the University of Memphis; Dorsey Hopson, Superintendent of Shelby County Schools; Mauricio Calvo, Latino Memphis; Bernice Butler, Memphis Talent Dividend and Graduate Memphis; Kevin Woods, Vice Chairman Shelby County School Board and President of the Memphis Workforce Investment Network*

The City of Memphis Mayor’s Office of Talent and Human Capital, the Colleges of Memphis, through support provided by the Lumina Foundation, have launched a Seeding Success Collaborative Action Network (CAN), organized around the StriveTogether Framework. The network aims to increase the number of residents with postsecondary credentials in Memphis and Shelby County, setting a countywide postsecondary attainment goal which supports Tennessee Governor Bill Haslam’s Drive to 55 -- at least 55 percent of Tennesseans equipped with a college degree or certificate by 2025.

Goals

- By Spring 2025, increasing completion rates from 32 percent to 55 percent by producing 144,011 post-secondary credentials – 91,962 bachelor’s/associate’s degrees and 52,049 certificates.
- Seeding Success, Shelby County Schools, and the Achievement School District set shared community goals for K-12 success so that by 2025, 80% of High School graduates will be college and career ready, 90% graduate on-time, and 100% of college and career ready graduates enroll and enter a post-secondary opportunity.

Actions

Seeding Success CAN will share data and effective practices across the network, basing activities and primary strategies around research findings and what local data show helps move outcomes. This work will be deepened

through formal institutional retention teams to monitor data and recommend interventions and supports, which will set individual goals and regularly tracking core indicators.

The partnership will pursue the following data-informed activities:

- Expanding FAFSA completion services and support, the network plans to target students who completed TN Promise for support on FAFSA completion strategies to reach 80% completion by February 15, 2015. The network will also leverage a single location for FAFSA info (e.g., volunteer trainings, VITA sites, www.fafsamemphis.com) and increase access to free tax preparation sites by adding more than ten sites across Shelby County. ;
- Adopting a case management approach to serve at-risk students;
- Integrating mental health support/establishing on-site mental health centers;
- Training faculty and staff on the integrated experiences of students and the impact on student performance and retention;
- Improving the talent and human capital pipeline for the K-12 system by linking teacher preparation, recruitment, support, and retention efforts across not-for-profit organizations, K-12 systems, and the University of Memphis.

Seminole State College –Seminole County Public Schools (Sanford, FL)

Partners: E. Ann McGee, President, Seminole State College of Florida; Walt Griffin, Superintendent, Seminole County Public Schools

Seminole State College (SSC), Seminole County Public Schools (SCPS), and other area higher education institutions and partners have a history of collaboration that focuses on increasing student success beginning with early childhood strategies through the student’s college career and ultimate employment. The partners have already significantly reduced the need for math and English remediation, grown dual enrollment, and aligned systems to streamline student transitions from high school to SSC and to four-year institutions.

Goals

Seminole State College and SCPS now commit to accomplish these goals by the 2019-2020 school year:

- Reduce the number of students needing English remediation:
 - From 8% (120 students) of SCPS students entering Seminole State today to zero; and
 - From 19% (967 students) of all other students entering Seminole State today to 5% (285 students)
- Increase SSC student enrollment, persistence, and completion:
 - Increase enrollment by 12%, from 5,093 to 5,700 students;
 - Increase the rate of students remaining enrolled or completing a credential within four years from 64% (23,200 students) to 70% (26,000 students);
 - Increase the rate of associate degree completion within four years from 40% to 45%; and
 - Increase the number of associate degree graduates by 19%, from 2,846 to 3,400 students

Actions

Seminole State and SCPS will initiate a number of efforts developed from their successful partnership that significantly reduced math remediation. SSC and SCPS will convene regular meetings between their English faculties with a goal of aligning assignments, standards, assessments, and expectations. SCPS will administer college-readiness assessments to high school juniors and initiate remedial studies, as needed, during the junior and senior years of high school and verify college readiness. Seminole State will also implement new options for English developmental courses, as allowed by Florida legislation, designed to shorten the time and costs associated with English remediation; and facilitate student starts and entry to required non-developmental

English gateway courses with students' exemptions now allowed by statute. Seminole State will then extend this work to other community partners from surrounding schools and districts, targeting schools with significant numbers of high school graduates transitioning to Seminole State, in order to reduce the need for remediation across the population of entering students.

Seminole State will implement five new technology-based initiatives designed to achieve the stated enrollment, persistence, and completion goals: enhanced record intake and processing, transcript evaluation and posting, certification and graduation processes, responsiveness and communication with constituents, and class registration cycles and course scheduling. These efforts will support: electronic transcripts and transfers; automated student record reviews and credit verifications; automated transfer articulation tables; an electronic enrollment services communication plan and platform; and an early alert system to systematically identify at-risk students, notify educational advisors and provide increased support and resources.

SKY Partnership (Hedwig Village, TX)

**Also Included Under Counseling Commitments*

Partners: *Duncan Klussmann, Superintendent of Spring Branch ISD; Mike Feinberg, Founder of KIPP; Sehba Ali, KIPP; Jason Bernal, YES Prep; Mark Dibella, YES Prep; Zach Hodges, President of Houston Community College Northwest; Cathie Robinson, SBISD Executive Director; University of Houston Downtown; Alief Independent School District.*

The SKY Partnership is a collaboration formed in 2012 among the Spring Branch Independent School District (SBISD), KIPP Houston, and YES Prep Public Schools. SBISD's mission is to double the number of students who complete some form of postsecondary education (T-2-4), from 36% to 72%. This ambitious goal includes the completion of technical certificates, military training, two-year or four-year degrees.

SKY Partnership has enhanced SBISD's efforts to promote and increase postsecondary degree attainment in a community serving 35,125 students on 46 campuses on the west side of Houston, Texas, where roughly 57 percent of our students come from low-income homes, and just over one third are Limited English Proficient. When the T-2-4 work began, 36 percent of SBISD students completed a two- or four-year degree, which recent data shows has increased to 44 percent.

Goals

SKY Partnership will aim to achieve the following metrics for college and career readiness success:

- Increasing the percentage of students taking the SAT or ACT, from 83% to 95%;
- Increasing the percentage of high school students enrolling in postsecondary education in the fall after graduation, from 63% to 90%. Among our approximately 1,900 high school graduates, 63 percent enrolled in postsecondary education programs. In the fall of 2013, 1197 graduates matriculated to postsecondary programs with 703 graduates not identified in a seat in the fall.
- Increasing the percentage of student completing the FAFSA/TAFSA , from 53% to 90%;
- Achieving 90% of students who complete at least three opportunity applications.

Actions

The SKY Partnership announces a commitment to expand the collaboration with KIPP and YES Prep to grades 9-12. Strategies will also include greatly expanding counseling options, and providing SBISD students access to participate in one of the two high performing charter programs located within their school building.

SKY Partnership will also deepen collaboration with Houston Community College (HCC) and Alief Independent School District to develop a program that eliminates the remedial college course requirements

(12th-grade students who enroll in the course and pass the HCC-administered final exam may take college-level algebra and English).

Through partnering with HCC and University of Houston Downtown, as well as an external consultant, SKY Partnership aims to revamp the college enrollment process, which has been a barrier to enrollment among low-income students. SKY Partnership will build on the success of the existing UH-Downtown summer program, which has a 95 percent success rate in getting participating 7-12 graders enrolled in postsecondary education.

Spartanburg Academic Movement (Spartanburg, SC)

Partners: *John Stockwell, Spartanburg Academic Movement; Scott Mercer, Spartanburg School District 2; Kathy Dunleavy, Mary Black Foundation; Allen Smith, Spartanburg Chamber of Commerce; Henry Giles, Spartanburg Community College; Deryle Hope, University of South Carolina Upstate*

The Spartanburg Academic Movement (SAM) is a county-wide commitment to double the number of bachelor's degree holders in a generation -- from 20% among adults 25 years old and older to 40% by the year 2030. SAM engages superintendents of all seven county school districts, seven colleges, and leaders from numerous non-profits, corporations, businesses, governments, and faith communities. Integral to our work, we have targets of improvement in academic achievement at every stage of learning across the education continuum: kindergarten success, third grade reading, eighth grade math, high school graduation, and post-secondary completion.

Goals

- Increase the number of high school graduates entering post-secondary education, from 67% in 2012 to 85%.
- Among County high school graduates/college enrollees, freshman to sophomore persistence rates range from 58% to 89%. Our aim is to achieve an overall average of 80%.

Actions

SAM is committed to a County-wide academic culture change -- to elevating the academic achievement of every child, cradle to career, equal to the demands of the 21st century economy. Our partnership commits to launch two new "collaborative action networks". First, toward the goal of increased workforce readiness, we will draw together major employers, school superintendents, community college and university leaders, and workforce investment agencies to set targets and strategies for advancing workforce credentialing agenda. The Spartanburg Area Chamber of Commerce is the anchor entity for this project, working in collaboration with SAM. Additionally, we will catalyze the "40/30 Collaborative Action Network," toward our bachelor's degree completion goal.

Related to our action planning, and achieving the above goals, we will work toward increasing retention and immigration of college graduates. Increasing college attainment and increasing economic development are iterative processes. As the number of bachelor's degree holders climb, economic development climbs; and as economic development climbs, so, too, do the opportunities for attracting and retaining talented students.

Finally, to achieve a growing return-to-learn population, we will design strategies for employers working together with colleges to greatly enhance opportunities and motivation for non-completers to become completers.

StriveTogether

Partners: *Jeff Edmondson, Managing Director, StriveTogether; Katy Silliman, Director of Strategic Assistance,*

StriveTogether

The StriveTogether Cradle to Career Network is focused on bringing rigor to the concept of collective impact as an evolution from traditional collaboration in order to achieve measurably better results.

To this end, the 53 Network members (from 28 states plus DC, representing 800 cross-sector partners and nearly 5 million children and youth) have all agreed to:

- Adopt and report on six common outcomes areas across the cradle to career learning continuum that includes college enrollment and degree/certification completion. Every community will report annually on progress related to these outcomes, disaggregating the data to highlight successes and identify outages.
- Using a common methodology for how to achieve collective impact. By using this common methodology – known as the Theory of Action – the Network members will be able to identify concrete action steps that are critical for achieving specific and sustained results at the population level.

Goals

- Further deepening this work, StriveTogether, with support of the Lumina Foundation and their Community Partnership for Attainment, aims to collectively increase FAFSA completion within six StriveTogether Cradle to Career Network communities by June 30, 2015 through the use of continuous improvement practices.

Actions

StriveTogether will work with each community on modeling how to use data on an on-going basis to improve practices in real-time in order to increase completion of the financial aid forms and college enrollment rates. The six communities participating in Project FAFSA include: Richmond, VA; Cincinnati, OH; Fort Wayne, IN; Rio Grande Valley, TX; Providence, RI; and Albuquerque, NM.

Building on these commitments, Strive Together as the national intermediary will commit to codifying and sharing lessons related to how to achieve results at scale with all the communities engaged as part of the College Access and Success commitment. This information will be tangible and timely to inform the field on how to actually achieve collective impact, moving population level outcomes related to postsecondary enrollment and completion.

Trinity Washington University (Washington, DC)

Partners: *Patricia McGuire, President, Trinity Washington University; Pamela Barnett, Dean of Arts and Sciences, Trinity Washington University; Erin Ward Bibb, Director of College & Career Education, District of Columbia Public Schools; Kim Hanauer, Manager of College Preparedness Programs, District of Columbia Public Schools*

Trinity Washington University, in partnership with the District of Columbia Public Schools (DCPS), commits to improving college readiness, retention and completion for DCPS students who enroll at Trinity. The partnership will emphasize persistence and success for DCPS graduates who wish to pursue majors that require strong math preparation and that are associated with high-wage/high-demand careers. Trinity currently enrolls about 525 DCPS students in the full-time daytime undergraduate program, and approximately half of those students intend to major in healthcare programs including Nursing, Occupational Therapy or Psychology, as well as the STEM disciplines. This partnership will also engage key D.C. college access providers including the D.C. College Access Program (DC-CAP) and the D.C. College Success Foundation in implementing persistence strategies.

Goals

- Increase six-year retention/completion rate for all Trinity students, including DC students, from 35% to 42% by 2016
- Increase DCPS graduates from 35% to 55% by 2020.

Actions

- Trinity and DCPS will engage in collaborative data analysis to create a baseline data set on the academic success and graduation rates of DCPS graduates at Trinity for the last three years.
- Early intervention for collegiate math majors will include more intensive college counseling at an identified target high school(s), strengthening career exploration opportunities for middle school and high school students interested in healthcare and science, and collaboration in providing professional development and faculty mentorship to DCPS teachers.
- Trinity and DCPS will identify Trinity courses to be offered as Dual Enrollment courses on Trinity's campus.

University of Chicago Urban Education Institute Success Project (Chicago, IL)

Partners: *Robert Zimmer, President, The University of Chicago; Tim Knowles, John Dewey Director, Urban Education Institute at the University of Chicago; Rahm Emanuel, Mayor of the City of Chicago; Liz Lefkofsky, Lefkofsky Family Foundation; Barbara Byrd Bennett, CEO of Chicago Public Schools; Donald Feinstein, Executive Director, Academy for Urban School Leadership; Dick Malone, President & CEO, YMCA of Greater Chicago.*

The Success Project will instill a college-going and completion culture among middle school students in 34 schools located in high-need communities throughout Chicago. This initiative is led by the Urban Education Institute (UEI) at the University of Chicago, Chicago Public Schools, the Office of the Mayor, the Academy for Urban School Leadership, the Lefkofsky Family Foundation and other local partners. The partnership includes a \$2 million investment from the Lefkofsky Family Foundation, matched by a \$1.8 million investment from the Chicago Public Schools Board of Education. The initial investment will go toward implementing the Success Project in 34 schools by Chicago Public Schools, Success Coaches and the Academy of Urban School Leadership.

Goals

- Together, our partnership commits to increasing the likelihood that over 5,600 middle grade students will enroll in and complete college.
- Over time, the Success Project will be taken to scale citywide and a national consultation model will be implemented to scale the Success Project across the country.

Actions

Since 2004, a system-wide focus on ensuring 9th grade students remain “on-track” has yielded significant gains in Chicago high school completion rates, from 54% in 2008 to 69% today. The Success Project commits to launching, beginning in January 2015, a K-16 partnership that will extend key principles from Chicago's on-track success model to middle school settings and promote teacher collaboration to problem-solve around individual student needs.

A team of 10 well-trained Success Coaches, with past teaching or counseling experience, will be embedded in the 34 middle schools to catalyze adoption of the UEI's proven college-going curriculum, called 6to16. Every 6th, 7th and 8th grader in each school will receive at least a weekly class that walks them through the importance of a college degree, academic preparation, how to choose a high school that will put them on a

college success trajectory, college affordability, college exploration and selection, how college choice will affect their likelihood of completion, as well as other key lessons. Success Coaches will work with middle school teachers, counselors and administrators to prepare prospective first-time college goers to make the smartest possible decisions resulting in thousands more Chicago students matriculating to and graduating from college. These efforts will embed the assumption, among all students, that preparation for college attendance and completion begins at an early age. Weekly lessons will guide students through preparing for and getting through high school and college. The aim is to better prepare students academically, in non-cognitive skills such as perseverance and self-motivation, and practically, to support smart decision-making when it comes to selecting high schools and colleges. To continue deepening this work, an after school implementation of the college success curriculum is currently under development by the YMCA of Greater Chicago.

Yale University (New Haven, CT)

Partners: *Peter Salovey, President, Yale University; Patricia Melton, Executive Director, New Haven Promise; Jeremiah Quinlan, Dean of Undergraduate Admissions, Yale University; Lauren Zucker, Associate Vice President for New Haven Affairs and University Properties, Yale University; James Vivian, Director, Yale-New Haven Teachers Institute, Yale University; Claudia Merson, Director Public School Partnerships, Yale University.*

Yale University, through collaboration with New Haven Promise and local nonprofit and community-based partnerships, seeks to build a culture of college access and success for more than 21,000 K-12 students served in New Haven.

Yale, and its partner, New Haven Promise (Promise), commits to deepening the work of the New Haven Promise (Promise), a scholarship and support program founded in 2010 for New Haven public school students and their families. Through Promise, high school graduates who maintain a 3.0 GPA and a 90% attendance record – and who participate in community service – receive up to full tuition assistance for any two- or –four-year program at a public college or university (or up to \$2,500 annually to attend a private nonprofit) in Connecticut. To date, more than 500 Promise students have enrolled in Connecticut colleges and universities. Yale is the primary sponsor of Promise.

Yale, through the Yale-New Haven Teachers Institute, further commits to increasing the preparation and effectiveness of teachers in public schools that enroll a significant proportion of students from low-income families. Additionally, to strengthen student readiness in writing and language skills, Yale will expand the Pathways to Science program to encompass the humanities. The program has helped identify and connect a targeted group of students – typically minority and first-generation – to developmentally-appropriate STEM programs at Yale and track their progress through college completion.

Goals

- Expand the newly piloted Ambassador program from four to ten campuses, increasing its reach from 116 to 250 students in 2015. The program is an academic and near-peer social support network that employs Promise scholarship recipients to help students transition successfully to freshman year.
- Yale-New Haven Teachers Institute will increase by one-third the number of urban and rural school districts that send teachers from high-need schools to participate as fellows in national programs of the Teachers Institute.

Actions

- Yale, with its partner New Haven Promise, will focus on increasing parent engagement through the Pathways to Promise program. This initiative will engage parents when their children are at the

elementary level and continuing that outreach as students enter middle school and prepare to complete the Promise pledge, in which the student commits to college preparation necessary to secure a Promise Scholarship. NHP's goal is to encourage 500 parents to pledge their children for Promise in grades K-5 and 400 parents of grades 6-8 by September 2015, thus engaging the entire family in the college preparation process.

- Toward the goal of ensuring an equitable distribution of effective teachers for engaging and educating students from low-income families, Yale will convene a national conference on the role of Teachers Institutes in supporting and retaining teachers in high-need schools.
- Yale will convene interested universities to discuss the Pathways to Science model and seek outside support to help establish similar evidenced-based approaches to outreach and assessment.
- By 2015, Yale and New Haven Promise will also develop 50 new partnerships with nonprofit and faith-based champions to support college readiness in their communities.

STEM Commitments

Achieving the Dream

Goals

Achieving the Dream is committed to helping community colleges bridge the skills gap in the STEM labor market through projects to improve student advising and to identifying successful support systems in technician education pathways. Additionally, Achieving the Dream aims to work with more than 40 institutions offering technician education to identify best practices for academic and social structures to support community college STEM student success.

Actions

Achieving the Dream (ATD) is a national reform network dedicated to community college student success and completion with a particular focus on helping low-income students and students of color complete their education and obtain market-valued credentials. Due to scarce resources and infrastructure at many colleges, there often are not enough academic and social supports to meet the needs of all students and students who are in most need of coaching and guidance are frequently overlooked. ATD aims to combat this oversight by examining the combination of technology and advising interventions as a way of increasing persistence for students on STEM pathways at four community colleges. Colleges will be matched with technology providers that offer products and services for addressing common student hurdles; at the same time, the colleges will provide varying levels of advising for the students. This project is intended to increase efficiencies and allow colleges to work in a more coordinated fashion to provide adequate outreach to students on STEM pathways with the intention of increasing of student persistence and completion in STEM pathways in the participating community colleges.

ATD will also explore the kinds of academic and social supports community colleges are implementing to enable students to complete middle-skill technician education pathways at more than 40 institutions offering technician education pathways. This project will highlight promising practices in effective academic and social supports for technician education pathways as well as examine how colleges are creating stackable certificates or credentials and micro-credentials to facilitate student progress. This work also will enable the colleges to spread the use of these interventions and supports across more of their pathways, create stronger connections between colleges' student success priorities and their technician education pathways efforts, and improve colleges' efforts to facilitate students' entry, persistence, and completion of middle-skill pathways.

Achieving the Dream and Jobs for the Future

Goals

Over the next three years, Achieving the Dream and Jobs for the Future will launch and strengthen approximately 75 pathways to STEM middle-skill careers by scaling up their STEM Regional Collaborative model in three new states and accelerating the implementation of structured middle-skill STEM pathways through In-State Learning.

Actions

There is a growing national recognition that community colleges can be a launching pad for individuals to high-paying, quality careers in STEM and an effective avenue for improving equity. Over the last year, Achieving the Dream, Inc. (ATD) and Jobs for the Future (JFF) have launched STEM Regional Collaboratives within three community colleges -Norwalk Community College (Norwalk, Connecticut), Cuyahoga Community College (Cleveland, Ohio), and Miami Dade College (Miami, Florida) – to bring together college leadership, faculty and staff, local employers, P-12 school partners, community organizations, and state partners to create stronger, more efficient middle-skill STEM pathways to meet high demand in local labor markets. Over the next three years, through a reinvestment from The Leona M. and Harry B. Helmsley Charitable Trust, ATD and JFF will scale up the STEM Regional Collaborative model by adding another STEM Regional Collaborative in each of the three states. In addition, ATD and JFF will create In-State Learning Communities building on the successful models of the STEM Regional Collaboratives in order to accelerate the implementation of structured middle-skill STEM pathways. Up to twelve colleges will be part of this learning community work and ATD and JFF have secured state leads in Connecticut, Ohio, and Virginia to partner in delivering annual In-State Learning Community forums for multiple colleges in each state. Through scaling the STEM Regional Collaboratives and the Learning Communities, approximately 75 middle-skill STEM pathways will be launched or strengthened, thus increasing persistence in and completion of STEM pathways. In addition, the work on the STEM Regional Collaboratives and with the state partners informed the development of a Middle-Skill STEM State Policy Framework (released October 2014) that can be used to scale this work nationally and ATD and JFF will actively disseminate the learnings from this work throughout their respective college networks, which reach over half of the community college students in the nation.

ATD and JFF also continue to work with state policy partners in seven states on implementing a Middle-Skill STEM policy agenda. In the next three years, this partnership will develop a Middle-Skill STEM State Policy Framework Self-Assessment Tool and encourage states to make explicit commitments to the Framework. The seven state partners will measure progress against the Framework using the Self-Assessment Tool annually.

Alma College (Alma, MI)

Goals

Alma College intends to increase the number of declared science majors by 33 percent over five years, providing at least an additional 350 STEM students.

Actions

Alma College is making a commitment to enroll and graduate more low-income and underrepresented STEM students. Building on a relationship established with Detroit's Michigan Future Schools as a result of January's White House College Opportunity Summit, Alma is focusing its efforts on Detroit and Michigan's Gratiot County. In order to increase interest in science and enrollment in STEM programs, Alma College recently received a grant from the Herbert H. and Grace A. Dow Foundation for the purpose of improving STEM education in Michigan. Alma College intends to strengthen student interest in STEM fields by enhancing opportunities at Alma College and K-12 schools to engage in STEM research. For example, Alma College will sponsor summer cooperative research experiences for K-12 teachers, including side-by-side research with Alma faculty as well as time to design K-12-level projects that will be field tested in summer camps for K-12 students

on campus at Alma. Each summer, the college plans to involve 25 elementary, 75 middle and high school students, 15 K-12 teachers, and 10 college students in these opportunities.

Increasing the number of students who enroll in STEM college programs will only be significant if these students persist to graduation. Alma is actively pursuing mechanisms to expand the Positive Routes into Science and Mathematics (PRISM) program. This e-PRISM (“extending” PRISM) program will increase the number and quality of STEM graduates by incorporating inquiry-based learning in the classroom beginning in first-year courses, providing opportunities for early undergraduate research, offering research mentor activities, and an articulation agreement to facilitate easy transfer from a local community college. Science graduates had been on the decline at Alma College prior to establishing the PRISM program and already, declared science majors have increased by nearly 50 percent since 2008. With the extension of the PRISM program Alma College hopes to increase the number of declared science majors from 33 percent in the next five years.

American Association of Physics Teachers

Goals

The American Association of Physics Teachers will expand its current faculty development workshop series to reach 900 new four-year college and university faculty members in the next five years who will impact more than 100,000 STEM college students each year.

Actions

The American Association of Physics Teachers has been leading the “Workshop for New Physics and Astronomy Faculty” in partnership with the American Physical Society and the American Astronomical Society since 1996. These workshops are designed to help new faculty at research and four-year institutions understand how to become more effective educators and support their endeavor to gain tenure. Each New Faculty Workshop presents a small number of teaching techniques that have proven to be effective in a variety of environments. These tactics can be implemented with modest time and effort and the goal of the program has been to have at least 50 percent of the new tenure-track hires in physics and astronomy using research-based interactive engagement teaching techniques in their courses. With program expansion, during the course of the next five years, the workshops will work with about 900 four-year college and university faculty members (approximately 50 percent of the new tenure-track hires in physics and astronomy in the United States), who collectively teach more than 100,000 students each year.

AAPT is also beginning a set of new research studies, one focusing on the effectiveness of the faculty training workshops themselves in promoting faculty understanding of and adoption of interactive engagement teaching methods. The second will focus on a new aspect of the program—virtual Faculty Learning Communities—as a way supporting faculty as they implement the teaching methods promoted by the workshops. The results of these research studies will provide evidence for faculty workshop best practices, which can be used in all STEM faculty workshops.

American Public University System

Goals

The American Public University System (APUS) aims to serve approximately 110,000 students in 2015, with nearly 1,200 expected to graduate from their STEM program, a 10 percent increase over the 2014 STEM graduating class.

Actions

American Public University System strongly commits to continue expanding college opportunity for

underserved populations in STEM programs. For example, APUS has established a Women in STEM Initiative to promote awareness and to attract women into STEM programs. In this context, APUS launched a student chapter of the Association for Women in Science's (AWIS) Women in Stem Student Group (wSTEM). The APUS wSTEM student group also promotes female participation within all STEM fields and provides networking opportunities and valuable professional information, resources, and support for women in STEM fields to develop and enhance their careers. APUS has a strong commitment to women and minority students in all of their academic programs and the APUS STEM program demonstrates this commitment.

Association of American Colleges and Universities

Goals

The Association of American Colleges and Universities (AAC&U) commits to supporting new approaches to increasing interest, learning, and retention of underrepresented minorities in computer science to inspire more than 100,000 students to pursue STEM fields.

Actions

With more than 1,300 member institutions, the Association of American Colleges and Universities (AAC&U) is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. AAC&U and its Project Kaleidoscope, AAC&U's STEM higher education reform center dedicated to empowering STEM faculty to graduate more students in STEM fields, are committing to leading STEM higher education reform through the design or redesign of interdisciplinary computer and information science courses that maximize student success and attract and engage traditionally underrepresented groups in STEM.

AAC&U will lead a national call for proposals to support the development of cross-disciplinary courses that can be integrated with the concepts and technologies foundational to the computer/information technology sciences. In addition, it will run an annual STEM Institute for faculty, which will provide exposure to cutting-edge research related to cultural competence in STEM pedagogies and real-time practice with implementation of new pedagogies, as well as opportunities for introspection and reflection. Collectively, the STEM Institutes, course preparation projects, access to expert coaches/consultants, and interactions with a networked improvement community will fully develop faculty readiness to effectively engage diverse STEM students. These activities will constitute a novel approach that more completely addresses the structural barriers that threaten underrepresented STEM student learning, interest, competencies, and retention in the computer sciences and related STEM disciplines.

By focusing its efforts on STEM faculty self-efficacy as a means of achieving pervasive institutional change, AAC&U is committed to inspiring and providing support for more than 100,000 STEM majors, particularly those from underrepresented populations, over the next two years.

Bard College (Annandale-on-Hudson, NY)

Goals

Bard High School Early Colleges will implement a new computing-based science and math curriculum in all four schools by 2017, reaching approximately 2,500 students, to increase the proportion of minority and female students intending to major in STEM fields by at least 10 percent within the next three years.

Actions

Bard High School Early Colleges (BHSECs) are public schools that provide students with a two-year, tuition-free college course of study following the 9th and 10th grades. BHSEC students earn up to 60 transferable college credits and an Associate in Arts (A.A.) degree concurrently with their high school diploma. The

students at the BHSEC campuses are highly diverse and campuses have demonstrated success in educating STEM graduates with 35 percent of BHSEC alumni receiving a bachelor's degree in a STEM field over the last five years, more than twice the national average. Bard College will transform these pioneering schools by developing and implementing an integrated, interdisciplinary curriculum in technology, programming, and computer science in order to increase the participation and improve the performance of underrepresented groups in computer science. The curriculum will also emphasize computing skills as foundations for multiple STEM disciplines beyond computer science. The curriculum changes are intended to increase the proportion of minority students and female students who intend to major in STEM fields by at least 10 percentage points each within three years. If demonstrated to produce better educational outcomes, this new interdisciplinary approach to teaching computing can be widely adopted by other high schools and early colleges to increase student participation and improve performance in computing and other STEM subjects.

The program will engage all students in computation, starting with entering 9th graders, and embed computational thinking throughout the math and science curriculum for high school and early college. In 2015-2016, faculty at BHSEC Queens will develop and implement an interdisciplinary curriculum that unifies multiple STEM disciplines through computing and applies a common set of computing skills in math and science courses. In 2016-2017, the program will be replicated at the remaining three BHSEC campuses with training support provided by faculty involved in the implementation at BHSEC Queens. By 2017, all four campuses – enrolling approximately 2,500 students – will be offering the new curriculum.

Barry University (Miami, FL)

Goals

Barry University commits to interventions to increase the STEM graduation rate by 10-15 percent by 2018.

Actions

Barry University is a Hispanic-serving institution whose 4-year graduation rate for the 2009 cohort was 45 percent; the university is aiming to increase that graduation rate by 10-15 percent by 2018 through interventions designed to foster community building, strong peer and faculty relationships, and a sense of academic self-efficacy. In order to improve the retention and completion rates of low-income students, underrepresented minorities, and women in STEM majors, BU is committed to developing a holistic engagement program designed to provide the outreach and opportunity structures that “fill the gap” for students who lack the pre-college academic preparation and developmental and personal experiences necessary for academic and professional success.

First-year students at Barry University are eligible to participate in the STEM Living/Learning Community (STEM LLC) wherein students both live together and enroll in the same sections of two courses in the first semester. Students in the STEM LLC also engage in several guided activities to introduce them to campus life, allowing them to absorb and assimilate information about support services in the context of active involvement with the institution. The STEM LLC also includes field trips, guest speakers, and other related co-curricular activities that expose students to a range of career and post-graduate educational opportunities. New to the STEM LLC program will be a dedicated STEM Coach available to provide support and assistance to new students at critical times during the semester, as well as to develop a detailed Adaptive Learning Plan (ALP) for success in reading, mathematics, time management, and study skills for each student.

Belhaven University (Jackson, MS)

Goals

Belhaven University commits to redesigning the general core science curriculum for non-science majors to emphasize the scientific basis of our society and economy, in order to inspire 10 percent of these students to

pursue STEM degrees.

Actions

Due to the challenges in preparing first-generation university students, Belhaven University must become innovative in order to attract new students to STEM majors. Universities often require all students to take an entry-level science lab course that is part of the science majors' sequence; yet instead of creating interesting, new avenues of study for all students, this requirement may act to cement non-science majors in their assumptions that they are not interested in or capable of becoming scientists. To overcome this misconception, Belhaven is changing the general core curriculum for teaching science to non-science majors; the goal is to excite students about science by relating it directly to their personal interests in the environment and practical problems related to sustainable future. This approach should not only educate all students in scientific literacy, but inspire 10 percent of these entering non-science students to pursue STEM degrees.

Two new core courses, "Science & Culture I: Physical and Computational Sciences for a Sustainable Future" and "Science & Culture II: Biological Sciences for a Sustainable Future" will be the pillars of Belhaven's new pedagogical approach to teaching science via a modern problem-based interdisciplinary methodology. These courses build critical problem solving skills in students by focusing their attention on data collection, graphical analysis, and critical interpretation of results through the application of computer integrated technology. The associated lab components will introduce students to scientific databases, consumer products, environmental quality, biodiversity and conservation, public health, and personal hygiene and nutrition. These courses will present the history of scientific advancement, the philosophical foundations of science and the scientific method, as well providing an open forum to present, discuss, and analyze past and present societal problems and opportunities that are scientific in nature.

Bellevue College (Bellevue, WA)

Goals

Bellevue College is committing to increasing the number of underrepresented students graduating in STEM fields by 10-15 percent in the next five years.

Actions

By integrating research and project-based pedagogies throughout the curriculum and partnering with community-based organizations, Bellevue College is committed to increasing the number of students entering and completing STEM degrees both at the Associate and Baccalaureate Level. Bellevue College serves approximately 35,000 students per year and aims to increase the number of underrepresented students in STEM fields by 10-15 percent in the next five years by providing student-centered, active-learning project and research experiences to every STEM student in Bellevue College. In an effort to expand research opportunities for its students, Bellevue recently launched the Research Innovation Service and Experiential Learning Institute (RISE Learning Institute). The RISE Learning Institute provides opportunities for students to engage in authentic research projects both within the college and through partnership and collaborations with the world-class research institutions and high-tech industries in the Greater Seattle area. In addition, the college is actively planning a year-long research program for students with the Fred Hutchinson Cancer Research Center.

Broward College (Davie, FL)

Goals

Broward College is committing to increasing Information Technology program completion by 50 percent, increasing Engineering Technology programs by 100 percent above current rates, increasing STEM-focused Associates degree track enrollment by 25 percent and completion by 15 percent, and increasing the number of

STEM programs offered by Broward College by 25 percent, all within five years.

Actions

Broward College will increase STEM enrollment by 50 percent by 2017 and double the number of graduates in computer science, engineering and environmental technology programs. Student recruitments strategies will include STEM career literacy information for secondary schools counselors, parents and students and will focus on peer-to-peer student recruitment, faculty-to-faculty networks, faculty-to-business professional development and student-to-business networks to increase student interest and access to STEM programs.

Broward College will achieve its aims through several strategies to improve retention in STEM fields. The college will improve STEM faculty training to focus on innovative and engaging teaching techniques such as active learning, discovery learning, project-based learning, case studies, and collaborative learning in both the classroom and the laboratory. It will also align course content to the competencies required for high wage job opportunities.

For local middle and high school students, Broward College will offer free or low cost summer programs to increase interest in STEM careers and increase students' preparedness for gateway STEM courses. Building on existing relationships with local public and private schools within Broward County, Broward College also will engage primary and secondary school students in STEM-related activities through a "One College" STEM program.

In addition, a dedicated Broward College STEM team, involving all campuses, will develop programs that add emphasis on serving low income, women and minority students and STEM dual programs will support measures to enroll and graduate more low income, women and underrepresented minorities.

Bryn Mawr College (Bryn Mawr, PA)

Goals

Bryn Mawr College is committing to increase by 5 percent the number of undergraduates with poor mathematics preparation completing STEM degrees through implementation of a specialized mathematics preparation. This short-term goal is in line with the long-term trajectory to have students with poor math preparation completing STEM degrees on par with students who enter with strong math preparation.

Actions

Bryn Mawr College will address a primary reason students drop out of STEM fields: difficulty with the required mathematics. Bryn Mawr is developing a new strategy for mathematics remediation by providing students who enter gateway STEM courses with weak mathematics preparation the skill- and confidence-building to thrive in those courses, thereby increasing the likelihood they graduate with STEM degrees. The College will achieve this improvement in remediation by using blended (hybrid) learning to provide students with personalized, self-paced instruction; adopting a "scaffolding" approach so that students receive this supplemental instruction while they are taking STEM gateway courses; and differentially aligning the skills and concepts covered to the content of multiple gateway courses, so that each student studies material explicitly relevant to her.

This blended mathematics fundamentals program will have multiple components: (1) online, interactive modules designed to help students master fundamental concepts, (2) "playlists" that link these modules to the curricula of the targeted courses, and (3) faculty coaches who are trained to use learning data generated through the online modules to deliver effective, individualized coaching and support to students. Bryn Mawr will prepare these modules in the 2014-2015 academic year and pilot them in 2015-2016; the learning data and survey feedback from students and instructors will be used to evaluate the modules, playlists, and overall

blended approach and make adjustments for the following year. This work also will be shared with Bryn Mawr's 12 institutional partners through a First in the World grant, which collectively impacts 2,900 students. Over the four-year pilot, approximately 125 students will participate and the goal is to significantly increase (from 17.1 percent to 21.4 percent) the percentage of the target students completing a STEM degree, ultimately striving to match the 37 percent of students who entered Bryn Mawr with strong math preparation completing STEM degrees.

California Polytechnic State University (San Luis Obispo, CA)

Goals

California Polytechnic State University's (Cal Poly) recognizes the importance of increasing its four-year (40%) and five-year (70%) graduation rates to better meet this need for highly-skilled professionals. Therefore, the University has set a goal to raise these completion rates to 80% and more than 90%, respectively, over the next ten years.

Actions

Cal Poly's Earn by Doing program provides meaningful on-campus work that is applicable to degree disciplines and hones new skill sets while providing income for education expenses. The program was initiated in the College of Engineering, where a dramatic increase in use of engineering shops by students across campus has resulted in the need for greater numbers of student shop techs to ensure lab safety and effectiveness.

As part of Cal Poly's Capital Campaign to raise \$500 million, the university is committed to growing the number of student participants in the existing engineering shops as well as building a scalable Earn by Doing program to be adopted university wide. The university wide Earn by Doing effort will seek to create pathway opportunities for students to earn funds in support of their education. There will be two potential tracks: Industry and Community. The industry track is envisioned to enhance partnerships with corporations through assistantships, internships, mentoring, and recruitment programs, and placement. The community track is intended to focus on campus priorities tied to sustainability, alumni outreach, international work or study experiences or emphasize service with non-profits or government.

Earn by Doing programs are designed to improve STEM retention and success. Students in Earn by Doing positions work together within their discipline, alongside other students, with staff technicians and faculty. This creates camaraderie and a stronger sense of belonging to the college.

California State University Bakersfield (Bakersfield, CA)

Goals

California State University Bakersfield (CSUB) has set five-year goals to increase STEM majors via recruitment by 20 percent and increase first year STEM degree retention and STEM degree completion by 5 percent and ten-year goals to increase first year STEM degree retention and STEM degree completion by 10 percent.

Actions

CSUB houses one of only 59 Fab Labs (based on the MIT model from the Center for Bits and Atoms) in the U.S., and one of only four located on a University campus. The Fab Lab is a facility that contains digital design and fabrication capabilities that allow anyone to make almost anything. Digital fabrication uses computer controlled machines to make objects and involves moving a design on a computer into the real world, including 3D printing, laser cutting, milling, and CNC machining. The Fab Lab has been designed as a space for users to take ideas from concept, to design, to prototype - all while working across disciplines and with industry

partners.

The university commits to engineering program curriculum redesign to include Fab Lab as a medium of instruction. The redesign will begin in the very first courses – Introduction to Engineering I and II. The courses will merge first year experience courses, already existing on campus, with introductory project-based learning embedded using Fab Lab equipment. The course includes introduction to engineering design, use of basic tools, and including at least two month-long projects. Local industry partners, such as Pacific Gas & Electric Company, Chevron, Aera Energy, and Paramount Farms will serve in an advisory role as well as contributing as in-class speakers on various aspects of the life as an engineer, providing job shadow opportunities and offering competitive internships in the following year. Measurable student learning outcomes on career awareness, knowledge of various areas of engineering, the role of engineers in society, and engineering ethical principles will be assessed, and provide a feedback cycle to refine these strategies, and expansion into the entire engineering curriculum. CSUB aims to build a nationally recognized model of industry-education partnership with the Fab Lab as a major component.

California State University San Bernardino (San Bernardino, CA)

Goals

California State University San Bernardino (CSUSB) commits to increasing the number of College of Natural Sciences (CNS) graduates by 25% in five years to nearly 800.

Actions

With financial support from an NSF grant, the director of the campus' teaching and learning center, and the college dean support a seven-person faculty learning community (FLC). This FLC, which includes faculty members from biology, chemistry, and physics spent 2013-2014 identifying learning "bottlenecks" in courses and studying the evidence-based teaching practices (EBTPs) most likely to foster students' deep learning of these difficult concepts. FLC members are now pilot-testing EBTPs such as process oriented guided inquiry learning, ongoing formative assessment, and intentional rapport building in their courses. The FLC members are studying the impact of these interventions on student learning and ultimately on retention and time to graduation. The number of students directly impacted by this intervention is 639. These faculty members are likely to adapt what they are learning to other courses they teach, thus impacting additional students. CSUSB intends to move from an FLC model, which is a finite learning opportunity, to a Community of Practice model, a model which increases faculty interest in teaching and learning and which provides a safe and supportive environment for faculty to investigate, attempt, assess, and adopt new methods of teaching.

The college is committed to implementing the following: a course redesign institute for 12 STEM faculty members each year for three years; the integration of EBTP into the two year orientation of new faculty members (CNS hired 13 people for fall 2014 and may hire as many as 14 for fall 2015); an examination of the RPT process to facilitate changes that better support/reward/evaluate effective teaching; and collaborating with the CSU Chancellor's Office to facilitate similar projects on a number of the other 22 CSU campuses.

California State University San Bernardino's CNS is dedicated to creating the systemic change necessary for STEM majors to be successful. CSUSB is a Hispanic-Serving Institution in which more than 70% of the students are first generation and serves a region that the Milken Institute ranks last in educational attainment when compared to the 50 largest metropolitan areas in the US. CSUSB's goal is to create a culture of evidence-based teaching and learning that fosters deep learning in students, and provides sustained faculty development opportunities. The first step in effecting this systemic change was a focus on STEM courses that have high failure rates and therefore play a key role in preventing students from making progress towards a degree.

California State University, Dominguez Hills (Carson, CA)

Goals

California State University, Dominguez Hills is committing to increasing the STEM student retention from the first to the second year by 10 percent, from 77 percent in 2012 to 87 percent in 2016, towards a university-wide goal of doubling the graduation rate to 60 percent for the Class of 2020.

Actions

California State University, Dominguez Hills (CSUDH) is a Hispanic-Serving Institution with substantial enrollment of women, low-income and first-generation college students. CSUDH will launch the First-Year Undergraduate STEM Experience (FUSE) as part of the California State University (CSU) STEM Collaboratives Initiative. Through FUSE, CSUDH is expanding and integrating its support for STEM majors to improve retention of students, including low-income, women, and underrepresented minority students. FUSE provides a holistic, immersive experience in STEM, beginning when students are recruited to STEM majors, and leading to an energized cohort of second-year students who are integrated into the campus and on track for graduation into a STEM career. FUSE includes an introductory summer STEM experience, intensive bridge courses designed to build students' preparation for their first college-level STEM course, Peer Leaders to provide support and mentoring in the summer and throughout the year, community-building cohort events, and active learning in key gateway courses. Through FUSE, STEM students will gain a sense of belonging to the campus, an affinity for the STEM disciplines, and a mindset for success; they will have robust support in and out of the classroom, including engaging instruction, appropriate advising, tutoring, and mentoring, and this initiative will significantly improve student success.

FUSE will serve at least 150 of the approximately 300 incoming STEM majors entering in each of Fall 2015 and Fall 2016. A major goal of the program is to increase the STEM student retention from the first to second year from a baseline level of 77 percent for the entering class of 2012 to 87 percent for the entering class of 2016. This initiative is one component of a campus-wide initiative to double the graduation rate to 60 percent for the graduating class of 2020.

California State University Los Angeles (Los Angeles, CA)

Goals

California State University Los Angeles seeks to increase the number of STEM degrees awarded to underrepresented minorities by 25 percent in the next five years.

Actions

California State University Los Angeles (Cal State LA) serves as a gateway to higher education for youth in East Los Angeles where over 95 percent of residents are Hispanic and more than 25 percent live below the poverty line; currently, 60 percent of the students at Cal State LA are female and more than 70 percent are underrepresented minorities. The enrollment of freshmen in STEM majors has more than doubled recently as a result of a concerted effort to increase career awareness by the University and local educational institutions. However, the majority of students come underprepared, requiring remediation in math and/or English.

The College of Engineering, Computer Science and Technology (ECST) has recently been awarded a Helmsley Trust grant to increase the retention and graduation rates of their majors. The hallmark of the project is to provide a first-year experience for students that will engage them in the ECST community long-term. This will be accomplished through an enhancement of the step-up summer bridge program to prepare ECST majors to start calculus in their freshman year, supplemental instructions workshops in math and physics, redesign of the Introduction to Engineering and Technology course to include a hands-on design project, and the integration of

all of these components through an individualized comprehensive developmental advisement plan. The effort will also provide a professional learning community for faculty and staff who are dedicated to student success.

In the College of Natural and Social Sciences, the Biological Sciences faculty have recently launched course redesign projects for their gateway introductory courses. One focus is on a redesign of the present laboratory courses to introduce students to scientific research through laboratory exercises that include more hands-on science activities. Core concepts and competencies gained during these early experiences will be scaffolded into research activities of increasing complexity in upper-division courses.

California State University Monterey Bay (Seaside, CA)

Goals

California State University Monterey Bay, (CSUMB) makes a commitment to increase STEM graduates by 20 percent by participating in a special Computer Science/Information Technology (CIST) articulation with Hartnell College which reduces the cost of the undergraduate degree, increases the numbers of STEM graduates in high-tech fields, serves low-income, underrepresented students, and uses a cohort model to increase student retention, to meet community and industry needs.

Actions

The CSIT-in-3 program is developed as a collaboration between CSUMB and Hartnell as an opportunity for students to take advantage of a lowcost degree option that would provide them with valuable knowledge and skills and put them into the workforce immediately after graduation. It also addresses a critical workforce shortage in the region, as described by many companies in Silicon Valley. The students will receive a Bachelor of Science degree in computer science and information technology with a networking concentration. The curriculum is year-round, asking students to commit 50-60 hours per week on their studies, allowing them to graduate in three years. In addition to improved retention, completion, and time to degree, CSIT-in-3 is the proverbial \$10,000 degree, when CSU and community college tuition rates are combined in this three-year format. The program is designed around a cohort model, admitting 30-35 students per cohort. Eighty percent are first-generation college students; 90% are Latino; 43% are women. The first-to-second year retention of the first cohort is 90%. California State University Monterey Bay is currently investigating ways to replicate the program in other STEM fields.

California State University Northridge (Northridge, CA)

Goals

California State University Northridge (CSUN) will implement programs to reduce the 6-year STEM graduation rate gap by 50 percent between underrepresented minorities and non-underrepresented minorities (from 14 % to 7 %), and between Pell and non-Pell recipients (from 9 % to 4 %). CSUN commits to improving their AIMS² program to increase by 10 percent the number of students completing program requirements by 2015. Additionally, CSUN will be working towards an overall 6 percent increase in 6-year STEM graduation rate for the incoming class of 2019 and an 8 percent increase in 4-year STEM graduation rate for the incoming class of 2021.

Actions

An interdisciplinary group of CSUN faculty members have proposed a CSUN STEM Collaborative effort to address students' needs in math. Additional goals include increasing awareness of career opportunities available to STEM students and helping these students choose a major that best suits them. CSUN plans to do this by providing summer activities in math through Early Start. Successful models from previous Summer Bridge Programs will be adopted into Early Start to provide career guidance, stimulate student cohesion and provide

peer support during the summer and during their first year on campus. Within this program CSUN will cohort the STEM students and channel them into the freshman year seminar course, Science 100, for the students in the College of Science and Mathematics and newly designed gateway courses in the College of Engineering and Computer Science. These cohorts will be supported through their math experiences, provided peer tutoring, and lab and discussion times.

A collaborative project entitled AIMS² (for Attract, Inspire, Mentor and Support Students), is led by CSUN, in partnership with Glendale Community College (GCC) and the College of the Canyons (COC). Students enrolled in the AIMS² cohorts have access to special mentoring and advisement by faculty, tutoring and peer mentoring, social activities, field trips and opportunities to take part in summer research projects. Outreach activities by cohort students to other colleges and high schools helps raise awareness of the grant and encourages future students. Another collaborative team of faculty from Engineering, Art and Education just received funding under the California Career Pathways Consortium Development Grant to work with students in K-14 and beyond to create career pathways in Manufacturing, Digital Arts, and Entrepreneurship. The consortium, which includes Glendale Community College and the Glendale and Burbank school districts, is built to address the existing skills gap in California.

CSUN has also developed a new program called BUILD@CSUN, with funding from NIH, to create a paradigm shift in research training and mentoring to diversify the biomedical workforce by reframing and redesigning current approaches through the lens of Critical Race Theory. Within BUILD laboratories, students and faculty members will engage in their ongoing research in a cooperative social environment rather than a competitive one – less hierarchical and more inclusive of input from all members of the laboratory and with attention paid to the social justice implications of one's work. 97 faculty have already signed on as research mentors and have submitted biosketches and research projects for BUILD@CSUN.

California State Polytechnic University, Pomona (Pomona, CA)

Goals

California State Polytechnic University, Pomona commits to halving the achievement gap in graduation rates between at-risk, underprepared students and the rest of the University population through a new program to strengthen the foundation for STEM student success.

Actions

California State Polytechnic University, Pomona (Cal Poly Pomona) is a Hispanic Serving Institution and STEM majors comprise 40.5 percent of all undergraduate students. STEM students at Cal Poly Pomona already have a high retention rate in their first two years, yet at-risk students may postpone taking calculus for a year or more, and often do not make efficient progress to degree. To address this ongoing concern, Cal Poly Pomona has launched a new project to strengthen the foundation for STEM student success and decrease by half the achievement gap in graduation rates. This cross-departmental, cross-divisional collaboration will provide at-risk students with the resources, skills, and self-assurance they need to be successful. In the first year the university will pilot the project with 120 students, and expand to 480 students in the second year; in years to come it will grow to include a significant percentage of Cal Poly Pomona's STEM population.

The project is built on several existing student success offerings. First, it will enable students to develop a sense of identity as a STEM major during the 3-day residential orientation by providing students the opportunity to meet with role models and participate in productive persistence activities to improve their self-confidence. It will also introduce career preparation in the freshman year by bringing project-based activities into the classroom and including students in workshops facilitated by faculty, alumni, and industry representatives. The program will employ a pyramid model of peer-mentoring previously established under a NSF ADVANCE grant

in which faculty will mentor upper division STEM students who, in turn, mentor lower division STEM students.

Finally, in order to directly address the needs of students underprepared in mathematics, the college will redesign college algebra, trigonometry, and calculus courses to increase time on task and decrease the time to calculus and to other math-based STEM classes. The first two courses will be supplemented by a learning-assistance model and the third course will include just-in-time instruction in lieu of pre-calculus.

California State University, San Bernardino (San Bernardino, CA)

Goals

California State University, San Bernardino commits to increase the number of graduates from the College of Natural Sciences by 25 percent in the next five years by improving classroom teaching practices.

Actions

California State University, San Bernardino (CSUSB) is a Hispanic-Serving Institution at which more than 70 percent of the students are first generation. The university's goal is to create a culture of evidence-based teaching and learning that fosters deep learning in students, and provides sustained faculty development opportunities. The first step in effecting this systemic change has been a focus on STEM courses that have high failure rates and therefore play a key role in preventing students from making progress towards a degree. Recently the College of Natural Sciences supported the development of a seven-person faculty learning community (FLC). This FLC, which includes faculty members from biology, chemistry, and physics, has examined learning "bottlenecks" in courses and the faculty members are piloting the evidence-based teaching practices (EBTPs) most likely to foster student learning in their own classrooms.

To build on movement toward more effective teaching practices, the university is evolving from a FLC model to a Community of Practice model, which increases faculty interest in teaching and learning and which provides a safe and supportive environment for faculty to investigate, attempt, assess, and adopt new methods of teaching. The Community of Practice will allow for multiple, ongoing opportunities and forms of support; differing levels of faculty participation; variation in experience and expertise among its members; and flexibility to accommodate the needs of individual community members.

The college is committed to implementing several concrete steps to support faculty development in STEM teaching. These include launching a course redesign institute for 12 STEM faculty members each year for three years; integrating EBTP into the two-year orientation of new faculty members; examining the reappointment, promotion, and tenure process to facilitate changes that better support, evaluate, and reward effective teaching; and collaborating with the California State University (CSU) Chancellor's Office to facilitate similar projects on a number of the other 22 CSU campuses.

Central Michigan University (Mt Pleasant, MI)

Goals

Central Michigan University commits to expand their work with Charter Public schools and to expand to traditional public schools, to track college admission applications, college attendance, evaluate selected majors (STEAM and non STEAM) and college retention and graduation statistics and provide data to inform further intervention and advancement of the project. Specifically, CMU plans to increase the program reach each year by 50 students (by 2021 CMU will have reached 500 new 7th graders), to increase college admissions by 5 percent in each school each year through 2021.

Actions

The College of Education and Human Services (CEHS) at CMU will grow a unique program connecting middle

school students with college campus experience to explore STEM studies, experience academic/residence life, receive career counseling, and envision their future. Camp Central for College Candidates (CCCC) aka Chip Camp 2014 piloted a science, technology, engineering, math experience for rising 7th graders and created an opportunity for underserved students to discover post-secondary opportunities. CCCC challenged students to achieve learning through classroom/laboratory activities. CCCC was led by faculty/staff in partnership with GEAR UP and Flint Charter schools. CCCC faculty/staff helped students explore career options through real-world projects and residential life. CCCC's goals provided academic enrichment for middle school students to explore STEM learning and gain awareness of college possibilities. The pilot was assessed and "Arts" were added (STEAM). This was added because of the creativity that emerged from participants. Success measurements focused on students' college readiness and continued engagement in STEAM studies. Surveys of students, teachers, and parents were collected to examine CCCC impact on students' continued interest and plans for post-secondary education.

In addition, CMU will expand its counseling program to: develop a specific STEAM career and school counseling component with professional school counselors in training; implement a specific program on college and career readiness in counseling/advising related to STEAM majors and other majors; train current school counselors in Michigan Charter Public Schools in CCR and specifically in STEAM Career and College opportunities; train administrators, family members, and community leaders in Michigan Charter Public Schools in college counselling and specifically in STEAM Career and College opportunities; prepare students/parents/community leaders in college application, financial aid and scholarship application, and assessing available universities.

Cincinnati State Technical and Community College (Cincinnati, OH)

Goals

Cincinnati State Technical and Community College is committing to triple the number of students who transition from the state-sponsored STEM high school to the college each year and expanding dual (concurrent) enrollment and to achieve a college graduation rate for this group that is at least double the normal rate for this student population.

Actions

Cincinnati State Technical and Community College opened a new state-sponsored STEM community charter school in Fall of 2012. Three in four students at the school qualify for free or reduced price lunches, and most are African-American. This school is unique because it operates on the college's main campus with no barriers - the classrooms are next to college classrooms and the lunch area is next to the college student cafeteria. The school is highly focused on developing science and math skills, with an emphasis on project-based learning and partnerships with the local community, and the students participate in the college's STEM related events throughout the year.

The current high school enrollment is limited to 200 students but the college plans not only to expand the high school, but to develop a pipeline of students who are prepared and interested in math and science, particularly drawing low-income students onto college tracks and into careers in STEM. Over the next few years Cincinnati State aims to increase the number of students who transition from the high school to the college and expand dual (concurrent) enrollment by implementing College Credit Plus, the Ohio system's strategy for maximizing dual college and high school enrollment. This will enable students to start a pathway leading to completion of 15 college credits during their high school years. In the next three years the college aims grow from the 17 high school graduates that matriculated to Cincinnati State this year to 50 per year, and achieve a college graduation rate that is at least double the normal rate for this population.

College Greenlight

Goals

College Greenlight is committing to several actions to recruit more low-income, underrepresented and first-generation students to STEM college degrees, including more than doubling the number of students in College Greenlight interested in pursuing STEM education and careers and building a database of STEM-focused scholarships for high school and current college students.

Actions

College Greenlight is an online college and scholarship platform that encourages first generation, low-income, and underrepresented students to expand their college options and increase the quality and quantity of their college applications—actions that significantly increase their likelihood of enrolling at institutions that fit them academically, socially, and financially. Currently several of the top institutions in country—including Cornell University, Harvey Mudd College, Lehigh University, Northwestern University, Purdue University, University of Chicago, University of Illinois, Yale University, and others— partner with College Greenlight to help the institutions enroll more low-income students, women, and underrepresented minorities in STEM.

College Greenlight is announcing several new efforts to bring more students into STEM, including significantly increasing the number of colleges utilizing College Greenlight to recruit low-income, underrepresented, and first-generation students. They will also significantly increase outreach to organizations supporting low-income and underrepresented students in STEM pathways in order to double the number of students on College Greenlight interested in pursuing STEM education and careers. In addition, the organization will quadruple the number of Upward Bound Math & Science programs using College Greenlight from almost 20 to 80.

College Greenlight is forming a STEM advisory board consisting of college admissions officers, high school counselors, nonprofit student advisers, and STEM education experts, to develop detailed CCR material focused on STEM higher education and career pathways and provide students with access to resources, such as STEM summer programs, to put them on the recommended pathway. Finally, the organization is committing to build the largest database of STEM-focused scholarships for high school and current college students, providing valuable funding to increase matriculation, retention, and graduation rates of students in STEM fields.

In conjunction with this effort, they will develop partnerships with STEM scholarship providers to grow the pipeline of low-income and underrepresented minority student applicants for top national scholarship programs.

Community College of Philadelphia (Philadelphia, PA)

Goals

The Community College of Philadelphia commits to increasing the number of STEM graduates by 20 percent.

Actions

The Community College of Philadelphia will continue and expand student research opportunities to increase STEM students' retention to graduation. Involving students in hands-on laboratory experiments increases their grasp of the material and engages them on a deeper level. With this as a premise, the College has invited area high school students to come to participate in laboratory experiments pertaining to subjects they are studying in their own schools. This has also been extended to a summer camp experience and to partnering with the Franklin Institute to offer the Philadelphia community a chance to see science at work through a week-long Science Festival experience.

Community College of Philadelphia students will be given more opportunities to participate in authentic

research projects both internally at the College and with external partners. College students will have the opportunity to work with faculty members in a research study focusing on key topics such as asepsis and artificial sweeteners. Students have also been given the opportunity to “learn by doing” through participation in ongoing research projects at such prestigious institutions as Brookhaven National Laboratories, Children’s Hospital of Philadelphia and Drexel University.

The Community College of Philadelphia is an open admission, associate’s degree-granting institution with a nontraditional student population that is 74% minority. The College is well-positioned to make substantial impact on minority and female students in STEM majors and to increase the number and proportion of high need students who persist to graduation. Thus the College has focused on multiple strategies such as student support, retention initiatives, STEM career exploration and experiential lab work and research experience with industry partnerships.

Connecticut College of Technology

Goals

The Connecticut College of Technology’s Regional Center for Next Generation Manufacturing will launch dedicated outreach to encourage women and underrepresented minorities to consider careers in STEM, impacting more than 8000 students.

Actions

Connecticut College of Technology (COT) is a statewide initiative that focuses on creating educational pathways for students to earn certificates, Associate of Science and Bachelor of Science Degrees in Engineering Science and Technology Studies. As part of the effort to increase participation in STEM by women and underrepresented minorities, the Connecticut College of Technology’s Regional Center for Next Generation Manufacturing (COT-RCNGM), a National Science Foundation Center of Excellence, commits to sponsor and facilitate outreach initiatives that specifically encourage these students to pursue a college education in STEM disciplines. By holding high school manufacturing expos, guidance counselor workshops, and creating marketing materials featuring female and underrepresented students as role models, the COT-RCNGM will introduce high school students to the career opportunities available in STEM. Through these initiatives, more than 8,000 students will be able to see first-hand that STEM careers are for anyone who has an interest in the fields.

Cornell University (Ithaca, NY)

Goals

Cornell University commits to achieve academic equity across all demographic groups, so that students from groups traditionally underrepresented in STEM fields achieve in and complete STEM degrees at similar rates to majority STEM students.

Actions

Cornell University will adapt eight total introductory courses in Physics and Biology and will share their learnings and results through the CIRTL network of 24 colleges and universities (Center for the Integration of Research on Teaching and Learning) as well as through published articles and professional conference presentations. Cornell expects to expand this effort to additional departments and colleges in the coming years. The introductory Biology courses serve over 1000 students per year at Cornell, and the introductory Physics courses involve about 600. These courses not only serve the Biology and Physics majors, but are key pre-requisites in a wide variety of fields in engineering and the life sciences. As part of its goal, Cornell University aims to see a notable increase in performance and retention among low-income and underrepresented students in these fields.

This strategy builds on the success of previous efforts. For example, Cornell's Biology Scholars program and OADI Research Scholars programs as well as Federal McNair programs are increasing the pipelines of underrepresented students as STEM professionals, and focusing on these STEM gateway courses are significant in this overall strategy. Additionally, for the past year, faculty in Physics and Biology have been working on the curricular revisions and new course designs, and the first of the new courses are coming on line Fall 2014. Base line data on performance were gathered with attention to gender, race, economic background, first generation, and disability status in all of the targeted courses before the course revision. Involved faculty attended a national institute hosted by AAC&U, and experts in STEM education have also been hosted on campus, with a dedicated staff member from Cornell's Center for Teaching Excellence spending time with faculty and working on additional funding proposals with NSF and other agencies and foundations.

Cornell University is interested not only in the interventions themselves, including a focus on flipped classrooms, collaborative and participatory learning, and peer-led study groups, but also in research on the "second adopters" --those faculty members who are not the main enthusiasts, but come to teach the re-designed courses or become members of the departments after the revisions with experience from institutions where the courses may have been more conventionally taught.

Dallas County Community College District

Goals

Dallas County Community College District commits to implementing a number of interconnected strategies to identify, recruit, and support more low-income, female, and underrepresented STEM students culminating in recruiting an additional 1200 students annually by 2020 with a graduation rate better than 50 percent.

Actions

The Dallas County Community College District (DCCCD) and the seven colleges in its system will launch and build upon its upcoming STEM Careers Awareness campaign, which the District will begin in partnership with Dallas Independent School District (ISD) in spring 2015. Current Dallas ISD middle school and high school students will be able to use this new interactive online platform to explore STEM education pathways, both credit and certificate, that lead to jobs in STEM fields. The system will also connect participating students with enrollment information about summer bridge programs, such as Texas Prefreshman Engineering Program, as well as STEM-related scholarship opportunities within the District. Students will also have access to advising services within DCCCD, which they can leverage to consider future course enrollment and scholarship opportunities. Within the next 18 months, this campaign will expand to a minimum of seven additional independent school districts across Dallas County, which collectively serve more than 200,000 middle and high school students each year.

DCCCD will also enrich its partnership with Dallas ISD by providing science and math focused high schools and on-campus early college high schools with opportunities to engage faculty in professional development centered on equity issues in teaching as well as to build connections between secondary and college faculty and programs.

Based on successful experience with the existing STEM Institute, which helps students complete their Associate STEM degree and transfer to a four-year university, DCCCD anticipates that applying strategies refined at the Institute across the system will impact the overall STEM program retention rate. By 2020 they expect to be recruiting an additional 1200 students annually with a graduation rate of 50 percent or more.

Dominican University of California (San Rafael, CA)

Goals

By 2020, the Dominican University of California will double the number of STEM graduates to 100. In addition to graduates in STEM fields, a redesigned curriculum will provide students with more flexibility to minor in STEM fields. Currently, few students have the opportunity to minor in a STEM discipline, and with this new curriculum the commitment represents at least tripling the number of students with a STEM minor.

Actions

The Dominican Experience, a program that will be at the heart of all of our students' education, will expand and scale mentoring to STEM students. As the recent Gallup-Purdue study found, mentors have a profound effect on student success, completion, and satisfaction. Currently, approximately 20% of Dominican's STEM students participate in a mentoring program. The Dominican Experience will provide all students with mentors upon admission through graduation. The University is currently engaged in a campus-wide strategic planning process that will define the Dominican Experience and will provide students with an innovative advising structure called Integrative Advising. Peer mentors will help students make the transition to college. Alumni, faculty, staff, and friends of the University will mentor students as they move from college to career. The mentoring program will be in addition to a new advising program. Together, mentoring and advising will give students a more holistic and comprehensive approach to their education. The Dominican Experience is a new approach to the University's educational model and will entail development of new programming and a redesign of the curriculum. This new model of advising will support students individually in making a meaningful whole of their education.

Duke University (Durham, NC)

Goals

Duke University aims to increase underrepresented minority student STEM degree completion by 8%.

Actions

To achieve this commitment, Duke will create the Collaboratory On Mentoring, Persistence, Assessment, and Student Success (COMPASS) Project, an integrated suite of complementary efforts to chart new directions for STEM education. The project will focus on students and faculty, spanning multiple departments and creating a community of STEM learners and research practitioners. Truly progressive teaching models move beyond simplistic versions of "what works" to a nuanced understanding that different strategies work for different students. Duke University's commitment to teaching to diversity (from the students and faculty to the content, teaching methods, and context) requires a shift away from a one-size-fits-all educational model. This approach draws on the 13 components of the successful UMBC Meyerhoff model, many of which, while at play at Duke, could be better connected into a more integrated whole.

Educate Texas

Goals

Educate Texas commits to working with regional teams (including colleges, school districts, and workforce partners) to meet the goal of at least 100,000 STEM 2- and 4- year degrees by 2019, to meet predicted Texas workforce needs.

Actions

Led by Educate Texas, regional teams of higher education and workforce partners will: a) Use real-time labor market data to identify regional STEM workforce needs; b) Collaboratively develop strategic plans that use

research-based practices that are known to support and increase student performance in STEM academic and career pathways; c) Develop Regional STEM Pathway Plans that outline steps for increasing the number of underrepresented students in each region who graduate with postsecondary STEM credentials (including two-year, four-year, or technical degrees and/or workforce certificates) that meet identified workforce needs.

Flathead Valley Community College (Kalispell, MT)

Goals

Flathead Valley Community College (FVCC) commits to increasing the number of graduates transferring from FVCC into four-year STEM programs by 15% in the next two years.

Actions

Flathead Valley Community College (FVCC) commits to increase the number of graduates transferring from FVCC into four-year STEM programs with the following two new strategies.

First, FVCC will incentivize STEM faculty to pursue grants that support undergraduate research by providing principle investigators with release time from their teaching commitments to develop and manage grants of more than \$50,000. Up until now, faculty who have successfully competed for grants have not been compensated for the additional work required to develop and manage the grants. This change was proposed to the FVCC administration by the STEM Research Committee. The amount of release time will be commensurate with the duties required by the grant. FVCC believes this strategy will encourage more faculty to pursue research grant opportunities that will benefit existing STEM students and increase the attractiveness of FVCC's STEM programs to new students.

Second, FVCC will increase its institutional commitment to undergraduate research by increasing the compensation for STEM faculty who teach undergraduate research courses. FVCC recognizes that setting up an undergraduate research course and mentoring aspiring scientists requires more time and effort than a typical course demands. In the past, STEM faculty who taught an undergraduate research course (typically one credit) above and beyond their regular teaching load received one credit of pay at the adjunct rate. FVCC is currently in discussions with the STEM Research Committee on a suitable pay arrangement for undergraduate research courses.

Florida International University (Miami, FL)

Goals

Florida International University (FIU), a minority serving institution with over 11,000 STEM majors approximately 8,800 of whom are from groups underrepresented in STEM, commits to increasing overall STEM graduate rates by 10%.

Actions

Florida International University (FIU) will transition to a fully evidence-based STEM education model with the majority of undergraduate STEM courses being taught using active learning and other evidence-based methods within five years. These transformations will reduce individual course failure rates by at least 20% within 2 years of implementation, leading to a 10% increase in overall STEM graduate rates. FIU currently has nearly 11,000 STEM majors, over 80% of which are from historically underrepresented groups, and will continue to grow as the institution is projected to expand by 11% by 2020. These gains in STEM graduation will be accomplished through prioritizing critical gateway STEM courses, upgrading classroom assessment and evaluation, providing faculty with the time and funding to receive professional development in evidence-based teaching methods, and integrating the culture of evidence-based instruction into faculty assignments, evaluation, tenure, and promotion processes.

Florida Agricultural and Mechanical University (Tallahassee, FL)

Goals

Florida A&M University is committing to a plan to increase its enrollment and STEM degree production in the areas of computing and IT by 25 percent by 2018.

Actions

Starting in Fall 2015 with expanded recruitment, outreach, professional development, and academic support, this commitment will build a recently established partnership between FAMU and Florida State University to create the Florida Information Technology Career (FITC) Alliance. The FITC Alliance will engage academic (high schools, community colleges and universities in Florida) and industry (public and private employers) partners to collaborate to increase recruitment efforts and retention and graduation rates in the IT and computing disciplines, with support from the Florida Board of Governors.

Foothill College (Los Altos Hills, CA)

Goals

STEM students comprise 35.3 percent of the Foothill College student population of 15,576, with STEM numbers increasing each year. Foothill College is committed to expanding its STEM student population by 5 percent per year and to increase its graduation rate by 95 percent above current rates within five years.

Action

To meet this commitment, Foothill will continue to expand on its STEM programs, consistent with recent research on STEM student success and retention: academic support services that closely parallel STEM courses and pathways; analytical management to enable comprehensive support with limited resources; comprehensive mentoring services for progressive student success within an active learning community; stimulation of student learning via flipped classrooms, actively learning and growth mindset; and undergraduate research and internships. This will include:

- Recruiting more students into STEM majors by using faculty as STEM role models, especially for underrepresented students. These include Puente Program (helps Latino students transfer to four-year institutions), Pass the Torch (pairs high achieving students with minority students in study teams), and an active Student Outreach and Retention Office.
- Giving students academic support with a dedicated “STEM emporium” space: STEM programs will apply a scaffolding strategy that includes readiness testing for core STEM courses, along with booster modules to get students’ skills up to course requisite skill level. A STEM emporium is in a centralized physical location and has a mechanism to coordinate student assessments, booster/scaffolding instruction, and mentoring. The STEM emporium works in close collaboration with each student’s instructor to ensure that remedial work has been completed and that the student has gained the skills to join and succeed with the other class participants.
- Expanding opportunities for STEM research and internships through partnerships: Foothill has developed partnerships with local four-year institutions and companies to provide collaborative studies, undergraduate research and internships, including Stanford University, California State University at San Jose, CalPoly San Luis Obispo, University of California Santa Cruz, University of California Irvine, NASA AMES, Cisco, Microsoft, Triple Ring, and Fogarty Institute for Innovation. Foothill stays on the forefront of STEM education with relationships with the Carnegie Foundation for the Advancement in Education, Gates Foundation, Monterey Institute for Technology and Education, League for Innovation and the National Science Foundation.
- Supporting the ability of STEM teachers to continue to improve their instructional practices: Foothill’s Science Learning Institute (SLI) provides an innovative model based on educational research and best

practices for the successful teaching and learning of science, technology, engineering and mathematics at all levels. This includes STEM summer camps, scholarships, summer Math Bridge, online course creation, using the campus as a living laboratory, and cutting edge curriculum in biomedical devices, 3D printing, green chemistry, Big Data, quantum computing, and energy.

Framingham State University (Framingham, MA)

Goals

Framingham State University (FSU) commits to retain 75 percent of STEM majors for the Fall 2019 entering class, an increase of nearly 10 percent over current retention rates.

Actions

To achieve this commitment, FSU will take a multi-pronged approach.

- First, they will increase the number of Supplemental Instruction courses to ensure that all students have access to these supports. FSU implemented Supplemental Instruction (SI) in several courses in the Fall of 2011. By spring 2013, SI supported fourteen introductory courses in chemistry, biology, math, and economics that regularly had D's, F's, or withdrawal (DFW) rates greater than 33%. An analysis of SI courses found that students attending SI had 25% fewer F grades than non-SI students and 17% fewer course withdrawals. FSU will also hire an SI coordinator to manage this growing program.
- Second, FSU will increase the number of sections of gateway courses in the sciences. This will allow us to reduce class size and to provide students the flexibility of starting two course introductory sequences in biology and chemistry in either semester. FSU has used funding from a Massachusetts Vision Grant to address challenges in our STEM gateway courses. Several courses were redesigned based upon Ken Bain's concept of Natural Critical Learning Environments. An evaluation of one of the courses involved, Physics II, showed that level of interest in Physics increased substantially from pre-course levels.
- Third, FSU will offer faculty development opportunities to encourage faculty to implement problem based learning in gateway courses.
- Lastly, FSU will analyze admissions and course data to allow us to identify those incoming students most likely to need extra supports. FSU will begin offering a summer bridge program for at risk students in the summer of 2016, after completion of their new science center.
- Building on existing progress: Increasing the number of STEM graduates has been set as a key goal in the University's Strategic Plan. FSU has already begun to partner with its major feeder schools to improve STEM readiness. In fall of 2011 20.5% of incoming students from our partner schools required math remediation. Through its partnerships, FSU reduced this number to 10% in 2013. Through these efforts and others, the total enrollment in STEM at FSU has increased from 660 declared majors in Fall 2010 to 1033 in Fall 2014.

George Washington University (Washington, DC)

Goals

With new strategic initiatives over 4 years, George Washington University (GWU) aims to double the number of underrepresented students majoring in STEM disciplines and increase the engineering graduation rate of these students by 10 percent.

Actions

George Washington University's plan calls for considerable allocation of new faculty lines to an undergraduate Science, Technology, Engineering, and Mathematics (STEM) Academy to train STEM faculty members in the use of scientifically proven pedagogical approaches in their classrooms. The creation of a STEM Academy

enables GWU to hire faculty prominent in STEM education to lead initiatives in the field; recruit and support high-quality science students at all levels: undergraduate, graduate and postdoctoral; develop an outreach strategy to attract students from underrepresented groups; and train STEM faculty members to use scientifically proven pedagogical approaches in their classroom. The George Washington University was recently awarded an NSF-Wider Award for a planning project in which an interdisciplinary team of faculty will design a long-term, scalable strategy to institutionalize implementation of teaching, learning and assessment practices that have been shown by researchers to enhance STEM student learning, attract and support underrepresented populations, and improve retention of students in scientific fields.

Georgia Gwinnett College (Lawrenceville, GA)

Goals

Georgia Gwinnett commits to increasing STEM enrollment by 25 percent, STEM retention by 5 percent, and the number of STEM graduates by 50 percent by 2020.

Actions

Georgia Gwinnett College's STEM Initiative is an outgrowth of the College's overall commitment to active pedagogy with authentic experiences. The STEM Initiative implements an integrated plan that is designed to both improve retention in STEM fields and prepare STEM students for a variety of post-baccalaureate options include immediate employment, graduate school and professional school. At the center of this initiative is the School of Science and Technology's (SST) the 4-year Undergraduate Research Experience (4-yr URE) which is composed of two mutually supportive efforts, course-based course revisions to embed developmentally appropriate research experiences into classes and a combination of STEM internship opportunities and individual and group directed research opportunities that allow students to apply their understanding of science and scientific research.

Adding investigation and research experiences into courses. The first of these efforts emerged from recognition of the importance and need to introduce systemic investigation and research experiences much earlier in a student's educational career. STEM faculty, working individually or in small teams are redesigning STEM courses to replace "cookbook" laboratory exercises and textbook based problems with developmentally appropriate active research opportunities. To date, 38 selected courses – 25% of lecture and laboratory courses, drawn from all STEM majors offered at GGC have been revised by faculty to include research experiences. These courses impacted 3,232 students during the 2013-14 Academic Year, reaching all STEM majors (N=2200) and a substantial number of non-majors as well. Additional courses will continue to be revised, with a goal of having authentic research experiences that reach 100% of students in STEM courses each year.

Having all STEM majors complete a research experience or internship: The second effort has been developed based on the curricular decision that, at GGC, all STEM majors will complete either undergraduate research or an internship in their junior and/or senior years. To support this goal, GGC's STEM faculty have developed a variety of opportunities. These include interdisciplinary directed research courses at the sophomore and senior levels, research-based senior-level courses in Biology and Mathematics, and internship opportunities in Biology, Exercise Science, and Information Technology. An additional service-learning internship in Biology has allowed interested students to apply their understanding of research and biology content to the development of lessons for elementary students, thus expanding the reach of the research initiative to pre-college students. All of these courses involve students directly in theoretical or applied research experiences and/or in career-oriented internships in which students apply their content knowledge to real-world situations and deepen their understanding. During the 2013-14 Academic Year, fully 50% of GGC's senior-level STEM students were enrolled in one of these experiential courses. As additional laboratory facilities are completed, opportunities in these courses will expand to include more students.

Georgia State University (Atlanta, GA)

Goals

Through a targeted program over the next three years, Georgia State University will develop a series of analytics-based alerts and interventions specifically aimed at STEM majors and will increase by 20 percent the number of underrepresented and low-income students who graduate with STEM degrees.

Actions

To meet this commitment, Georgia State will:

- Utilize a new predictive analytics system: GSU will use ten years of student data and 2.5 million historical grades, and Georgia State's newly instituted GPS (Graduation and Progression Success) Advising System, which has created predictive analytics for how individual students will perform in any undergraduate major and in most courses. Based on these analyses, Georgia States have created more than 700 early-warning alerts that can be triggered by student actions on a daily basis. We identify immediately when students register for classes that do not apply to their programs of study, allowing us to get them in the right courses, thus avoiding wasted time and credit hours. We also identify when students are not academically prepared to succeed in a particular course and intervene with tutoring and academic coaching before their course grades turn to D's and F's. The scale and impacts of this effort are impressive. Over the last 12 months, there have been 34,000 interventions between Georgia State staff and individual students prompted by alerts from the GPS Advising system. The promise for helping at-risk students in STEM fields is particularly strong. For instance, while last year Georgia State lowered time to degree by an average of 3 credit hours overall, African American STEM majors enjoyed a 10-credit-hour drop in the same category. Georgia State believes that race, ethnicity and income level should not be barriers to success in STEM fields but that higher education has not been giving these students the guidance that they need to proceed in these demanding disciplines.
- Building on success: Georgia State University confers more bachelor's degrees to Latinos, Asian Americans, and Pell students than any institution in Georgia and more bachelor's degrees to African Americans than any not-for-profit university in the United States. Of the 2,098 students that the University graduated in STEM majors over the last four years, more than half were Pell students and 63% were minority students, with African Americans (31%) constituting the largest group. Georgia State thus already has significant impact on the number of at-risk students who complete STEM majors regionally and nationally, but we believe that we have the potential to do much more.

Grand Canyon University (Phoenix, AZ)

Goals

Grand Canyon University commits to expand STEM scholars to 10 school districts over the next two years to serve at least 650 students, putting them on a path to STEM degrees.

Actions

Grand Canyon University (GCU) makes a new commitment and announcement of the STEM scholars program, a dual enrollment program designed to provide qualified students with the opportunity to complete their first year of college while still in high school. GCU will offer a traditional dual enrollment route in Arizona that includes courses taught by qualified math and science teachers during the school day. A cohort of approximately 65 students will begin the pathway in the summer after their sophomore year by taking a core course from a STEM-related degree program on GCU's campus. They take another course on campus during the summer after their junior year. The summer program is designed to augment the math and science dual enrollment courses taught by high school instructors during the school year.

GCU has secured partnerships to implement the STEM Scholars program with two cohorts of students in the Peoria Unified School District's medical pathway program- at their Medical, Engineering, and Technology (MET) Professional Academy- and through a broader STEM pathway at Sunrise Mountain High School.

GCU also provides STEM peer mentor groups, and opportunities to visit companies and organizations in STEM-related fields and exposure to multiple STEM areas, enabling early selection of an area of college study.

Hobart and William Smith Colleges (Geneva, NY)

Goals

Hobart and William Smith (HWS) Colleges commits to reaching over 300 students annually with a STEM focused outreach program which will commence in 2015, leading to a 15 percent increase in STEM enrollment in college programs starting with the graduating high school class of 2018.

Actions

Hobart and William Smith Colleges partners with Geneva 2020, the community's collective impact initiative, including the SUNY Cradle to Career Alliance, to positively impact school success for children enrolled in the Geneva City School District. The initiative commitments to new programs including the "STEM Careers in Geneva Video," and an enhanced Job Shadow program. The "STEM Careers in Geneva Video" initiative represents the synergy between Hobart and William Smith Colleges, Finger Lakes Community College, and the Cornell University Cooperative Extension when we harness resources around careers in the STEM fields. The video would highlight the connection between STEM school success and local STEM career possibilities. Geneva has a brand new Viticulture Center at Finger Lakes Community College, a soon to open Solar Farm, and an observatory that will break ground this spring, in addition to countless other examples. Fifteen Geneva High School Freshmen participated in the pilot job shadow program last year, and HWS Colleges has committed to growing at least three fold this and will include job shadow placements in the STEM fields, to align with studies that connect experiential learning with long-term school success and career preparation. Lastly, the Geneva 2020 steering committee has worked closely with the Geneva City School District to learn more about the ethnicity of students who take Advanced Placement exams, minorities currently represent 40% of Geneva's youth population but only 15% of AP exams are taken by students representing minority ethnic groups. School leadership is working with Geneva 2020 to explore collaborative opportunities to create a Minority Scholars Program, which would increase AP exams in Chemistry, Biology Physics, Calculus, Statistics.

Houston Community College (Houston, TX)

Goals

Through its collaborative engineering program initiative with the University of Texas (UT) at Tyler, HCC commits to increase the number of engineering college graduates by 200 students annually, particularly those from underrepresented groups (e.g., low-income, women, and other minorities). The increase would reflect a 20% (from 30% to 50%) and 15% (from 70% to 85%) completion rate, respectively for HCC and UT Tyler. This goal is to not only ensure access, but retention and completion in this STEM field of study.

Actions

As HCC continues to expand its collaborative initiative, the number of engineering majors at HCC has skyrocketed from 100 to over 1,500 since the inception of the program. Research shows that tutoring, counseling, and advising can help students cope with a wide variety of academic and personal challenges that often restrict their academic success. HCC commits to proactively engage its students in the aforementioned sustainable practices. HCC will help them with the course selection process and provide emotional support and

guidance that many students often need to succeed, particularly those who are first-generation college students and from low-income backgrounds. HCC's objective, in part, is to have licensed counselors who are able to address difficult issues and can instill confidence in students who might otherwise give-up but for our efforts.

IIT Boeing Scholars Academy (Chicago, IL)

Goals

Illinois Institute of Technology (IIT) Boeing Scholars Academy's commitment is to build upon current results and connect with other organizations to expand the program's impact. Since IIT Boeing Scholars' inception in 2011, 100% of high school juniors reported increased confidence in their ability to impact the community through STEM-related activities after their first year in the IIT Boeing Scholars Academy, and 98% of all seniors report increased confidence in their ability to succeed in college. 100% of IIT Boeing Scholar alumni have enrolled in college, with a significant portion planning to pursue courses of study in STEM fields. These are transformative results, and IIT Boeing Scholars Academy commits to match these percentage-expressed measures with incoming groups of scholars.

Actions

Research demonstrates that identity plays a key role in education and career decisions. Women and underrepresented racial and ethnic minorities who are highly skilled in STEM often make a choice to pursue other fields, and they are more likely to pursue fields which allow them to "give back" to their communities. IIT Boeing Scholars Academy's approach connects STEM to community engagement, thus redefining STEM as a field that matches scholars' values and identities. To address these issues, the IIT Boeing Scholars Academy: selects high-achieving students who are underrepresented in STEM, creates a community-centered curriculum in which students have agency to define and address issues relevant to their lives, and empowers Scholars to be leaders by using STEM skills to positively impact their communities. The program offers real-world, hands-on STEM content and application, and helps Scholars make the transition to higher education by providing resources and individualized support to apply to college and secure financial aid.

Iowa State University (Ames, IA)

Goals

Iowa State University commits to expansion of Science Bound, a program that reaches high school students with inspiring STEM experiences, with at least an additional \$200,000 investment.

Actions

Iowa State University, as a land grant institution of science and technology, is committed to educating America's STEM workforce – including preparing K-12 students for STEM study in college, assisting students once they arrive on campus, and moving them toward a timely and successful completion.

Commitments in this area include:

- Additional \$200,000 investment in Science Bound. In 2012, the nearly 400 students participating in the five-year high school program were retained at an average rate of 90 percent over the five-year program; students going on to attend Iowa State were retained at a rate of 98 percent. Science Bound graduates attending Iowa State also have graduation rates exceeding that of the general university student body.
- Expanded participation in other STEM-focused programs including Educational Talent Search, Upward Bound, College Bound, FIRST Lego League, FIRST Robotics, Project Lead The Way, and Program for Women in Science and Engineering.
- Expanding STEM-based programming through Iowa State University Extension and Outreach.

- Reengineering STEM classes with high rates of D's, F's, or withdrawal (DFW rate) to improve student success. One recent example is Math 161 (calculus).

Irvine Valley College (Irvine, CA)

Goals

Irvine Valley College (IVC) commits to annual increases of 2.5 percent in the total number of IVC community college transfers enrolled at University of California, Irvine (UCI) in engineering and computer science, with a particular emphasis on increasing the percentage of female and URM students entering and completing the program.

Actions

Irvine Valley College's (IVC) Corridor to Academic Success in Engineering and Computer Science (CASECS) program will maximize resources, implement efficiencies and improve services for Irvine Valley College students, explicitly focusing on improving the transfer to bachelor-degree program process. More the University of California, Irvine has partnered with Irvine Valley College to ensure that students who transfer into Engineering and Computer Science are prepared to start junior-level coursework upon enrollment. Community college transfers typically begin their studies at UCI with critical course gaps that delay the normal progression towards graduation. As a part of this project, IVC will: (A) develop cross-enrollment opportunities in engineering and computer science for IVC students, (B) partner with UCI to develop and articulate introductory engineering and computer science courses, (C) establish cohorts of IVC students that transfer to UCI, and (D) offer a summer bridge program for those students.

Keene State College (Keene, NH)

Goals

As part of the overall goal of its B.E.S.T Program, Keene State is committing to increase the number of STEM graduates by approximately 50% (to more than 100, annually) by 2019.

Actions

As part of a state wide initiative to increase the number of STEM graduates in NH, KSC is implementing a state-funded program that will improve retention rates in STEM fields. The program is focused on biology, chemistry, computer science, geology, mathematics, and physics; these departments also contribute to the training of a large number of science teachers in NH. The program will:

- Improve outreach to STEM-interested students attending local community colleges and to KSC students who are Undeclared or Undecided;
- Facilitate the incorporation of high impact and transformative teaching practices in STEM courses;
- Initiate an academically focused living-learning community (LLC) for first-year STEM-interested students;
- Promote and expand undergraduate research opportunities for STEM students; and
- Develop an effective peer mentoring program for STEM students.

The B.E.S.T Program will begin in the fall of 2015, but on-campus and community college outreach efforts and peer mentoring activities in STEM gateway courses have been initiated. Students in the fall 2015 BEST LLC will collaborate on a research project to assess the state of science education in NH elementary, middle, and high schools. Through the B.E.S.T Transformative Teaching initiative faculty will be provided with funds to overhaul introductory STEM courses to make them accessible to a wider range of students; funds will be made available to purchase course materials, attend education conferences, or invite STEM educators from diverse backgrounds to campus for seminars or workshops. Through the B.E.S.T Program all STEM students will have increased exposure to various research and career pathways through on-campus presentations by STEM

professionals and visits to regional businesses employing STEM graduates. The B.E.S.T program will also provide grants to faculty members who develop undergraduate research programs that cross two or more STEM disciplines and/or faculty attempting to launch a new undergraduate research program.

Lehigh University (Bethlehem, PA)

Goals

Lehigh University plans to increase the underrepresented STEM population by 33 percent in the next two years and to improve STEM retention in underrepresented STEM population to greater than 80 percent from the current baseline of 50 percent. Lehigh will scale successful practices to the broader STEM student population. In addition, as part of its BioConnect partnership with Northampton CC, Lehigh University has a goal to increase NCC STEM persistence rate from 60 percent to 75 percent, to increase graduation or transfer rates from 20 percent to 40 percent, and to facilitate the successful transfer of 45-50 STEM students per year to Lehigh.

Actions

Lehigh's goal is to significantly improve STEM retention and success among at-risk, underrepresented students, and the full STEM population in bioscience-related fields through implementation of two major initiatives – BioConnect and the Rapidly Accelerated Research Experiences (RARE) Program, both funded by the Howard Hughes Medical Institute with future sustainability through Lehigh commitments.

RARE, which is a focused pre-admission-to-graduation science immersion program that will target 16 at-risk students and underrepresented students each year to provide them with outstanding scientific skills in an environment that emphasizes preparation for leadership in addressing complexities in the life sciences.

BioConnect is a collaborative partnership between Lehigh and several community colleges (CCs) to provide pathways for talented CC students from diverse backgrounds to obtain STEM degrees and prepare for leadership roles in STEM through successful transfer into a university environment. BioConnect will be initiated with our Northampton CC (NCC) partner that attracts over 16,000 students into degree programs. Lehigh will provide undergraduate bioscience-related interdisciplinary research, mentoring, and STEM community building experiences during the academic year and summer for NCC honors STEM students in preparation for graduation and/or successful transfer. Additionally, we will assimilate transfer students from the NCC STEM honors program (and other CCs) into Lehigh's undergraduate research community culture. Matriculation of talented NCC STEM students will significantly diversify Lehigh's STEM community. Concomitantly, we expect our strategies for increasing persistence to positively impact the NCC honors pool as well as the NCC STEM population at large.

The Leona M. and Harry B. Helmsley Charitable Trust

Goals

Over the coming year, the Helmsley Charitable Trust expects to commit an additional \$10 million in funds to support nationally scalable efforts, particularly among community colleges and institutions that serve less resourced communities of students to support STEM student success.

Actions

In January 2014, The Helmsley Charitable Trust's Education Program committed to investing \$30 million from 2013 through 2015 to support initiatives that increase the number of college graduates in STEM fields through improvements in persistence to graduation. The Trust developed the program because it believes, first, that a sustained science and engineering workforce is a foundation for America's global leadership and economic competitiveness and, second, that education is the key to unlocking individual potential and providing pathways

out of poverty through upward social mobility. The Trust seeks to support initiatives to improve student learning and engagement in introductory STEM courses as well as to promote the implementation of policies, systems, and other supports that will improve retention, especially for under-represented students. The Helmsley Trust is pleased to report that it has reached its goal of committing \$30 million to STEM-focused initiatives one year earlier than originally planned. Through more than 20 grants, the Trust is supporting more than 150 colleges and universities in networks that seek to develop and scale new approaches in STEM education that will drive higher student engagement and retention. Supported institutions and organizations include the Association of American Universities, the Association of Public and Land-grant Universities, the Association of American Colleges and Universities, Achieving the Dream's network of community colleges, the California State University, Complete College America, the Communities Foundation of Texas, Yale University's Center for Scientific Teaching, the University of Pennsylvania's Center for Minority Serving Institutions, and University of Washington's Consortium to Promote Reflection in Engineering Education. Additionally, the Trust is supporting important research on undergraduate STEM education by the National Academy of Sciences, UCLA's Higher Education Research Institute, the OMG Center for Collaborative Learning, and the Aspen Institute as well as the development and implementation of scalable tools for institutions to monitor their own progress towards the improvements our country needs to graduate more students in STEM.

Make Schools Alliance

Goals

To support the more than 150 colleges and universities that made commitments for the first-ever White House Maker Faire, representing more than 3 million students in higher education, a core group of higher education institutions, including universities, community colleges, art and design schools are launching the Make Schools Alliance, a network to give students the spaces, projects and mentors to engage in hands-on Making activities and boost their interest and persistence in key fields of science, technology, engineering and math (STEM).

Actions

Already at its launch, the network has created a one-stop online resource that showcases information on nearly 50 higher education institutions regarding initiatives, programs and collaboration which foster making. The network will also begin capturing best practices, examining the impact of making on learning and developing a knowledge base around making in higher education. The Make Schools Alliance will also support research aimed at examining the impact of Making on student retention and degree completion in STEM fields. MakeSchools.org will serve as a dynamic platform and resource for students, faculty, administrators and others within the educational community to learn more about the variety of ways that making is being integrated into the higher education landscape and its surrounding community. In the months ahead, the network plans to launch a national student maker initiative aimed at stimulating greater interest in STEM fields and aiding college preparation.

Mary Baldwin College (Staunton, VA)

Goals

Mary Baldwin College sets a goal to increase the total number of minority women graduating with majors in STEM fields by 30% in a three-year time frame. Mary Baldwin College commits to launching an initiative, Advance Achievement for Minority Women in STEM.

Actions

This new initiative at Mary Baldwin College will increase the number of minority women graduating in STEM majors through the targeted use of proven strategies to support persistence, graduation, and preparation for

graduate-level work. This initiative will provide: focused scholarship support for women of color pursuing STEM majors; support for summer research with faculty mentors; and support for students to attend and present their work at regional or national professional meetings. Advance Achievement for Minority Women in STEM will not only promote the successful graduation of minority women in STEM fields, but provide these women with a distinct advantage upon college graduation as a result of their established record in significant research and scholarship. Through the combination of the elements—scholarships, research collaboration opportunities with faculty mentors, and participation in professional conferences – this initiative will increase the persistence and completion rates of minority women in STEM fields.

Maryland State Department of Education

Goals

Maryland State Department of Education's goal is by next fall, every district in the state will offer AP Computer Science, and in the next two years, every public high school in Maryland will offer a new course, Computer Science Principles or AP Computer Science.

Actions

The Maryland State Department of Education is currently working to scale up efforts to increase access for students to computer science courses across the state. Maryland's plan is have every school district in the state participate in the #HourofCode as an initial effort to scale up efforts. By working with partners, such as Code.org and DonorsChoose, Maryland will provide training to STEM coordinators who represent every district. Every district STEM coordinator will be trained in November to help their schools hold various coding events in December. On November 3, a computer science initiative event was held to increase awareness of why computer science is important, where it is happening in the country, and what efforts currently exist in this area in Maryland. District leaders and higher education attended, and in addition, the event was live streamed to prevent any barriers a district leader might have from attending and is now available for playback.

Maryland is working with higher education partners to explore ways to broaden the computer science teacher pipeline. This expansion can exist within current programs, or be an additional endorsement. Additionally, UMBC is providing Maryland teachers an opportunity to be trained in the new AP Computer Science course, "Computer Science Matters in Maryland" during the summer of 2015. This training will increase the expertise of Maryland high school computer science teachers and help reach more students statewide. With its own staff at MSDE, they are working to develop a clearer, more concise process to improve pathways for computer scientists to earn teacher certification.

Massachusetts Institute for Technology (Cambridge, MA)

Goals

MIT commits to expanding its online course series in education technology, EdTechX, beyond pilot courses, with repeat offerings, new foundational courses, and a second wave of more specialized "deep dive" courses. Deep dives can explore uses of educational technology in a particular discipline or can explore in detail an aspect of technology itself. All courses will include final projects and be heavily based in community interactions. The series developers are also education researchers who explore the effectiveness of online learning. They will progressively integrate new pedagogy and new technology into their courses and contribute them to the community of practice which emerges around the series.

Actions

The Massachusetts Institute of Technology will expand its online course series in educational technology, which has now matured to the point where it can be truly transformative. The series will give secondary school STEM teachers from across the country open access to high quality professional development materials,

preparing them to understand, use, adapt and even create educational technologies. MIT will also help build a new community of practice, a continually growing group of mutually supportive experts in the use of technology to enhance STEM learning. Participating educators will acquire new tools to use in preparing their students for college success, as required for so many of the creative, technology-based careers of the 21st century.

EdTechX is a project of the MIT Scheller Teacher Education Program in collaboration with The Education Arcade, Game Lab, and Office of Digital Learning. These MIT groups bring deep expertise and rich toolsets to the project. Examples include a platform for designing educational games that are equally attractive to boys and girls, concept-based approaches for online course design that readily support modularity and formative assessment, and a new tool, under development as part of the Massachusetts Trade Adjustment Assistance Community College and Career Training program (TAACCCT), that facilitates the mapping of learning objectives and outcomes to necessary competencies for particular careers.

Michigan State University (East Lansing, MI)

Goals

Michigan State University commits to developing programs to decrease by 50% the difference in STEM graduation rate between students who enter college prepared to begin college mathematics and those who are underprepared in math, which will result in an increase of approximately 100 additional STEM graduates each year, with the effect beginning within two years.

Actions

Michigan State University's (MSU) approach to achieving this goal will encompass both enhanced academic programs and comprehensive psychosocial support. MSU will develop a hybrid online-and-classroom summer bridge program in math for underprepared STEM students before they matriculate, launching them more quickly and effectively into STEM coursework as they enter college. The University will also develop a new chemistry course that facilitates success in this important and difficult curricular gateway into the study of any STEM discipline. These targeted courses will be specifically for underprepared STEM students, who will be able to build a community of STEM peers, connect to STEM faculty, and develop a sense of STEM identity. These 100 students will be able to enter – and complete – their STEM curricula at least one semester sooner than they would otherwise, reducing the collective cost of their degree by approximately \$1.2 million and saving Michigan taxpayers an additional \$700,000 per year.

Mount Holyoke College (South Hadley, MA)

Goals

Mount Holyoke College aims to increase by 10% the number of transfer students pursuing majors in STEM degree fields. Additionally, through enhanced advising, exposure to the maker space initiatives, and funded internships in the sciences and the first-year seminar course program, Mount Holyoke commits to increasing overall STEM degree persistence to 90% by 2019.

Actions

Mount Holyoke College will work with local community colleges, schools, community-based organizations and businesses to create a “makerspace” where girls and women will engage in hands-on experimentation and invention to develop solutions to life science challenges within fields ranging from public health to biotechnology. The initiative will add to STEM education and workforce preparation efforts throughout the Commonwealth.

The life sciences studio will be a space where academia meets industry in a collaboration designed to empower women of all ages to experience and realize their potential as future engineers, computer scientists, designers, and innovators. Mount Holyoke aims to create a transformative and supportive studio environment and pilot a summer enrichment program where women and girls work side by side with faculty, industry partners, and each other to develop creative ideas from concept to product.

The life sciences studio and summer enrichment program will aim to address the underrepresentation of females in many STEM fields, in particular computer science and engineering. As a liberal arts college for women, Mount Holyoke is well-positioned to help develop a pipeline of women with the cross-disciplinary, critical thinking and problem-solving skills sought by employers in STEM fields. Its location between the other institutions in the Five College Consortium and the cities of Holyoke and Springfield, Massachusetts, provides access to other four-year colleges, area industry, three community colleges, middle and high school students from the towns of South Hadley and Holyoke, and community makerspaces, data science centers, and incubators. Additionally, components of the STEM curriculum include fostering active learning in which students engage in problem solving; providing authentic research experiences for students early in their college careers; identifying pathways for success; and employing peer mentors.

National Basketball Retired Players Association – Houston Chapter

Goals

The National Basketball Retired Players Association (NBPRPA) aims to work with 3000 students in Texas by creating partnerships and collaborations creating a STEM COMBINE for November 2015 with the goal of scholarships going to the top percentile students in this competition. The stakeholders are the 55 oil/gas, energy, healthcare and petro chemical providers that generate \$602 billion in revenue within a 60 mile radius of the Gulf Coast who will provide the content for the scholarship competition. The NBRPA Houston Chapters Model is to create 50 percent of the student internships and employment opportunities with these local stem partners.

Actions

The National Basketball Retired Players Association-Houston Chapter commits to playing a leadership role in inspiring youth to pursue college degrees in STEM fields. NBRPA-Houston Chapter has 3 successful STEM partners that have a 10-14 year track record and has established a leadership role for the coalition of STEM for all Independent School Districts for the State of Texas (600 teachers and administrators). Toward this goal, the Association will convene STEM organizations to garner support for underrepresented and underserved students in STEM starting in January 2015.

National Math + Science Initiative

Goals

Advanced Placement (AP) expansion: Over the next five years, NMSI expects to expand its College Readiness Program to 250 new high schools, which will impact an additional 375,000 students. Under the program, the first-year increase in qualifying math, science and English AP exam scores among NMSI partner schools is 68 percent—10 times the national average.

UTeach expansion: In addition, to grow the cadre of qualified secondary math and science teachers needed to support our nation's students, NMSI—in partnership with the UTeach Institute at the University of Texas at Austin, and with funding from the Howard Hughes Medical Institute—is supporting expansion of the UTeach STEM teacher preparation model to five new research universities in 2015. Onboarding of the five new universities will expand the UTeach footprint to 44 universities across 21 states and the District of Columbia. Collectively, the UTeach programs at these universities are expected to produce 8300 math and science teachers who will teach a projected 4.8 million secondary STEM students by 2020.

Actions

Through its comprehensive three-year College Readiness Program, NMSI is expanding access to and achievement in rigorous Advanced Placement coursework in math, science and English. AP success is a prime indicator of students' college preparedness and success. Students who master AP courses in high school are three times more likely to graduate from college. African-American and Hispanic students who succeed in AP courses are four times more likely to graduate. By partnering with schools that are committed to raising the academic bar and working with teachers, students and administrators to set and achieve aggressive performance goals, NMSI is making a dramatic impact on students' college and STEM readiness. Since 2008, the College Readiness Program has been implemented in more than 700 schools in 25 states—including 78 schools that support military families—and has reached over a million students.

The UTeach program recruits college students studying STEM subjects into secondary teaching careers by enabling them to receive both a degree in their major and teaching certification without additional time or cost, preparing them with a field-intensive curriculum, and promoting retention through induction support and ongoing professional development.

Nebraska Wesleyan University (Lincoln, NE)

Goals

Nebraska Wesleyan University commits to improving second-year retention in STEM fields by 15 percent over the three years by overhauling introductory biology courses to connect students to scientific research earlier in their STEM college career.

Actions

Nebraska Wesleyan University will overhaul introductory biology courses in order to connect students to scientific research earlier and improve retention in STEM fields. The first-year course Introduction to Biological Inquiry will emphasize learning scientific skills, rather than memorizing biological information. Early in the course students will be introduced to an on-going research project as full participants. To make these changes possible, Nebraska Wesleyan will move from lecture/lab format with 60 students in each lecture to seminar format with 16 students in each course section. On this scale, quite new learning approaches are possible. Students will work together in groups, perform laboratory techniques, generate actual data, and present their results. This approach will continue in two new sophomore-level courses: (a) Genetics and Cell Biology and (b) Ecology and Evolution. Students in these courses will evaluate scientific articles, keep a lab or field notebook, do statistical analysis, and write a research paper. The first-year course will begin with sections using bacteriophages and tobacco mosaic virus as the research subjects, with 2-4 more research subjects to be added as the entire full-time faculty in the Biology department participates in teaching under the new curriculum. The change in course offerings during the first two years is possible because of a shift from the old expectation of first-year students that they would take two traditional courses, one in the area of zoology and one in the area of botany. The new approach reduces the first-year requirement to the one new course taught in much smaller sections with much more involvement by the students in the creation of their own learning and much earlier opportunities to act and think as scientific researchers.

New York University Polytechnic School of Engineering (Brooklyn, NY)

Goals

The New York University Polytechnic School of Engineering commits to increasing STEM retention to graduation by 20 percent overall and 30 percent for women and other underrepresented STEM students in the next ten years. Additionally, NYU-ENG is committed to providing high quality training for 500 additional teachers over the next 10 years---which, in turn, has a cumulative educational footprint of 22,500 students over the first 5 years.

Actions

Founded in 1854, the New York University Polytechnic School of Engineering (NYU-ENG, formerly Polytechnic Institute of Brooklyn) has created leaders in Science, Technology, Engineering and Math (STEM). The institution has produced alumni who created cables for the Brooklyn Bridge, mass produced penicillin, invented light beer and elevator breaks (ultimately changing city skylines), and created the Panama Canal locks--to name a few. The future is equally bright in areas such as wireless communications, cybersecurity, Big Data, bioengineering and the sustainability of urban environments. NYU-ENG works with other NYU schools whose specialization ranges from education to medicine and mathematics to law. NYU-ENG has a history of collaborating with New York City schools, non-profits and governments and continue to seek partnerships focused on STEM opportunities for elementary, middle and high school (EMH) students from underrepresented STEM communities.

As most STEM-focused schools, increasing student retention is a major priority. In order to improve STEM retention rates, NYU-ENG will use as part of its model the Higher Education Opportunity Program, which serves federally designated low-income students, having a 99% retention and success rate at NYU-ENG. The cornerstone to improvement is student support, which includes mentorship, tutoring, social support and team building, besides the intellectual challenge of exciting curriculum.

In order for students to succeed in a difficult engineering curriculum, the level of preparation for incoming students must be high nationally. For 14 years NYU-ENG has refined its K-12 STEM initiatives, with the goal of ensuring STEM-readiness for colleges. NYU-ENG has engaged students in low-income communities and is running classes directed towards females in computer science and cybersecurity, while ensuring that 50% of the students benefiting from most of its programs are female as well.

Over the last 10 years, through the (National Science Foundation funded) Research Experience for Teachers and other teacher training initiatives, NYU-ENG has successfully aided in the development and modification of curriculum for STEM education at the EMH level. One of the University's goals for the next 10 years is to focus on teacher training. In order to reach the greatest number of students and equip them with skills needed to pursue a STEM education, NYU-ENG will partner with teachers and the New York Department of Education. NYU-ENG is committed to providing high quality training for 500 additional teachers over the next 10 years--- which, in turn, has a cumulative educational footprint of 22,500 students over the first 5 years.

Normandale Community College (Bloomington, MN)

Goals

Normandale Community College commits to increase student retention in STEM fields by 10 percent over the next 10 years, resulting in a total of 2,800 STEM students retained to graduation or transfer.

Additionally, Normandale commits to serving 500 low-income, women, and underrepresented students of color over the next 10 years, an increase of 50 percent over the current initiative.

Actions

Normandale Community College commits to improve retention in STEM fields through multi-faceted strategies designed to improve student success in mathematics coursework, which is an integral aspect of any STEM degree.

Normandale's mathematics strategies focus on the continuum of mathematics coursework provided to students, with key interventions to meet student needs at multiple points in the student experience:

- Redesigned developmental mathematics to accelerate students into college-level math, improving success rates;

- Statway program to provide an alternate math pathway for students;
- Just-in-time mathematics modules in introductory STEM courses to improve learning and increase retention; and
- Innovative pilot project that pairs introductory physics with co-required calculus to improve transfer of knowledge between the fields.

Additionally, Normandale Community College commits to continue building support for low-income, women, and underrepresented minority STEM students through its Academy of Math and Science. The Academy of Math and Science is an active learning community that provides scholarships (funded through a grant from the National Science Foundation and funds raised through Normandale's foundation), advising, and a cohort model to support student success, with a particular focus on low-income, first generation, women, and underrepresented minority students pursuing STEM degrees. Through these strategies, Normandale commits to serving 500 low-income, women, and underrepresented students of color over the next 10 years.

The Academy of Math and Science focuses on activities to decrease the risk factors and increase protective factors associated with academic success and persistence for underrepresented students in STEM. Cohort activities focus on student success and persistence as well as ensuring that students are on track to graduate within 150 percent time, which has been correlated with higher college success rates. Minority student participation in the Academy is higher than the percentage of minority students in the STEM division (58 percent versus 31 percent) or in the overall Normandale student body (38 percent), indicating a promising approach to increasing enrollment and retention of underrepresented minority students in STEM fields. The program is also successful at reaching out to women pursuing STEM fields, with 44 percent participation by women compared to 54 percent of the total student body. Additionally, success (retention, graduation, and transfer) rates for students in the Academy of Math and Science are higher than the success rates of a control group of students studying STEM (90 percent versus 70 percent).

North Central State College (Mansfield, OH)

Goals

Over the next four years, North Central State College (NCSC) seeks to increase STEM retention and completion by 25 percent over the next four years, rate 55 and 23 percent, respectively.

Actions

In addressing the Ohio region's educational attainment and STEM degree deficit, North Central State College has enlisted the help of the local school districts, the faith community, and business and industry partners. The College has expanded dual-enrollment for local high school students, allowing them to build college credit tuition-free. During the 2013-2014 academic year, NCSC conducted a study of STEM students and programs as part of a Guided Pathways to Success (GPS) grant project directed by Complete College America and from this local data determined a set of strategies to pursue to support STEM degree persistence and completion. For example, (1) degree pathways contain critical milestone courses that must be completed each semester to certify students are on track. These courses provide realistic assessments of student progress and give students early signals about their prospects for success in a given field of study. This information eliminates the problem of students putting off challenging courses until the consequences of changing majors becomes too damaging and costly and (2) through the recent award of a Title III grant, NCSC is instituting intrusive advising. Innovations in technology now allow student support to be targeted and customized to meet the needs of individual students. Academic advisers will track student performance in required courses and target interventions when most needed. The Title III grant will fund additional advising personnel and technology to support the intrusive advising tactic.

North Dakota State University (Fargo, ND)

Goals

North Dakota State University (NDSU) commits to increasing completion rates in introductory math courses to at least 80 percent in three years, increasing the number of students retained in TSEM degree fields to graduation by 10 percent and to increase the number of women and underrepresented students pursuing and completing STEM degrees, to provide an overall four-year STEM graduation rate increase of 8 percent (from 27 percent to 35 percent).

Actions

As a land-grant research University with over 11,000 students, NDSU takes seriously its commitment to meet the needs of North Dakota and the United States by increasing the number of students completing STEM degrees. This is especially critical in North Dakota, which is undergoing an economic transformation that will require an increasing number of highly-educated workers. NDSU is an enthusiastic participant in the effort to increase the number of educated citizens, with a particular focus on the STEM-related disciplines. Therefore, NDSU is committed to pursuing several strategies to reduce failure rates in gateway courses and to increase retention rates in STEM fields.

First, NDSU is committed to using active-learning strategies in STEM gateway courses. The University will open a “math emporium” in Fall 2015; students in introductory math courses will learn material through guided practice and problem solving, rather than faculty lecture. Biology, Chemistry and Psychology faculty are involved in the Gateways to Completion project, which is focused on using best practices to move to active-learning pedagogies.

This effort is supported by the presence of a core of STEM Education researchers who are doing fundamental research on methods for improving undergraduate learning. Second, NDSU’s College of Engineering has recently adopted the National Academy of Engineering Grand Challenges Scholars Programs; this program has proved to increase retention in engineering, especially among women and other underrepresented groups. In addition, in spring of 2016, NDSU will open a STEM building that has been designed specifically to create the space necessary to implement best practices in STEM education. This building includes 23 newly-designed undergraduate laboratories and 9 active-learning (TEAL, TILE, or SCALE-UP) classrooms. As the University move towards the opening of these classrooms, it plans to pursue several faculty development activities to ensure that faculty are ready and able to teach in the new spaces. These activities will be modeled on the successful faculty development programs implemented at The University of Iowa and The University of Minnesota.

Northeastern University (Boston, MA)

Goals

Combined with the financial support of a private philanthropic organization, Northeastern University plans to launch the Lowell Institute School (LIS), a first-in-the-nation STEM degree completion school specifically targeted to adult and transfer student populations, including a \$1M private foundation commitment to specifically support veteran’s scholarships. Northeastern will recruit and deliver programs to an additional 300 underrepresented students in STEM fields through the LIS, which represents a 15% percent increase over the next three years.

Actions

Designed to address a growing need for STEM educated graduates, Northeastern’s plan for the LIS includes three focus areas: increased student and academic support, use of an evidenced-based approach, and an experiential learning component. These foci will increase Northeastern’s institutional capacity to deliver STEM programs to underserved student populations as well as dramatically increase its understanding of best practice strategies for continuing or returning student populations.

Underrepresented STEM student populations dominate the community college transfer population, adult returning student groups, and veterans and service member populations. For all three populations, LIS will provide dedicated student and academic support structures to enhance retention and graduation rates. Financial need is a main concern for these populations and Northeastern has secured philanthropic resources targeted to support persistence efforts, including a \$1M private foundation commitment to specifically support veteran's scholarships. Innovative partnerships with community colleges will allow for increased overall participation rates in these programs.

Northeastern is also committed to pursuing an aggressive evidence-based strategy to increase persistence and graduation rates for underrepresented students through the incorporation of learning science and innovative new technology assisted learning. For example, as part of a recent Gates Foundation Grant, Northeastern piloted an adaptive learning strategy with Shoreline Community College of Washington State. The pilot showed a substantial increase in rates of course completion as compared to those courses that did not apply the adaptive learning techniques. Additionally, Northeastern will use a U.S. Department of Education First In the World grant to develop innovative technologically-based adaptations of courses and programs with an eye towards increasing college persistence in underrepresented student categories. These strategies include adaptive learning technologies, competency-based courses and programs and the use of virtual labs in science-based programming to explore how student motivation and engagement in learning can be enhanced by the gamification of the curriculum. We intend to disseminate best practice findings through these efforts and inform our own evidence-based strategy to move persistence and graduation rates forward. The final pillar of the LIS will be Northeastern's hallmark experiential and co-operative education program. Students who enter the school will be able to work with a career and co-op counselor from day one to identify career ambitions and competency gaps.

Northwestern University (Evanston, IL)

Goals

Northwestern University commits to serves at least 1000 students per month through MetaMedia, a new Youth Center.

Actions

In early 2015, Northwestern University, in collaboration with the McGaw YMCA and the Youth Organizations Umbrella in Evanston, IL will launch a new youth center to engage under-served middle school students in science, technology, engineering, arts/design, and mathematics (STEAM). With a \$1 million gift from the Lewis-Sebring Family Foundation, the McGaw YMCA will build the MetaMedia Youth Center to provide area youth with advanced technology, music and video production, creative design and other learning opportunities. The center will incorporate a Northwestern University program entitled FUSE, which is designed to provide an "on ramp" for traditionally disengaged youth into STEAM and general academic success.

Pasadena City College (Pasadena, CA)

Goals

Pasadena City College is committing to continued growth and an additional 420 STEM degrees by 2020 and nearly 800 additional by 2025.

Actions

Pasadena City College, PCC, is a two-year college that has served the communities Northeast of Los Angeles for nearly a hundred years. PCC serves a diverse student population of more than 25,000 students and is 46% Hispanic/Latino, 21% Asian/Pacific Islander and 5% African American. This diversity makes PCC one of the few colleges in the country that is both a Hispanic Serving Institution (HSI) and ANNAPISI eligible. Therefore,

the College continually seeks to develop innovative student programs that meet the needs of students and the community.

The College has placed a special emphasis on high demand STEM fields, with the ability for students to complete STEM programming ranging in length from short-term certificates to comprehensive transfer programs. Many programs are supported through an HSI eSTEM grant, which seeks to develop an intersegmental STEM pathway built on innovative teaching and the use of advanced technology. The College has already redesigned its Biology labs to include hybrid lectures and scaffolded project-based labs. Similar curricular redesigns are in process with a focus on developing interdisciplinary projects and built-in student support. In addition, the College has developed STEM jams, such as Chem Boost, focusing on improving skills needed in STEM programs. Additionally, the College has developed a linked learning model with local high schools and Cal State Los Angeles (CSULA) to redefine the competency based math sequence for Engineering majors. Faculty from the Math Department at CSULA and PCC Engineering Department, along with high school faculty, are developing competencies and contextualized projects to demonstrate mastery of the math topics. The College is also developing Career Pathways in Digital Fabrication and Digital Media using an introduction to college course to support project-based learning with contextualized learning in numeracy, literacy, technology and 21st century soft skills training for career development needs. These programs provide stackable certificates with the ability for students to complete degrees and transfer to four-year programs.

STEM students may also participate in the Pathways – First Year Program. This award winning program provides built-in student support to entering students with a focus on maintaining fulltime enrollment, completion of math and English basic skills and development of core college-going skills. All Pathways students are provided with comprehensive academic counseling and a student success coach. During their fulltime enrollment, students are able to utilize the specialized facilities and student tutors. This program helps to provide the general education requirements to students and prepare them for entry into all majors, including STEM major.

Paul Smith's College of Arts and Sciences (Paul Smiths, NY)

Goals

Paul Smith's College will announce a new program, Excellence in Environmental Education (EEE), that combines personal mentoring, undergraduate research opportunities, work experience and financial aid to increase STEM student engagement, retention, and employability to which Paul Smith's College will commit at least \$10,000/year in financial aid for EEE students, and aid will continue throughout their college careers as long as students remain in good standing. The goal for this program is to have 80- 90 percent STEM degree completion rates for EEE participants.

Actions

Paul Smith's College (PSC), as the only baccalaureate college inside the 6 million acre Adirondack Park of northern New York State, offers students unparalleled opportunities for hands-on learning in applied STEM fields such as environmental science and ecology. PSC was founded on the belief that the best learning combines theory and practice, and that the classroom is a launching point for fieldwork, laboratory research, internships and on-the-job experience. Over 90 percent of PSC graduates are employed in their fields or pursuing advanced degrees within six months of graduation.

PSC enrolls just under 1000 full-time and part-time students across 20 different associate and baccalaureate programs. Over 50% of PSC students are first generation; nearly 50% come from single parent households, and about the same number are Pell eligible. Overall, at least 90% of PSC students receive financial aid.

Paul Smith's College will announce a new program, Excellence in Environmental Education (EEE), that

combines personal mentoring, undergraduate research opportunities, work experience and financial aid to increase STEM student engagement, retention, and employability. This innovative program will target students interested in pursuing careers in STEM fields related to PSC strengths – ecology, sustainability and the environment, and it will build on the success of two existing programs, the Enhancing Ecological Education Scholarship Program (funded by NSF and the College) and the Comprehensive Program for Student Success, a strategic initiative of the College that is producing significant gains in the retention and graduation rates of baccalaureate students.

Additional EEE program objectives include:

- Helping under-represented students build careers in ecology and related fields.
- Enrolling first-generation and underserved students into ecological and environmental science programs.
- Graduating competent critical thinkers who can conduct scientific research and apply it to real situations.
- Placing EEE students into work experiences while in college that will add value to their education and increase employability upon graduation.

Playwerks

Goals

Playwerks' goal is to serve and train over 25,000 students with their Whizgirls Academy by the end of 2015.

Actions

WhizGirls Academy was started in August 2013 as a Summer Camp Pilot Program at the Boys and Girls Club in Venice. Since its inception the program has been gender inclusive with a focus on girls ages 8-13 years old, and low income/underserved/underprivileged. Playwerks commits to scale this program with more teacher trainings as they have found that the interactive project based/themed learning approach has had universal appeal. Playwerks is committed to taking this program nationwide and being "mobile" in the next year to serve and train over 25,000 students with teacher trainings, and licensing the curriculum and the "mobile" bus by the end of 2015.

Every student who has come through our WhizGirls Academy program to-date has stated that they want to pursue STEM careers (engineers, coders, starting tech startups, etc). WhizGirls Academy encourages students to engage in critical thinking and analytical skills, coding and programming skills (HTML/CSS), Career awareness and preparation with a focus on STEM and Digital/Tech Careers. Students learn presentation skills when they start each session with Tech News of the day. They also learn speaking skills, teamwork, with a heavy emphasis on the digital tools to survive and thrive in this digital age. They learn from mentors and successful entrepreneurs in the tech space.

Portland State University (Portland, OR)

Goals

Portland State University (PSU) is committed to increasing the percent of STEM graduates by 5% between 2104 and 2018. By focusing on key science and mathematics courses – pre-calculus and calculus, introductory chemistry, introductory biology and introductory physics, – in total, PSU anticipates this commitment, will directly impact 7,000 students and decrease by 5-10 percent the DFW (students who receive a grade of D, F, or Withdraw) rate in key science and mathematics courses and increase by 5-10 percent sequence retention in key science courses.

Actions

Aided by recently funded Howard Hughes Medical Institute and NIH grants, PSU intends to implement high impact strategies that increase student success and engage students in relevant, problem-based scientific research. These strategies include a) changing classroom pedagogy to student-centered, active-learning approaches; b) reforming curricular materials to include technology-based guided learning and evaluating the impact of such reforms; and c) redesigning teaching laboratories to emphasize interdisciplinary project based work.

The first strategy is structured around pedagogical changes in the introductory chemistry, biology and physics courses. Complementing the work already underway in implementation of POGIL (Process Oriented Guided Inquiry Learning) type classroom instruction techniques, PSU will introduce the use of deliberative democracy teaching modules. These pedagogical changes in curriculum will impact approximately 1,650 students each term (850 in chemistry, 550 in biology and 250 in physics). The second strategy of mathematics reform encompasses: 1) use of a new mandatory assessment – Assessment and Learning in Knowledge Spaces (ALEKS) – for appropriate developmental placement of students in the math curriculum, 2) flipped classroom instruction, including using an Emporium Model, 3) e-tutoring, and 4) implementation of high impact curricular materials and training.

REAL School Gardens

Goals

REAL School Gardens makes a commitment of engaging 83,000 students in total from DC, Maryland, Virginia, and Texas with 30,000 new students by the end of 2016 who attend low-income elementary schools in hands-on curricula integrating science with language arts in order to give them a solid foundation for pursuing STEM careers. As part of this commitment, REAL School Gardens will partner with universities for service learning projects to further support students' academic growth and curiosity for learning.

Actions

REAL School Gardens is conscious of the STEM demand in our country's workforce and the need to ensure the achievements of low-income, women, and underrepresented minority STEM students. The organization translates this consciousness into action by creating outdoor learning spaces that become powerful learning tools and training teachers how to engage students attending low-income elementary schools in hands-on science, math, and language arts curricula that meet rigorous national learning standards, including Common Core. In fact, partner schools have seen standardized test score pass rates jump 12-15 percent, with the largest gains in science. REAL School Gardens ensures that children from low-income families, and children learning English, receive the same kind of innovative and effective hands-on instruction as their peers.

Richland College (Dallas, TX)

Goals

Richland College commits to expanding its STEM Center to reach more than 4,000 students over the next three to five years with proven programs to increase STEM student success.

Actions

Richland College leveraged its community partnerships and external resources to create the Richland Science, Technology, Engineering and Mathematics (STEM) Center. Initially partnering in 2012 with the University of Texas at Dallas as a sub-recipient of a STEP grant from the National Science Foundation (NSF), Richland College has fully funded its STEM Center to advance STEM-graduate completion. The STEM Center is a multi-level collaboration with area four-year universities including: pathways with multiple university articulation agreements; faculty collaborations between Richland and the universities in course and lab expectations, and equipment used; establishing internships; and in research and design innovations. The STEM Center prepares Richland students for the world of work in a 21st Century competitive science and technology-

based economy and establishes well-defined student career pathways. The Center provides support and guidance to students pursuing STEM careers, with a special emphasis on women and historically under-served, under-resourced populations. Dedicated STEM advisors outreach and focus on new-to-college students who indicate a desire to pursue a STEM career. Using this advising process, students identify and follow a clear, direct career pathway, with multiple points of advisor contact and mentoring, and scholarship opportunities.

Richland College STEM Center served 912 students in 2013-14. The goal is to increase the number served to 4,000 students over the next three to five years. Richland will establish additional focused career pathway opportunities with universities that include research, design, and practice-based experiences. The goal is 300 additional STEM graduates over the next three years. Richland will also expand its 2014 pilot summer Science, Technology, Engineering, Arts, and Math (STEAM) Camp designed to serve 8th grade girls in underserved, under-resourced populations in partnership with Girls, Inc. The camp is designed and taught by Richland's STEAM faculty, who are women and minority women, providing role models for young women at a critical age in their aspirational direction.

Specific STEM Center benefits include research opportunities, STEM scholarship opportunities (in the past four years, Richland College and the Dallas County Community College District Foundation have awarded over 170 STEM scholarships to Richland College students), and university transfer (the STEM Center advisors work with Richland students to facilitate a smooth transition to a four-year institution).

Saint Martin's University (Lacey, WA)

Goals

Saint Martin's University is launching a series of initiatives that will result in an increase in admittance and retention of women, low-income students, and underrepresented minority students in STEM degrees by between 5-10%.

Actions

On increasing STEM admittance, the Department of Natural Sciences and the School of Engineering are in the planning stages with the Boys & Girls Club to develop a series of monthly workshops for 5th – 8th graders. This grass-roots initiative will bring groups of young students to the Saint Martin's campus for exposure to STEM and future interest in the school to learn STEM. In addition, the Saint Martin's Department of Natural Sciences has recently collaborated with a local community college in an NSF S-STEM grant application that would provide community college students the opportunity to make connections with faculty and students at Saint Martin's.

On increasing STEM retention, the Saint Martin's University Biology program is in the initial stages of transforming its first-year General Biology sequence. This coincides with a new initiative to restructure the biology degree requirements to align with the Vision and Change recommendations made by the American Association for the Advancement of Science (AAAS). These recommendations move away from content-driven (lecture heavy) courses and toward a core concept and competency model that includes an increase in active learning models and student research experience. This sort of a model is more accessible and engaging. It is anticipated that the transformation of our biology program will be complete by the beginning of the 2016-2017 academic year. Changes started in the Biology program will potentially become adopted by the rest of the STEM programs at SMU.

Salt Lake Community College (Salt Lake City, UT)

Goals

Salt Lake Community College (SLCC) will implement an innovative competency-based education program

focused in technology. Within that program, SLCC's goal is to increase retention and completion among those students by 20%, or an additional 786 students.

Actions

As part of SLCC's competency-based education initiative, the School of Applied Technology will overhaul 30+ certificate programs that provide technician level training across multiple technology-driven disciplines including health care, computer information systems, electronics, media and design, office administration, and skilled trades (welding, machining, truck driving, etc.). These short-term workforce training certificates are designed to provide students the option of entering the workforce with an SLCC credential or choosing an academic pathway that leads to further education and higher academic credentialing. The unique access portion of the model is designed to provide students with a variety of compelling options that promote retention and completion: 1) opportunity to reduce time to completion, 2) opportunity to reduce attendance cost, 3) self-paced, self-directed learning environment through technology enhancement, 4) flexible program entry dates and flexible access to course materials, 5) recognition of prior learning built into all content, and 6) industry designed transcripts.

The CBE Initiative is designed to have a transformative effect on the School of Applied Technology, and as a result, significantly increase the number of low-income and underrepresented minority students that complete Technology credentials. At 60,000 students strong, Salt Lake Community College (SLCC) is the largest institution of higher education in Utah, and a perennial Top 10 college nationally for total associate degrees awarded. SLCC serves the highest number of low-income students and has the most ethnically diverse student body in Utah. The CBE effort includes a \$2.5 million award from the Department of Labor (TAACCCT), an Experimental Sites Initiative application to the Department of Education, and participation in the national Competency-Based Education Network (C-BEN).

Seattle Colleges

Goals

The Seattle Colleges (Seattle Central College, South Seattle College, and North Seattle College) commit to increasing the percentage of STEM students receiving Associate of Science degrees by 10 percent and transferring to baccalaureate institutions by 5 percent over the next four years.

Actions

The Seattle Colleges commit to implementing efficient and modern curricula, effective STEM student success supports, building a robust network in the STEM community and participate in construction of college and state policies that eliminate barriers to reform. The Seattle Colleges will implement at scale modern STEM curricula that meet the career needs of the Colleges students. This includes interdisciplinary systems science curricula based on emerging best practices and developmental mathematics reform: offering multiple math pathways and self-paced learning options. The Seattle Colleges will integrate research-based experiences throughout the STEM curriculum for all levels of students. Finally faculty will create multiple undergraduate research, design-build and service learning projects to contribute to students' professional portfolios.

The Seattle Colleges commit to providing comprehensive student support through providing faculty mentors for all STEM students. In addition all STEM full-time and adjunct faculty will have the opportunity to be trained in and implement the Carnegie Productive Persistence strategies. All STEM students will be provided short-term and long-term academic and career planning and workshops on financial aid and scholarships both at the colleges and at their chosen transfer institution. The Seattle Colleges commit to maintaining and increasing STEM scholarships.

These actions will lead the formation of a vibrant STEM community for the Puget Sound region. The

community will provide vision for excellent STEM education, numerous opportunities to connect to research and career pathways and influence policies in support of these reforms.

Southern Connecticut State University (New Haven, CT)

Goals

Southern Connecticut State University is committing to increase the number and quality of students graduating in STEM areas and in particular to ensure the preparation of effective K-12 STEM teachers. To this end, Southern Connecticut State University aims to increase their graduation rate in STEM degrees by 35 percent and STEM teachers with initial certification by 25 percent over the next 10 years.

Actions

In order to achieve these student gains, Southern Connecticut State University will primarily focus on three areas:

1) K-12 student success in STEM disciplines through a teacher preparation program and associated initiatives. This will include improving/enhancing STEM education for low-income, women, and under-represented minority students at the university level. Efforts will focus on transforming the preparation of 21st century teachers through integrating STEM into various programs including elementary education and school leadership programs.

2) SCSU newly formed Office for STEM Innovation and Leadership will facilitate opportunities for undergraduate and graduate students to experience innovative research projects in STEM education with the aim of translating research into effective practices, particularly in urban contexts.

3) SCSU will expand its urban initiatives including the mentoring of undergraduates to enhance their awareness of how to address the challenges of teaching in high-need schools and to prepare students for success in business and industry, as well as graduate education and leadership in research and teaching at the university level.

Enhanced success in STEM Degree Completion at the university level is a significant component of SCSU's broader Student Success initiatives that strive to enhance retention and graduation rates across the university and ensure that they graduate a diverse population of students with the skills and knowledge needed to compete and lead in the high-tech, STEM-oriented 21st century economy both locally and globally.

The State University of New York (SUNY)

Goals

- Adding up all of their efforts, SUNY estimates a 7.5% growth in STEM undergraduate degrees granted in 10 years and a 5% increase at the graduate level.
- Within one year, SUNY will double the amount of Master Teachers to over 600, supporting outstanding teaching professionals who will reach more than 50,000 students across New York and inspire them to pursue STEM studies. Master Teachers bring the most up-to-date content knowledge and pedagogical approaches to their students, enhancing their classroom experiences and encouraging a passion for STEM education.

Actions

- SUNY is making a new commitment to host annually the SUNY Undergraduate Research Conference (SURC). In 2013, SUNY launched a successful competitive grant process to support SUNY campus efforts to stimulate undergraduate experiences and connections to STEM, but evaluations show that there was little interaction across campuses and little opportunity for student researchers to engage with one another

SURC will be a new multidisciplinary spring semester event hosted each year by a different SUNY institution. SURC will bring together undergraduate student researchers and faculty mentors from across the SUNY system for a full day of activities, including sessions devoted to student presentations (oral, performance, artistic displays, and poster), luncheon with keynote speaker(s), a SUNY Graduate School and Career Fair, and professional development workshops for students and for faculty. Notably, all undergraduate students engaged in research and their mentors across SUNY and the City University of New York campuses are invited to attend. All student presenters will receive a “Digital Commons” e-portfolio, viewable online by global audiences, that includes their abstract and any other scholarly material they subsequently choose to post.

SUNY expects to significantly grow the event each year and anticipate having served 15,000 students over ten years. They also expect that 60% of attendees (9,000 over ten years) will be community college students with the remaining 40% (6,000 over ten years) attending one of SUNY's four year institutions, with expectation of achieving successful outcomes with 75% of participants, resulting in an additional 5,400 STEM bachelor's degrees and another 2,400 STEM graduate degrees.

- Launched in 2013, the New York State Master Teacher Program – a partnership between the State University of New York, Governor Andrew Cuomo, and Math for America – recruits outstanding secondary public school STEM teachers and provides them with ongoing professional development to encourage mastery of STEM content, enhanced pedagogical skill, and a deeper understanding of their students and communities. The program aims to keep New York’s outstanding STEM teachers in the classroom to inspire students to pursue high-demand STEM careers. In the 2013-14 school year, 319 New York State Master Teachers taught middle-, high-school, and college-level STEM courses to over 25,000 students.

STEM Advantage

Goals

STEM Advantage commits to help the California State University (CSU) System increase the STEM degree ‘retention rate after two years’ by 50%, and double the number of women who earn computer science and technology degrees from a CSU campus.

Actions

STEM Advantage will partner with the California State University System to expand retention of underrepresented students in STEM degrees by:

- Collaborating with the CSU STEM Collaboratives project, which integrates summer-through-first-year programs focused on retention, as the first two years of college are most critical for the retention of STEM majors.
- Organizing workshops to introduce freshmen and rising sophomores to STEM professionals; blending academic learning with real-world knowledge and skills and connecting students so they believe by seeing role models to whom they can aspire
- Leading efforts around industry partnerships to connect students with paid internships which provide real-world experiences and an opportunity for students to develop technical and soft skills.
- Partnering with MentorNet to scale the STEM Advantage mentoring program.
- Creating bridges to bachelor degrees from community colleges to CSU campuses by having STEM Advantage Scholars conduct outreach to community colleges to encourage students to transfer to a CSU campus to earn a STEM bachelor’s degree.

Stetson University (DeLand, FL)

Goals

Stetson University commits to the launch of a new Masters of Arts in Teaching program to contribute to the nation's need for excellent K-12 STEM teachers, which will reach hundreds of students over the next decade.

Actions

Stetson University is creating a new Master of Arts in Teaching program that will combine academic grounding in teacher education with thorough background in a STEM discipline such as Biology or Mathematics. Students earning this MAT will have strong core credentials with a bachelor's degree in a STEM area; they will also have the pedagogical training needed to be a high-performing teacher. This program will respond to the growing need for well-trained teachers of STEM disciplines in K-12 education in the US and in Florida in particular. The curriculum is designed to be constantly innovative, comprehensive, and consistent with state and national performance standards. Students are expected to become collaborative instructional leaders, responders to diversity, facilitative agents for change, and reflective practitioners.

The MAT program we are developing complements the new Master of Education Program in Elementary Education: Educating for Social Justice. This degree, which Stetson University is currently bringing on line, focuses on advocating for socially marginalized students in local and global societies. This theory to practice M.Ed. program is founded upon the commitment to pedagogical practices that promote closing persistent and growing opportunity gaps. Both the M.Ed. program and the developing MAT program focus on experiences suitable for our diverse 21st-century learners, leverage technology for enhanced learning and communication, emphasize intercultural learning, and provide academic excellence and distinctiveness.

Southern Illinois University Edwardsville (Edwardsville, IL)

Goals

Southern Illinois University Edwardsville (SIUE) commits to increase STEM degree completion by 15 percent, and to double the number of underrepresented minority students enrolled in a STEM degree program.

Actions

To accomplish these objectives, SIUE plans to transform the infrastructure to support STEM education on campus. Building on the success of the SIUE Center for STEM Research, Education, and Outreach, which serves as a central hub for STEM education initiatives, SIUE will create new STEM-focused units in its schools and colleges. The college-level units will serve as curriculum and research innovation hubs, connecting faculty and students with industry, K-12 schools, and community organizations that offer opportunities for STEM experiential learning, as well as supporting academic departments to implement evidence-based teaching practices in introductory courses, including course-based research experiences (CUREs). Each Dean will identify a faculty member who will be a designated STEM Education Lead, responsible for facilitating implementation of SIUE's College Access Commitment. The model and SIUE's outcomes will be disseminated to over 100 university-based STEM Centers through a national network supported by the Association of Public and Land-Grant Universities (APLU).

SIUE is one of only nine institutions awarded a Graduate 10K+ grant in 2013. Funded through a partnership between the President's Council on Jobs and Competitiveness and the National Science Foundation, this program's goal is to help increase the number of U.S. graduates in computer science and engineering by 10,000 per year. SIUE's 10K+ project aims to increase retention of undergraduates in engineering and computer science through peer-led instruction in core mathematics courses, enhancements to the engineering-focused residential communities, broader participation of freshmen and sophomores in engineering competitions, and stronger connections between undergraduates and professional engineers in the early years of college. Building on the successes of this project, SIUE commits to increase participation in competitions, industry-driven project-based learning, internships, and undergraduate research across all STEM disciplines to better prepare

students for STEM careers. SIUE will also target a large-enrollment introductory biology course for a redesign to integrate authentic research in biofuels and connect students to industry professionals at the NCERC: Advancing Biofuels Research Center. Additionally, SIUE will enhance residential STEM learning communities to include a greater number of events that link undergraduates with STEM professionals and career opportunities.

Temple University (Philadelphia, PA)

Goals

Temple University anticipates preparing 53 new Middle Grades STEM teachers over 5 years who will impact at least 5000 students per year in STEM related disciplines.

Actions

In partnership with the School District of Philadelphia, Temple University commits to establishing the Temple Teacher Residency program, a dual-degree program focused on teaching science, technology, engineering and math (STEM) in the middle grades. The Temple Teacher Residency program will enable students who earn a bachelor's degree in a STEM-related discipline to earn a master's degree in middle-grades education by completing an additional year in residency in a Philadelphia charter or public school.

The program is built on the concept of a medical residency program. In their graduate year, students will spend 75 percent of their time teaching in a middle-grades classroom while receiving direction from a school-based cooperating teacher and a university-based coach. The program will provide practical learning along with the professional support network new teachers should ideally have to become effective educators.

Towson University (Towson, MD)

Goals

Towson University commits to increase the number of STEM degrees awarded by 5 percent annually and increase the percentage of STEM undergraduates who participate in real-world, applied experiences as a part of their academic program (independent study, internships, and in-class authentic research activities) by 10% annually.

Actions

The Fisher College of Science and Mathematics (FCSM) at Towson University is committed to increasing the retention of students who are women, first generation, from socioeconomically disadvantaged backgrounds, and/or from underrepresented minority populations majoring in STEM disciplines.

Nationwide, the critical need is to increase the number of STEM students who persist to earning a degree and who earn that degree within a reasonable time period. Three key FCSM objectives include increasing the number of STEM graduates, integrating authentic research experiences into the curriculum so a broad number of students can participate, and decreasing the time to graduation.

Strategies to increase retention and graduation rates include:

- Support for a STEM Residential Learning Community that integrates student-success programming (an introduction to learning styles and self-awareness surveys, as well as STEM specific programs including ethics, involvement in research experiences and preparing for post-graduate life) and enhanced tutoring.
- Institutionalization of the NSF-funded Towson Opportunities in STEM (TOPS) program. A majority of students in this program are first generation and/or from underrepresented minorities. Selected students are expected to participate in TOPS events including a summer bridge program,

seminars, tutoring, mentoring, field trips, and social events to build a community of science students who share an interest in learning more about their career options and sharing what they know with others through peer mentoring.

- Development of student success initiatives under the direction of the newly hired STEM Program Director (dual report to Associate Provost and FCSM Associate Dean).
- Enhanced tutoring in mathematics, biology and chemistry which tend to be roadblocks for many FCSM majors.
- Use of an analytics program developed for Towson University by the Education Advisory Board to set benchmarks for success.
- Implementing Course Redesign in several gateway courses including introductory Biology, Chemistry and Mathematics.
- Integration of authentic research experiences early in the curriculum - a pilot program has started in the introductory biology course for majors which impacts over 900 students annually.

Trinity Washington University (Washington, DC)

Goals

Trinity Washington University, with a strong track record of educating low income women of color in the Washington region, commits to increasing Trinity's STEM enrollments by 50 percent annually. Trinity commits to improving graduation rates for STEM majors from 35 percent to no less than 65 percent, with a reach goal of 75 percent. To meet the overall graduation rate goals, Trinity seeks to improve first-to-second year retention from the current rate of 61 percent to no less than 80 percent for STEM cohorts.

Actions

Trinity's STEM initiative will include best practices such as cohort organization, special academic and co-curricular advising, and focused foundational courses taught by specialists who can provide individualized support. Trinity will seek benefactors to assist in supporting these new STEM scholars with scholarships and a living/learning residential experience. Trinity will invite partner schools to nominate candidates from public, charter and private schools in the District of Columbia, Prince Georges and Montgomery counties in Maryland, and through national partner networks including the KIPP charter school network and Cristo Rey schools. Through the identification of candidates as early as their junior year in high school, Trinity will be able to work with the candidates and their schools on collegiate readiness, especially in math. Trinity will provide a special summer STEM experience program prior to first year enrollment.

Trinity will revamp its introductory sequence of courses to increase retention of the STEM students in this program from first-to-second year, which is the critical retention year. To meet the overall graduation rate goals, Trinity seeks to improve first-to-second year retention from the current rate of 61% to no less than 80% for the STEM cohorts.

Building on recent success in research-based courses in upper level classes, Trinity will use best practices such as active learning to promote student interest and build mastery of math and related skills through interdisciplinary, inquiry-based projects. Trinity will expand mentoring, career-oriented programming, and hands-on coursework that involves original research. This year almost a quarter of Trinity's declared STEM majors participated in undergraduate research. Trinity aims to prepare all of its STEM majors for such applied learning opportunities in the Washington region and beyond. Trinity will build structured support for mentoring and placing students in internships and in undergraduate research experiences, in Trinity's academic laboratories and at nearby research facilities. Trinity will continue to recruit and hire science and math faculty with the commitment to make undergraduate research opportunities a priority in their pedagogy.

University of Alaska

Goals

The University of Alaska is committed to building ANSEP (the Alaska Native Science & Engineering Program) so that there are 4,000 students in the ANSEP pipeline by 2020, with a college STEM graduation rate of at least 50 percent. This number would represent nearly six times more than all of the science and engineering degrees awarded to natives by the University of Alaska in the last 20 years.

Actions

The University of Alaska commits to taking on the issue that Alaska Native students are academically among the lowest performing demographic in our nation.

ANSEP, the Alaska Native Science & Engineering Program focuses on raising the bar by preparing students academically and socially with the tools they need for success in college and beyond. ANSEP starts in middle school and offers a string of linked components that continue through high school, into college, graduate school and the professions. Today the programs engages 1,500 middle school, high school, and university students. ANSEP students at every level are successful at rates exceeding national and state numbers; ANSEP Middle School students complete algebra 1 before graduating from eighth grade at a rate of better than 77 percent (above the 26 percent national average); 95 percent of ANSEP Acceleration Academy students advance one full level in math or science each summer they are in high school; and 74.5 percent of all ANSEP students who began BS STEM degrees since 2010 are still in school or have graduated.

University of Arizona (Tucson, AZ)

Goals

The University of Arizona aims for a steady increase in the percentage of STEM degrees over the next ten years to reach 25 percent by 2024. A new initiative to assist retention of Arizona's Science, Engineering and Math Scholars (ASEMS) transfer students is underway with the goal to increase retention 10 percent to a full 70 percent for transfer students at two years after entry.

Actions

Initiatives to improve STEM teaching and learning and undergraduate STEM retention at the University of Arizona have been enhanced through the UA AAU Undergraduate STEM Education Project, a project funded through the Association of American Universities by The Leona and Harry A. Helmsley Charitable Trust, and Arizona's Science, Engineering and Math Scholars (ASEMS). UA AAU Project will include programs and initiatives to address the personal and cultural influences on change in the instructional practices of STEM faculty members and departments and will redesign foundational STEM courses to use evidence-based, active learning pedagogies. ASEMS projects are designed to retain and graduate low income and underrepresented STEM undergraduates.

This includes:

- Arizona's Science, Engineering and Math Scholars Program: Students in ASEMS receive preparation for undergraduate research during their freshmen year and are also mentored by program faculty. A new initiative to assist retention of ASEMS transfer students is underway with the goal to increase retention from the current 60% to 70% for transfer students at two years after entry.
- Redesigns of Foundational STEM Courses: Five lower-division STEM courses are currently in different stages of redesign to use evidence-based and active learning pedagogies: general chemistry, physics with calculus, introductory biology, chemical engineering, and computer programming for engineers. Students also have access to tutors for all lower division STEM courses through the Think Tank.

- Faculty and Departmental Culture Change: OIA professionals and faculty involved in the course redesigns also provide support for other STEM faculty through Faculty Learning Communities, half-day workshops on the use of active learning pedagogies in STEM teaching, and Teaching Talks delivered in STEM departmental faculty meetings. The goal is to increase interest in and use of active learning pedagogies in all undergraduate STEM courses. Educational research projects will study the change in attitudes toward and use of active learning instructional approaches through surveys, interviews, focus groups, and classroom observations.
- Collaborative Learning Spaces Project: This fall UA developed a pilot collaborative learning space for up to 260 students in the science and engineering library. The month-long pilot will give faculty from eight STEM courses experience in using a collaborative learning space. We also sponsored a workshop on Collaborative Learning Spaces. A report from the workshop participants that will help guide future classroom renovations.

University of California

Goals

For 2015-16, the University of California (UC) commits to expand the UC Science and Math Teacher Initiative (CalTeach) enrollment to more than 2,000 UC undergraduates.

Actions

The University of California Science and Math Teacher Initiative (CalTeach) improves the quality and supply of STEM teachers who prepare the next generation of STEM students. CalTeach recruits and prepares undergraduate mathematics and science majors for future teaching careers by providing special coursework and field experiences in high-need K-12 schools, starting in their first year, while participants complete their undergraduate STEM degrees.

Despite a statewide trend of fewer people entering the teaching profession, enrollment in CalTeach continues to grow. Further, the CalTeach program is making a significant contribution to the diversity and preparation of quality STEM teachers in California. In fact, the diversity of the CalTeach participants continues to reflect that of the state's population, with significant representation of female students, students of color, and first-generation college-going students. In addition, despite the challenges of pursuing a teaching career, 14% of CalTeach alumni are teaching in high-need public schools with significant enrollments of underrepresented students, low-income students, and English language learners.

At each UC campus, CalTeach is researching the program's impact on STEM teaching and learning. At the annual CalTeach Research Symposium held this Spring, faculty and graduate students presented their research on various components. Emerging research for CalTeach includes the impact of a diverse teacher corps on STEM learning.

University of California, Irvine (Irvine, CA)

Goals

The University of California, Irvine aims to increase STEM enrollment by 12 percent, annually, and to increase STEM degree completion by 6 percent.

Actions

As part of the Louis Stokes California Alliance for Minority Participation (CAMP), a University of California system wide initiative funded through a cooperative agreement with the National Science Foundation (NSF), the University of California, Irvine commits to a greater than a 2:1 match of in-kind support over a 24-year period. Specifically, UCI will engage in a STEM enrollment and degree completion initiative including: (1) Summer Science Academy "boot camp of the mind" for newly enrolled freshmen; (2) Orientation and smooth transition for community college transfers; (3) Development of written and oral communication skills; (4)

Persistence in STEM majors through academic, social, and professional activities; (5) Summer and academic year laboratory research with faculty mentors; (6) Professional development through engagement in professional societies; (7) Intergenerational counseling and coaching; (8) Preparation of a scientific poster for presentation at a scientific conference; (9) UC System-wide networking and opportunities for research exchanges; (10) Graduate school preparation including GRE, personal statement, interview skills; (11) Student tracking and documentation of program success indicators; and (12) Documentation and dissemination.

This work builds on the continued success of CAMP, which is dedicated to increasing STEM enrollment and degree completion for historically underrepresented groups. Beginning in 1991, with the University of California, Irvine, serving as a lead campus, the program has now expanded to 9 UC campuses and has supported thousands of minority students to achieve their dream of a bachelor's degree and careers in emerging fields in science and engineering. CAMP faculty mentors and staff have provided the resources for students to overcome persistent barriers, particularly for women and first-generation students. The result of the system's combined efforts is an increase in B.S. STEM degrees granted from 615 in baseline year to 2,246 in 2013. Minority STEM enrollment increased from 3,806 in baseline year to 16,684 in Fall 2014.

University of California, Merced (Merced, CA)

Goals

The University of California Merced (UC Merced) aims for at least a 10 percent retention increase in STEM majors within the next three years.

Actions

The School of Engineering at UC Merced will engage in curriculum reform that research indicates will improve retention of all students, including low-income, women, and underrepresented minority STEM students. Through this initiative, the School of Engineering will serve as a change agent by weaving entrepreneurship and innovation throughout the undergraduate engineering curriculum as well as integrating trans-disciplinary team opportunities into existing coursework. This approach seeks to thread student outcome assessment throughout the curriculum, including project and team-based problem-solving activities. This includes replacing traditional coursework with skills-based learning opportunities and evidence-based programming that is supported by explicit institutional measures to facilitate and reward faculty-led change, assuring the sustainability of this effort. With a focus on improving student retention, diversity, and success within the School of Engineering, UC Merced will monitor the effects of every programmatic intervention, allocating resources to respond dynamically to the changing curriculum.

The School of Natural Sciences at UC Merced will pilot a series of research skills workshops focused on low-income and underrepresented minority students in the sciences. The goal of the workshops is to train students in fundamental research skills so that they can readily step into an internship either on campus or at a company. Low-income students in particular must often work while going to school, and preparing them to find that work in the sciences will enhance their educational experience and help motivate them to achieve their academic goals. These workshops will be structured to provide the necessary skills for working as an undergraduate researcher in a lab including basic wet and dry lab protocols, programming skills, and writing. In addition to research lab opportunities at UC Merced, the University will also work with local industry and national labs to place the students into summer internships.

University of Colorado, Boulder (Boulder, CO)

Goals

The University of Colorado Boulder commits to increasing degree completion rates more than 10 percent from the current levels to 80 percent by 2020.

Actions

In an effort to facilitate greater access and persistence in science, technology, engineering, and mathematics (STEM) for our students, the University of Colorado Boulder (CU-Boulder) will engage in two interrelated classroom space initiatives with powerful implications for innovative STEM instruction. CU-Boulder's proposed STEM classroom initiatives include both physical and virtual redesigns, which emphasize flexible pedagogical environments that will enable faculty to innovate into the future of STEM education. Notably, physical and virtual STEM classrooms are interwoven through technological advances in lecture capture, adaptive learning, and distance education.

- In collaboration with CU-Boulder's faculty-lead Classroom Design Committee, which includes key STEM faculty, the University will begin an aggressive \$55 million capital renewal program to redesign existing STEM classrooms to facilitate dynamic, forward moving teaching, and better learning for our students. By engaging CU's renowned faculty in STEM and STEM education and through a partnership with CU's nationally leading Center for STEM Learning, the project will ensure that the redesign is grounded in evidence-based practices, proven models of student learning, and the best practices of our best STEM teachers. Classrooms will be designed not just to suit current needs, but to also accommodate future innovations in STEM education. Spaces will be flexible, reconfigurable, and promote an interactive relationship between students, teachers, technology, and the learning environment.
- The University also commits to a Be Boulder Anywhere initiative that will direct campus technology resources to on-campus and distance learners. The initiative will facilitate STEM students' timely degree completion, by allowing the University to fold its lessons with technologies inward. We will design, implement, and measure the impacts of these multi-modal environments, drawing from significant expertise and resources associated at CU-Boulder including efforts of the Center for STEM Learning and experiments with MOOCs. An important lesson from the MOOCs is the critical nature of student support. Building on this commitment to student support, Be Boulder Anywhere will create high-touch, on-campus support environments that will promote STEM retention by enabling students to take advantage of undergraduate learning assistants, teaching assistants, and faculty. The University also commits to extend our courses outward, so neighboring schools will have access to the initiative, as well as the University's expertise and research faculty.

University of Colorado, Colorado Springs (Colorado Springs, CO)

Goals

The University of Colorado Colorado Springs Center for STEM and Pre-Collegiate Programs works with parents, students, and teachers throughout Colorado to (1) significantly increase the number of low-income, underrepresented students enrolling in STEM majors by 25 percent, (2) significantly decrease the need for academic remediation so that only 25 percent of first-year freshmen have need of such services, and (3) to increase STEM-degree graduation rates so that 66 percent of those students who declare a STEM major as freshman, graduate with a STEM major.

Actions

The University of Colorado, Colorado Springs will engage in a multi-phase approach. Phase 1 involves recruitment of middle school students using a cohort model. Up to 250 middle school students from a locations throughout Colorado including rural communities and underserved urban communities are recruited per year. This recruitment uses strategic partnerships with community colleges, school systems, and community support organizations. The goal of this first phase is to provide rigorous academic support in math and to improve student interest and engagement in pursuing a STEM major. Academic support programs include using online, blended models of math instruction such as ALEKS and Khan Academy to specifically target and remediate

student math deficiencies. Interest in a STEM major is supported by engaging student in hands-on STEM workshops that focus on problem-solving, collaboration, and creativity. Every experience includes STEM career exploration with STEM undergraduate and graduate students, faculty, and STEM professionals. Phase 2 involves the continued development of students by providing systemic academic support for late middle through high school students by (1) growing a STEM identity in underrepresented students who often struggle to see themselves as STEM scholars, (2) engaging students in academic STEM courses and workshops designed to support success in STEM and (3) supporting college-readiness, leadership, and academic STEM skills using major-specific summer bridge programs (i.e. engineering, basic science, and pre-professional). The goal is to develop student academic confidence and skills so that there is no need for undergraduate remediation, especially in mathematics.

Phase 3 provides rigorous, college-level STEM courses to participating juniors and seniors giving students a taste of college-level expectations and the opportunity to earn college credits toward a STEM major. These courses are taught by university faculty and instructors using innovative distance learning tools such as Cisco and cloud-based high definition tele-presence. This cohort model of student support has a demonstrated record of success. As the program continues, it is imperative that more students are exposed to the opportunities that STEM majors provide.

University of Cincinnati (Cincinnati, OH)

Goals

The University of Cincinnati commits to engaging high school students and their family members as participants in the first cohort for a summer bridge experience and year-round support with an investment over \$100,000.

Actions

The University of Cincinnati (UC) proposes the creation of the UC-Hughes STEM Academy as a partnership with Hughes Science, Technology, Engineering, and Mathematics (STEM) High School, a Cincinnati Public School, located across the street from the UC Uptown Campus. Twenty-five high school students and their family members will be selected as participants in the first cohort for a summer bridge experience and year-round support with an investment over \$100,000.

The purpose of this new partnership is:

- To create a robust, diverse STEM pipeline of talent to meet the accelerating demand for STEM jobs in the Cincinnati region.
- To bring education, community, and business partners together so that every Hughes student, every year will have multiple and extended exposure to hands-on, real life learning experiences.
- To use the Hughes Training Center and the UC infrastructure to disseminate best practice models of authentic STEM experiences that have been shown to grow student interest in and readiness to pursue STEM careers to schools across the greater Cincinnati region.

There will be a two-pronged approach to the UC-Hughes STEM High School Partnership:

- 1) Systemic Cross-College and Unit Partnership Support (Start Date of January 2015)
 - a. Supporting STEM academic programming
 - b. Facilitating partnership and innovation in STEM education
 - c. Supporting Hughes STEM High School students, faculty, staff, and parents
 - d. Developing the Hughes STEM Training Center for regional, state, and national dissemination of STEM education best practices
- 2) Proof-of-Concept Demonstration Projects (Proposed start date of Summer 2015 or Fall 2015-16)

- a. To implement best practice “college and career ready” models where cohorts of students are supported throughout the academic year and summer.
- b. To apply a continuous improvement approach to iterate and refine using a formalized evaluation framework.

University of Connecticut (Storrs, CT)

Goals

The University of Connecticut (UConn) aims to increase the number of UConn’s STEM graduates from underrepresented populations by 50 percent in the next 10 years.

Actions

The University of Connecticut’s Institute for Student Success (ISS) proposes the development of a vigorous recruitment strategy, in partnership with UConn’s Division of Enrollment Planning and Management, targeting students from low income families and underrepresented populations into STEM-based programs at the University. UConn will offer provisional admission to selected students with a demonstrated interest in STEM. Admission will include significant financial aid incentives to alleviate the burden of cost of attendance on student and family.

Students will enter UConn through a pre-collegiate summer program, during which they will be enrolled in credit bearing courses, including math and science. The intensive academic program together with workshops and seminars will provide comprehensive preparation for a STEM-based college curriculum.

Each student will have an academic coach with whom to co-develop an individualized program of study, manage academic responsibilities, campus activities, and financial aid resources.

University of Illinois at Chicago (Chicago, IL)

Goals

The University of Illinois at Chicago (UIC) commits to increasing the number of women who participate in their national recognized Women in Science & Engineering mentoring program by 20% in 2015, reaching nearly 100 women STEM majors with a program that leads to 15% higher STEM graduation rates and higher academic achievement.

Actions

The University of Illinois at Chicago Women in Science Engineering (WISE) mentoring program seeks to increase the number of women students pursuing and graduating in STEM disciplines, and to promote the recruitment, retention, and advancement of women who have chosen academic careers. WISE supports women undergraduate and graduate students in STEM by sponsoring additional activities that foster a positive educational and professional environment, enable excellence in scholarship, teaching, and service and include the fields of biology, chemistry, earth and environment science, math, physics, engineering, medicine—basic sciences and technology. Recognized by the White House in 2011, UIC’s WISE program has seen participants obtain a higher 6-year graduation rate, final GPA and have been more likely to graduate with a STEM degree than women STEM majors who do not.

University of Michigan (Ann Arbor, MI)

Goals

The University of Michigan will change the culture of instruction in introductory STEM courses, applying evidence-based methods to increase student engagement and create environments in which they thrive to double

the number of STEM majors in LSA.

Actions

The University of Michigan proposes to build on its efforts in STEM education, by committing to increase support to several expanded and new initiatives designed to improve the success and retention rates of our minority and women students in STEM fields. These initiatives include the Michigan Science, Technology, Engineering and Mathematics (M-STEM) Academies, a program that combines pre-first year activities, prescriptive advising, and academic year support services to improve the retention and GPA of students in STEM fields. When first inaugurated, the M-STEM Academies was envisioned as an exciting and innovative approach that provides students with a supportive and academically rigorous experience during that critical transition from high school to college. It has a proven track record of ensuring the success of a very diverse set of students. The University of Michigan is also scaling up REBUILD, a multi-year effort to embed evidence-based teaching across a number of large introductory STEM courses. REBUILD, which has support from the National Science Foundation, will reach several thousand students each year, improving retention of all students, including women and minorities.

In addition to these programs, this fall the University of Michigan commits to a large-scale project to use digital technologies to take to scale programs that have been proven to impact students in STEM. This includes multiple projects including Student Explorer and M-Write. Student Explorer mines student learning systems and other data repositories to provide students and their advisors with customized information on their engagement and success in courses. This system has led to deeper interaction between students and their advisors, which is especially critical to the success of minority students. M-Write is designed to provide U-M students with opportunities for creative thinking and engaged learning by combining innovative write-to-learn pedagogies with the technical scaffolding of a comprehensive online writing system; this has the potential to impact thousands of students each term in introductory STEM courses. M-Write is predicated on the understanding that clear expression regarding one's own thoughts is an important pedagogical tool and increases success and understanding. Initial work suggests that women in the STEM fields are particularly interested in this pedagogy. This fall U-M will competitively select one or more of these approaches and invest funds to take these projects to scale at this large public university.

University of Missouri, Columbia (Columbia, MO)

Goals

The University of Missouri, Columbia commits to invest in and prioritize classroom techniques that address issues of equity and close the retention and completion gaps for our underrepresented students. Specifically, the university's Math Across the Curriculum initiative will increase persistence of URM by an additional 20% four years following program implementation.

Actions

Recognizing that large lectures courses, even with smaller lab sections, are not optimal for engaging STEM majors, the University of Missouri - Columbia successfully redesigned a large biology course for non-majors using flipped course design. The success of this flipped classroom, along with increased student engagement, drove them to redesign other gateway courses that are potential stumbling blocks for freshmen and sophomore STEM majors. To facilitate this, the University of Missouri - Columbia will provide internal grant support and programmatic resources for faculty and departments that wish to revise large introductory courses. Increased engagement through hands-on experiences early in the STEM curricula will lead to increased retention of STEM majors, so the strategy is to start with these foundational courses and then spread the redesign to upper-level STEM courses as well.

In addition to course redesign, the University of Missouri – Columbia will also enhance the retention efforts

through a new program designed to address an often-overlooked factor of student success in STEM majors—mathematical competency. Math Across the Curriculum (MAC) will directly support Math Reasoning and Proficiency courses, which are a required core component of the University’s STEM programs. Modeled after MU’s internationally recognized Campus Writing Program (CWP) that supports Writing Across the Curriculum (WAC), MAC is designed to support faculty as the primary agents of theories and practices in engaging students in mathematically rich, investigative tasks that allow them to explain their thinking, justify the strategies they use and the conclusions they reach through contextualized learning. This approach will allow students to transfer their learning from one context to another, explain their choices within a context, and compare and contrast related ideas. Through MAC, the University’s world-class math education faculty will provide pedagogy, faculty development, training, and critical resources for faculty and students associated with the Math Reasoning and Proficiency courses. Participation in MAC will better equip STEM faculty to help their students understand and apply math principles to the learning of their STEM discipline. Faculty will also gain a broader understanding of issues related to teaching and learning mathematics in the college classroom.

University of New Hampshire (Durham, NH)

Goals

The University of New Hampshire will contribute to the statewide goal of doubling the number of STEM Graduates by 2025 and plans to increase UNH’s STEM Retention Rate to 75% during the same period.

Actions

The University System of New Hampshire (USNH) and the Community College System of New Hampshire (CCSNH) have entered into a partnership to increase the number of STEM graduates by 2025. To facilitate this, UNH will be developing new 2+2 articulation agreements in the STEM disciplines. UNH and CCSNH faculty will meet on a regular basis to exchange resources and course material as well as develop online resources. UNH is also piloting a dual admission process with one of the community colleges and will expand this to all community colleges in the state. The University of New Hampshire is developing online courses in mathematics (pre-calculus and calculus) with a goal to reduce the number of students who do not place into Calculus I in their freshmen year. They have established a new STEM Discovery Laboratory at the University Campus in Manchester. The STEM Discovery Lab is a challenging, hands-on learning community where K-12 students and their teachers engage in the authentic integration of science, technology, engineering and mathematics (STEM) and language arts through a research-based curriculum. The University of New Hampshire at Manchester has also entered into a partnership with Manchester Community College, Manchester Businesses, and the Manchester School District to STEAM ahead - a collaborative project with the goal of increasing the number of high school students who can pursue STEM careers.

University of Northern Colorado (Greeley, CO)

Goals

The University of Northern Colorado (UNC) seeks to increase the persistence of STEM majors from freshman year through senior year by 2% per year for five years.

Actions

The University of Northern Colorado (UNC) has committed to expanding its use of data analytics to develop, implement and evaluate strategies to increase student retention, persistence and graduation in STEM and health sciences disciplines. In 2013 UNC became a member of the Educational Advisory Board’s Student Success Collaborative (SSC), which develops institution-specific data analytics to inform individual academic advising and institutional strategies for student success.

During the past academic year, several academic programs, including Biology and Nursing, piloted the development of advising platforms using this software. The data for individual students allows advisors to track a student's progress on critical milestone courses and success markers, identify potential intervention points for supporting academic success, and identify majors for which past student performance suggests potential to succeed. Using this tool engages students and advisors in focused, realistic discussions of what students will need to do to achieve their personal academic and career goals and allows discussion of alternative academic pathways which may be of interest to them.

At the institutional level, the SSC data allows faculty and administrators to see historical patterns, identify trends and develop research questions that inform curriculum development, curriculum sequencing, and academic program planning. Faculty leaders in STEM and health sciences disciplines completed the first review of the institutional data over the past four months. Themes that were selected for more in-depth consideration include (1) use of math placement exam data to determine course placement in introductory chemistry and physics coursework, (2) review of course sequencing in majors to insure that prerequisite knowledge and skills are attained prior to more advanced coursework, (3) consideration of math and science course loads during the first two semesters for majors in STEM and health science disciplines, and (4) identification of upper-division "barrier" classes to explore ways to better foster student success and completion.

University of Northern Iowa (Cedar Falls, IA)

Goals

The University of Northern Iowa (UNI) seeks to double the number of women and under-represented minority STEM graduates over five years, reaching nearly 200 annually. Additionally, UNI has set a goal to double the number of underserved youth reached with UNI STEM camps, from 400 to 800, by 2016.

Actions

UNI is engaged in comprehensive and campus-wide actions in support of this commitment. One effort is hosting "Expanding Your Horizons", a program dedicated to helping girls in grades 5-8 understand their opportunities in STEM fields, and to encourage them to take math and science courses that will put them on a path to pursue STEM careers.

Three additional examples of programs that use both campus and external resources toward this purpose are:

- Development of a STEM degree completion research initiative: The "STEM & Flow" project aims to measure the impact of targeted interventions in pivotal STEM courses. Interventions with regard to study skills, focus and concentration will be made in STEM majors' and prospective STEM majors' critical first university level mathematics course with a repeat intervention taking place in each degree program's most challenging middle level content course. A pilot program is planned for Spring 2015 and the project team intends to seek federal funding for this program in summer of 2015 for implementation between Fall 2015 and Spring 2019.
- As the lead institution for the broader impacts portion of Iowa's NSF EPSCoR funding, the University shall provide STEM summer camp experiences and other outreach, aimed at increasing interest, access, and confidence in STEM topics, to underrepresented groups during the summers of 2015 and 2016.
- As a member of the Iowa Illinois Nebraska STEM Partnership for Innovation in Research and Education (IINSPIRE) - NSF LSAMP alliance, the University collaborates with 15 regional two-year and four-year colleges and universities who work together to broaden the participation of underrepresented minorities in STEM education in the Midwest. In particular, the University of Northern Iowa LSAMP participants are provided with opportunities to complete undergraduate research and workplace internships that initiate them in to their chosen field.

University of Pittsburgh (Pittsburgh, PA)

Goals

The University of Pittsburgh ELeVATE program has been replicated by the University of Texas at Arlington with 3 prospective institutions (all large research institutions) applying to replicate the program for 2015. The Department of Rehabilitation Science and Technology of the University of Pittsburgh commits to replicating this program at 3 or more additional institutions to promote the reintegration program model and enroll more Veterans with disabilities in STEM disciplines.

Actions

The Department of Rehabilitation Science & Technology at the University of Pittsburgh leads both a vocational program for veterans and people with disabilities, AIM, or Advanced Inclusive Manufacturing, and a college transition program, Experiential Learning for Veterans in Assistive Technology and Engineering (ELeVATE). Both prepare these underrepresented groups for success in the STEM fields through experiential learning projects in our laboratory which result in assistive technologies for people with disabilities. Both initiatives serve to create a national model on how to engage more people with disabilities (including military veterans) in STEM disciplines.

The University of Pittsburgh (Pitt) Department of Rehabilitation Science and Technology's (RST) Experiential Learning for Veterans in Assistive Technology and Engineering (ELeVATE) program is designed to re-integrate Veterans with disabilities to college-based on a three-phased approach. In Phase I, participants complete a ten-week paid research experience, complete a team project, learn 21st century skills in workshops, and prepare to begin classes at a college of choice. ELeVATE participants work closely with vocational coordinators to ensure that the adequate supports are in place for their academic success. During this time, ELeVATE students are offered housing and other family assistance. In Phase II, participants continue to refine their academic interests and apply for a formal program at the University of Pittsburgh or an institution of their choice. In Phase III, participants enroll in a university and prepare to graduate from the ELeVATE program. ELeVATE students stay connected to their cohort through study groups and other support groups. Program participants are encouraged to remain connected to the program by serving as mentors to new ELeVATE participants.

University of Richmond (Richmond, VA)

Goals

The University of Richmond has set the target to increase the number of underrepresented minority students graduating with STEM degrees by 50 percent over the next six years.

Actions

The Richmond Promise strategic plan, promises a distinctly integrated student experience, and a defining spirit of opportunity to students of all means and backgrounds. To this end, the University of Richmond commits to increasing the number of students from groups traditionally underrepresented in science and math disciplines who successfully complete first-year science and math courses, declare STEM majors, and graduate with STEM degrees. Early efforts to increase the diversity of the STEM applicant pool and provide high levels of need-based financial aid have yielded significant increases in enrolling more low-income and underrepresented minority students. In the past two years, nearly one-third of STEM-interested students enrolling as first-year students at Richmond have been from groups underrepresented in STEM. To more effectively support these students, the University of Richmond Integrated Science Experience (URISE), supported by a grant from the Howard Hughes Medical Institute, will employ new and proven strategies to remove barriers to persistence and success for 100 students from groups underrepresented in STEM when fully implemented. The URISE summer bridge program will incorporate best practices by focusing on skill development, providing authentic research

experiences, and building a community of support for these incoming students. Highlights of the program include:

- Implementation of novel investigation-based laboratory experiments designed to develop competencies necessary for success in first-year science and math courses.
- Experiences that help students build community, self-awareness and practical knowledge for navigating the college environment.
- Introduction to different career options for STEM majors through a partnership with career services and lunches with alumni who represent a variety of STEM careers.

After completing URISE, students will join one of two integrated, interdisciplinary, and research-based first-year courses – Integrated Quantitative Science (IQS) or Science, Math and Research Training (SMART).

University of South Florida (Tampa, FL)

Goals

Within the next five years, the University of South Florida System (USF) commits to increasing the number of graduates in the STEM fields by 600 to a total of more than 2600, with an increase of participation of underrepresented groups by more than 170 Hispanic, by nearly 90 African-Americans, and more than 230 Caucasian female students.

Actions

USF will use the systemic approach known to attract and retain STEM majors, especially those from underrepresented groups. USF has established partnerships with Hillsborough County Public Schools and the Hispanic-serving Hillsborough County Community College. USF's plan is designed by a 12-member planning team (PT), led by a past USF provost. The PT was successful in securing support from NSF's WIDER program. With the aid of a distinguished advisory board it has effectively used a seminar series to assure that our plans are based on the best current knowledge of evidence-based practices and of change strategies. Firmly rooted in a top-down/bottom-up model of leadership, the PT has designed a program that: Expands evidence-based teaching practices into all STEM gateway courses; Builds meaningful connections between foundational courses across all STEM disciplines; Phases in evidence-based practices in upper division courses; Requires excellence in research and teaching for promotion; Establishes a support system for small student groups; Expands a community collaborative with Hillsborough County Public Schools and Hillsborough Community College; and provides significant measures of success

USF used its own resources, augmented by grant support from the National Science Foundation, the Department of Education and the Howard Hughes Medical Institute, to:

- Create the USF Academy for Teaching and Learning Excellence to support faculty professional development
- Establish the STEM Education Center, a summer program for high school students
- Open the SMART Lab (Science, Math, and Research Technology) which provides 330 computers for computer assisted learning
- Participate in the STEM Talent Expansion Program (NSF-STEP) to improve key gateway mathematics courses
- Launch the USF-HHMI STEM Academy to enhance student success and persistence in Biology and Biomedical Sciences
- Vigorously pursue Discipline-Based Education Research (DBER) by hiring four additional faculty in 2013, bringing the total to eight

University of Tennessee, Knoxville (Knoxville, TN)

Goals

The primary outcome goal the University of Tennessee, Knoxville (UT) is setting is to expand their focus on engaged STEM research and careers as part of a university-wide quality enhancement plan: Experience Learning. The College of Engineering received a large investment from the State in 2013 and plans to grow by 20-25% overall in a five-year period. UT also plans to engage 500-1000 students in the Smart Communities Initiative and about 100 students in Memphis Math Camp.

Actions

The University of Tennessee, Knoxville (UT) commits to continue to grow the number of graduates in STEM disciplines with a strong focus on serving under-represented students. The College of Engineering received a large investment from the State in 2013 and plans to grow by 20-25% overall in a five-year period. At nearly \$230 million, UT also plans to invest in STEM by constructing two new classroom/lab buildings focusing on STEM disciplines in order to facilitate the university's growth in STEM enrollment. The first building will contain faculty offices, classrooms, as well as state-of-the-art teaching and research laboratories for science fields. This building will also contain an accredited vivarium. The second building will house the nuclear engineering department, freshman programs, and engineering academic affairs offices as well as contain flexible research labs and a senior design studio.

UT also commits to continuing to serve students in STEM disciplines. In particular, UT will expand focus on engaged STEM research and careers as part of a university-wide quality enhancement plan: Experience Learning. STEM students will be encouraged to participate in undergraduate research, internships, and co-ops that are already available. In addition, students will have the opportunity to participate in the Smart Communities Initiative (SCI) that is currently in its pilot year.

The SCI builds a one-year partnership between UT and a community in the state of Tennessee. During that year, students and faculty work together on addressing real-world problems identified by the community. Some of the issues that students and faculty will face include: public transportation analysis, watershed mapping, and cost-benefit analysis of proposed public projects.

Finally, UT will expand on innovative pedagogies developed during our pilot year of "Math Camp." The three-week on-campus summer program for rising freshmen, who are interested in math-intensive majors, enabled more than 57% of participants to place into a higher level of math than their ACT score would have predicted. Another 16% of participants tested at a level that predicts a high level of success in their first-year math class. Of the 81 participants, 84% were Pell-eligible and received scholarships to participate in the program.

University of Texas at Austin (Austin, TX)

Goals

The Charles A. Dana Center at The University of Texas at Austin, in collaboration with the Texas Association of Community Colleges and the 50 Texas community college districts, commits to developing and implementing accelerated mathematics pathways for underprepared STEM students in Texas and scaling this New Mathways Project (NMP) to 15 states with 15,000 students by 2016.

Actions

Early success in mathematics is critical for many STEM-intending students. For those who begin college underprepared, the path through developmental mathematics to advanced mathematics coursework can be long and daunting. While our nation's postsecondary education system is providing a growing diversity of strategies for supporting non-STEM students in accelerated mathematics pathways, much less attention is paid to the needs of underprepared students—disproportionately from low-income and underrepresented minority backgrounds—who wish to pursue STEM careers. UT Austin's New Mathways Project (NMP) is a systemic

approach to increasing all students' success in developmental and gateway mathematics that accelerates progress and aligns mathematics content to students' programs of study. It is designed to strengthen the skills, attitudes, and behaviors associated with student resilience, belonging, and math-identity.

The NMP is built around 3 course pathways—statistics, quantitative reasoning, and STEM preparation. Each pathway includes a co-requisite student success course and intentional strategies for building student community through group work and active learning. Students deepen their commitment to a program of study by engaging with mathematics content in the context of their chosen field. The courses emphasize critical thinking through interdisciplinary connections. The design of the NMP STEM-prep pathway is unique in that both its content and its structure intentionally identify the most crucial understandings that students need to succeed in calculus.

The New Mathways Project is expanding to 7 additional states in 2014-2015 through a process UT Austin developed to engage mathematics faculty leaders in statewide task forces to improve student success in developmental and gateway mathematics. Faculty and state leaders in Georgia, Ohio, Nevada, Indiana, Colorado, Missouri, and Montana are now identifying the policy obstacles to implementing mathematics pathways and developing plans to prepare institutions for their implementation at scale by 2016. We commit to supporting the NMP expand, and helping 15,000 developmental students succeed in their first college-level mathematics course by the 2016-2017 academic year.

University of Vermont (Burlington, VT)

Goals

University of Vermont's (UVM) goal is to double its STEM enrollment by 2020 and increase the University's 4 year STEM graduation rate to 70%.

Actions

In order to accomplish this goal UVM has a number of distinct efforts outreach programs that are helping to increase the number of students that pursue STEM. These programs include: 1) dual enrollment programs (STEMBridge); 2) the Vermont Engineering Initiative (VEI); and the 3) Governor's Institute of Vermont in Engineering (GIV-e).

UVM will achieve this goal by enhancing its academic advising, monitoring of student progress, and associated student support services within STEM discipline mainly within the College of Engineering and Mathematical Sciences. In addition, UVM is developing comprehensive academic advising plans for each student which include clearly defined, timely, and effective academic advising mechanisms in place and easily accessible by students.

UVM's strategy includes increasing the hands-on experiences for their students. As part of the engineering curriculum UVM is revamping its freshman and senior design courses and hiring faculty to teach them called "professors of the practice". These new faculty will focus on engaging the students in hand-on experiences that will help with retention. In addition UVM has hired additional staff for student support services to enhance the internship opportunities for STEM students. In addition UVM have developed a 4 year advising plan for each STEM major that focuses on having students engage in activities that will increase their success and result in increasing the retention and graduation rates.

University of Wisconsin-Madison (Madison, WI)

Goals

University of Wisconsin-Madison (UW) aims to achieve parity within 5 years between the underrepresented

and majority student populations in learning gains, STEM to non-STEM major changes and D/F/Drop rates in the targeted large enrollment gateway courses. UW will each year expand the list of large-enrollment gateway courses over the 5 year period. This project is intended to impact tens of thousands of students over the 5 year period.

Actions

UW will employ the following strategies to reach these goals:

- Improve pedagogies in introductory STEM courses in ways that retain and motivate non-traditional STEM students. As part of a campus-wide effort to grow the innovations used for instruction, UWM's institutional Education Innovation Initiative will adopt and phase-in new evidence-based teaching and learning pedagogies that enhance student success in large enrollment gateway courses. Although this will be a campus-wide effort, STEM-related gateway courses will be initially targeted. Appropriate assessments will be conducted to measure the impact of the effort.
- Expand faculty training in introductory courses to enhance learning among non-traditional STEM students. In addition to work directed at innovative teaching tools and resources, the Wisconsin Institute for Science Education and Community Engagement (WISCIENCE) and the Center for the Integration of Research, Teaching and Learning (CIRTL) will partner to provide professional development activities for faculty, staff and graduate students to improve instruction, especially in STEM gateway courses, where there remains a gap in the retention and success of our at-risk students and their peers. Specific emphasis will be placed in calculus, chemistry, organic chemistry, and other pre-requisite courses. The professional development activities being implemented are designed to train instructors to use evidence-based, high-impact practices to enhance teacher effectiveness with diverse student groups. These include interactive and inquiry-based learning, as well as frequent formative assessment.
- Expand undergrad research experiences for non-traditional STEM students. Finally, in addition to the work above and the direct services already provided to students, WISCIENCE and CIRTL will partner to support access to high quality undergraduate research experiences through research mentee and mentor training programs. These high-impact practices have been shown to increase retention among STEM students, particularly among women, underrepresented minority and first-generation college students.

UTeach (Austin, TX)

Goals

The UTeach Science Program, through the UTeach Institute in the College of Natural Sciences at the University of Texas at Austin, in collaboration with the National Math and Science Initiative (NMSI), pledges to support the preparation of secondary science and mathematics teachers at 44 universities throughout the United States, including 5 new research university partners, growing the total number of UTeach alumni by an additional 6000 teachers by 2020.

Actions

UTeach students are mathematics and science undergraduates who by working with Master Teachers, science and mathematics education faculty, and research faculty in their disciplines, obtain a degree in their STEM major and teaching certification at the same time. Their instructional program includes early field experience, teaching methods based on how people learn, exposure to scientific research, and preparation for Project-Based Instruction.

In early December 2014, with funding from the Howard Hughes Medical Institute, NMSI and the UTeach Institute will announce five new UTeach replication sites at five new research universities. Each of these

universities will commit to adopt the UTeach model, sustain it after the end of their five-year grants, and increase substantially their production of mathematics and science teachers.

To date, universities replicating the UTeach program universities have produced 2153 mathematics and science teachers. Our graduates serve high-needs students --- over 60% of the alumni teaching are in schools where more than half the kids are eligible for free and reduced lunch. By 2020, taking into account the existing partner institutions with the implementation of UTeach at 5 new research universities, we expect the total number of UTeach alumni to grow by an additional 6000. These thousands of new teachers will use engaging methods of instruction to educate middle and high school students and inspire them to enter STEM.

Washington State University (Pullman, WA)

Goals

Washington State University (WSU) aims to increase STEM degree retention by 5 percent over the next five years, which will increase the number of STEM majors at WSU by nearly 200 students.

Actions

At a system level, WSU is implementing policies and tools designed to support students in STEM fields. This includes a system-wide advising tool that employs predictive analytics based on ten years of prior student enrollment data to help keep students on track for graduation. A new learning management system will provide early warning alerts to help faculty keep students on track in their classes.

At the heart of WSU's strategy are initiatives focused on improving success rates in STEM-related fields such as:

- Re-tooling the pedagogy of targeted high-enrollment introductory STEM courses, including Biology and Chemistry, to provide more student-centered learning experiences. Revisions include “flipping” classrooms, developing more experiential laboratory sections, and focusing material on real-world applications of foundational principles.
- The Pullman campus has completed a pilot of “Calculated Success,” a summer math primer for incoming STEM students. All students in the pilot improved their math placement scores; academic success and retention over the coming year will also be tracked. The program will continue next year and is serving as a model for other potential summer bridge programs to support STEM-focused students.
- WSU's College of Engineering has launched a Washington State Academic RedShirt (STARS) program to equip motivated incoming engineering students with the tools and requisite math skills to be successful in engineering. The program includes a specialized curriculum, comprehensive advising, tutoring and peer mentoring, coaching on study skills and habits, community building, and scholarships.
- A Math Learning Center supports students at all levels to achieve in math courses. The Center provides tutors and spaces for students to collaborate on problem solving and projects, as well as software to foster individualized learning.
- A faculty-led workshop series is providing peer mentoring for instructors pursuing teaching innovations. Many workshops focus on applications to STEM instruction. Seed grants have facilitated instructional innovations.

WSU has taken steps to facilitate statewide access to supportive and cutting-edge STEM education. For example, WSU recently has opened a new academic center in Everett, Washington, to offer four high-demand bachelor's degrees. These include two degrees specific to STEM: electrical engineering and mechanical engineering. The campus employs a cohort model that already has demonstrated a dramatically higher completion rate than is typical for engineering students. In addition, WSU's Tri Cities campus offers

engineering as a particular strength along with Nursing and other STEM degrees, bringing these programs closer to the diverse population in the state's central region.

Wayne State University (Detroit, MI)

Goals

Wayne State University aims to train a large number of underrepresented students for biomedical careers and commit to a 75 percent four year graduation rate for BUILD scholars. While the BUILD project will have a core cohort of 50 under-represented students each year, the impact is much larger, since the curricular design will impact all undergraduate students enrolled in these biomedical science courses.

Actions

Wayne State University, in a consortium with Marygrove College, University of Detroit Mercy, Wayne County Community College District has formed the REBUILD Detroit Project to fuel the academic renaissance of Detroit by establishing Detroit as the center for biomedical research training for underrepresented undergraduate students. This new effort is funded by a five year grant of \$21.2 million from National Institutes of Health (the vast majority of which will go to WSU's partners in this project) as well as by institutional commitment from Wayne State University. The project aims to which will transform undergraduate education at the four consortium institutions. The consortium institutions collectively enroll a student body of 47,300 undergraduates, 51.3 percent of whom are from underrepresented minority groups and more than 50 percent are Pell-Grant eligible.

REBUILD Detroit's overarching vision is to identify and improve, in a transformative manner, the recruitment and retention of underrepresented students into biomedical degree programs, introduction to biomedical career opportunities, and ultimately transition into personally rewarding graduate education and advanced careers in the biomedical sciences.

Wayne State, together with its partners, will collaborate to design a common curriculum emphasizing mentored research among Detroit's diverse student populations and leading to accelerated pipelines into master's and doctoral degrees to ensure students succeed in biomedical research careers.

The consortium institutions will drive student success in biomedical fields through cross-articulation agreements, enhanced student research programs, student services and faculty and student development.

Wesleyan University (Middletown, CT)

Goals

Wesleyan University commits to using a new approach to increase the number of students in computer science classes by 50 percent.

Actions

Wesleyan University is committed to modifying its introductory science teaching to introduce strategies known to improve retention. The University has successfully used these strategies in biology and are currently applying them to physics.

Following their biology model, each week the sections break up into smaller groups that employ flipped classroom technologies and problem-based learning sessions. In physics particularly, the University is using pedagogical techniques developed by Eric Mazur at Harvard that have been shown to improve retention of under-represented groups.

In the next year Wesleyan will expand this pedagogical initiative and extend it to computer science. The University will be employing more problem-based learning methods with applications to real-world problems

in its computer science curriculum. These methods, used successfully at Harvey Mudd College and Carnegie Mellon University, have been shown to improve retention of women and underrepresented minorities in computer science. This new approach should help the University in its goal to increase the number of students in computer science classes by 50 percent.

WestEd

Goals

WestEd's Strategic Literacy Initiative, with funding from The Leona M. and Harry B. Helmsley Charitable Trust, has committed to improve retention and graduation rates of 163,200 community college STEM students from underrepresented populations by 2017.

Actions

WestEd will provide online and face-to-face professional development in the research-based Reading Apprenticeship instructional framework to 1,150 California community college STEM faculty teams from 16 campuses, giving them the knowledge, practice and networks to achieve this ambitious goal.

Significant research indicates that an "integration" approach to contextualizing academic skills within disciplinary content classes may show the most promise for students' access to STEM (and other academically challenging) content material. Faculty who learn to implement a Reading Apprenticeship approach in STEM introductory classes and beyond learn to model discipline-specific literacy skills by "making their thinking visible" with the challenging texts of their own disciplines. In this way, faculty help students actively engage as readers in discipline-specific problem solving, gaining confidence in their ability to do so. This kind of independent active learning enables students to identify as capable readers and students in STEM and gives students the confidence and desire to continue in their chosen field.

Westminster College (New Wilmington, PA)

Goals

Westminster College aims to Increase by 53 percent the number of highly qualified STEM teachers from Westminster College in high-need secondary schools in western Pennsylvania in five years.

Actions

Westminster College is committed to the success of students in STEM disciplines, especially women and other minorities. For example, 46 percent of the College's STEM faculty members are women, providing models for female students who may not otherwise see career paths in STEM. Also, the College supports strong students who are interested in teaching STEM curricula in nearby high-need, low-income high schools. Such support comes through close mentoring and research opportunities with STEM faculty, along with scholarship aid provided through a recently-awarded \$1 million National Science Foundation Robert Noyce Teacher Scholarship grant.

This grant will support IQ STEM: Increasing Quality STEM Secondary Educators in Western Pennsylvania, a program to place highly qualified STEM educators in four districts that meet one or more of the definitions of a "high-need" school district as defined by the Higher Education Act of 1965. Program objectives include:

- Increasing by 53 percent the number of highly qualified STEM teachers from Westminster College in high-need secondary schools in western Pennsylvania in five years.
- Developing, implementing, and evaluating one undergraduate education course dedicated to STEM pedagogy. The efficacy of this new introductory course as a model must be assessed.
- Providing talented STEM majors with the opportunity to complete teaching certification.

- Using student-driven, discipline-specific and pedagogical research programs to develop teachers who are critical thinkers prepared to disseminate this skill to their students.
- Testing how improved STEM teaching translates into improved student performance in STEM subjects where graduates of the program are teaching.

Whittier College (Whittier, CA)

Goals

Whittier College commits to increasing the number of STEM graduates by at least 20 percent within the next five years and at the same time to helping address the nation's shortage of women STEM graduates and those from underrepresented groups.

Actions

The centerpiece of Whittier College's commitment will be the Board of Trustee's approval in January of the total renovation of Whittier's science facilities (currently 48 years old). In the last year the College has raised \$18.2 million in gifts and pledges to help fund the expected \$45 million project, and have secured the financing necessary to mount the renovation. The project is on a fast-track to completion in the fall of 2016 and through design it will showcase science and foster an interdisciplinary approach to science education.

Added to this commitment are other academic initiatives designed to attract STEM majors and serve them well. The faculty have developed two new, interdisciplinary STEM programs, one in public health and one in nutrition sciences. A new STEM transfer student partnership with Pasadena City College (a community college with 74 percent students of color; 43 percent Latino) will bring cohorts of 10-15 biology and chemistry majors to Whittier each year to complete their 4-year degrees. Whittier anticipates enrolling participants from three college-mentorship programs they run in two local, majority-minority school districts, both with over half of their student populations receiving free lunch. One of the mentoring projects focuses specifically on young women preparing to enter STEM fields.

As a majority-minority college, with both HSI and AANAPISI designations, Whittier College is already one of the most diverse private liberal arts colleges in the nation. This diversity is reflected among STEM majors; the majority of STEM majors last year (55 percent) were female; 32 percent were Latino; a large number were Pell and/or Cal Grant recipients (38 percent of women and 50 percent of men in 2014). With the projects underway to expand STEM participation, and a new commitment to renew their STEM facilities, Whittier College is on track to enhance its ability to serve as a pipeline to science and health fields and help us address a national priority of producing a talented and diverse STEM workforce.

Williams College (Williamstown, MA)

Goals

Williams College, in its upcoming campaign, will work to raise \$10-\$20 M to support several initiatives that will enhance opportunity and improve retention in STEM fields, especially for low-income and underrepresented students.

Actions

Williams College and the Massachusetts College of Liberal Arts (MCLA) will partner with the North Adams, Massachusetts school district on a project aimed at increasing persistence among majors in STEM subjects. The *Teaching to Learn* project aims to do this by engaging students from both colleges in developing and teaching science lessons in K-7 classrooms in a high-needs school district. The experience is intended to deepen undergraduates' understanding of the nature of science, increase their ability to explain science concepts to non-specialists, increase their belief in their own abilities in science, create a community of science learners that can

sustain the pursuit of further science coursework, and ultimately lead to more science course enrollments and higher retention in science majors. Undergraduates from the two colleges (one public and one private) will work with K-7 teachers and college science professors to develop science units based on the Next Generation Science Standards. Pairs of undergraduate students will co-teach these units with K-7 classroom teachers and the support of college science education professors. Undergraduates and K-7 teachers will also participate in joint professional development to deepen their understanding of both the nature of scientific inquiry and science teaching, and reinforce their connection as a community of learners. The project also seeks to improve the scientific literacy of the general public by improving the ability of undergraduate participants, and their college faculty advisors, to communicate scientific information to lay audiences. Finally, the project will help increase the pool of potential scientists by increasing the quality of science education in this high-needs school district, where 63 percent of students are on free or reduced lunch, 24 percent have disabilities, and the overall college attendance rate is low.

Counseling Commitments

ACCESS College Foundation

Executive Summary

- Increase enrollment in postsecondary institutions
- Train 170 high school counselors and college access advisors in the South Hampton Roads, Virginia region in properly completing and filing the FAFSA
- Increase the percentage of students filing a FAFSA from 51% of the 2014 graduating class to 60% of the graduating class in 2015
- Expand its successful school-based college access model to the Eastern Shore of Virginia in Northampton County
- Invest \$1.6 million to endow a college access advisor and college access services in Northampton High School and Northampton Middle School
- Improve school-based college awareness, planning, access and success
- Improve scholarship opportunities to assist students through the college application and enrollment processes

In-Depth Summary

The ACCESS College Foundation, in partnership with Tidewater Community College and local school counselors, plans to increase and expand advisor training in the South Hampton Roads, Virginia region, thus increasing the percentage of students filing FAFSAs and enrolling in postsecondary education programs.

The ACCESS College Foundation also commits to expanding its successful efforts to the Eastern Shore of Virginia in Northampton County. A new partnership with the Northampton County School District and School Board will address low college completion rates among students in the area. Currently, 78% of the population in Northampton County are high school graduates, yet only 18% have achieved a bachelor's degree or higher. The ACCESS College Foundation will make a \$1.6 million investment to endow a college access advisor and college access services in Northampton High School and Northampton Middle School, which will improve school-based college awareness, planning, access and success.

Specifically, the ACCESS College Foundation will pay for up to two college entrance test fees and up to four college application fees for low-income students. The Foundation will also provide scholarship opportunities for qualifying students for \$5,000 over four years to encourage college enrollment. Using donated funds, the Foundation will implement a new college access program. A new, trained advisor will serve one middle school

and one high school in Northampton County. This advisor will help students take the SAT, complete a FAFSA, and apply to at least three colleges. High school graduates who enroll in college will continue to be served by the ACCESS College Foundation's College Success Advisors. Outcomes will be measured based on an expected 10% increase in tests administered, a 10% increase in FAFSAs filed, and a 10% increase in students applying to at least three colleges.

ACT

Executive Summary

- Increase college access
- Increase the test-taking rate for students with fee waivers by 10%
- Partner with colleges and universities on the Get Your Name In The Game research project
- Impact as many as 725,000 students per year
- Study the results regarding access, enrollment, and retention
- Scale a free resource for school counselors and students
- Provide more personalized attention to support the 700,000+ students who will receive an ACT fee waiver
- Enable an additional 725,000 low-income, first-generation-to-college, underrepresented students to participate more fully in the college recruitment process

In-Depth Summary

ACT has developed three related initiatives to improve support for school counselors and reduce information barriers by providing personalized attention for underserved students at key transition points. ACT Profile offers free accounts to school counselors and college access advisors on a new college and career planning resource that is online, mobile, and social. Dialing for Scholars is a pilot project to increase college access by testing the impact of personal outreach to underserved students in the weeks before scheduled tests.

ACT's initial goal is to increase the test-taking rate for students with fee waivers by 10%. ACT will share information to better prepare students for the test experience and the college preparation and choice processes. ACT will also provide additional post-test follow up to help students understand their score reports and retesting options. Students with fee waivers who meet at least three of four ACT college readiness benchmarks will also receive information to address potential "belonging uncertainty" by informing them that ACT data shows that students from similar areas with similar college readiness scores have succeeded in college.

Get Your Name In The Game is a three-year research project to expand college options for low-income, first-generation and underrepresented students. This research project will enable underserved seniors to share their information with eligible colleges and universities, "getting their name in the game" for possible recruitment and admission. ACT will partner with colleges and universities on this project, which will benefit as many as 725,000 students per year, and ACT will study the impact on access, enrollment and retention.

Alvord Unified School District (Riverside, CA)

Executive Summary

- Create a CCR Institute to expand and improve school counselor training
- Achieve a 100% FAFSA completion rate by 2015
- Increase the percentage of seniors submitting college applications by 50%
- Increase the average number of applications submitted per student by 100%
- Reduce summer melt by 50%

- Reduce remediation rates by 50%
- Increase postsecondary enrollment by 80%
- Increase persistence rates by 50%
- Increase PSAT and SAT participation rates by 80%
- Increase AP course enrollment by 50%
- Ensure that all students in the district develop a six-year graduation plan to include appropriate course work for high school graduation and a transition plan for college and career

In-Depth Summary

Alvord Unified School District (AUSD) has partnered with the Center of Excellence in School Counseling and Leadership at San Diego State University and the Riverside County Office of Education to create a CCR Institute to provide a series of professional development opportunities for current practitioners. The Institute will provide CCR, counseling, and financial aid training for all school counselors and administrators within AUSD. Each training will include the district school counseling supervisor, an assistant principal from each school, and three instructional personnel, selected by the principals. AUSD will create requirements for administrators who oversee school counseling programs to include better understanding of current school counseling programs and expectations, and methods of hiring, mentoring, and evaluation.

The Institute will provide comprehensive training and funding to support school counselors in leading school counseling programs and addressing the summer melt. Completion of trainings will include the optional offer to earn units towards an advanced certificate in CCR or in leading and managing school counseling programs. School counselors will be trained to utilize the California Student Aid Commission partnership to track all students for FAFSA, and to utilize social media technology to aid FAFSA completion and summer melt prevention. The Institute will create policies, practices, and procedures that will support hiring supervision and placement to ensure that responsibilities are tied to training. Job descriptions for school counselors and job evaluation tools will be revised as well. College access partners, administrators, and school counselors will participate in joint training and collaborative meetings. All of these programs will significantly improve AUSD's outcome data.

American College Application Campaign

Executive Summary

- Increase the participation of first-generation and low-income students in pursuing a postsecondary education by engaging 80% of all public high schools by 2020
- Achieve at least 1.5 million first-generation and low-income students submitting at least one application to a postsecondary institution
- Find a cost-effective system to track students from the application process to matriculation, retention, and completion
- Strengthen the national network of states and provide support to selected states
- Increase resources available through the ACAC website
- Increase visibility of the campaign
- Develop strategic partnerships that will support a long-term sustainability plan

In-Depth Summary

The primary goal of the American College Application Campaign (ACAC) is to increase the participation of first-generation and low-income students in pursuing a postsecondary education. The campaign helps support these students in navigating the admissions process and ensure they have submitted at least one application for admission. The campaign has evolved through the first two phases and will begin Phase 3 in 2015. Phase 1 was

a proof of concept demonstrating the impact on first-generation and low-income students. North Carolina was able to track students participating in the campaign to enrollment and has shown that an average of 74% of participants enroll the following fall semester.

In Phase 2, the goal was to scale the campaign nationally to every state and the District of Columbia. In 2011, campaigns were held in 9 states, then 24 states in 2012, thirty-nine states in 2013, and all 50 states plus D.C. in fall 2014. The growth in participating high schools has moved from a single, North Carolina high school in 2005 to over 4,000 high schools in 2014. ACAC estimates that the final numbers for the 2014 campaign will show that over 200,000 students participated and submitted over 250,000 applications for admission.

ACAC will continue to increase the number of participating high schools and therefore provide more opportunities for first-generation and low-income students to apply to a postsecondary institution. ACAC's goal for 2015 is to have 7,500 high schools participating and by 2016, to have at least 12,000 high schools participate. The ultimate goal is to have at least 80% of all public high schools participating by 2020. ACAC estimates that at that point, there would be approximately 1.5 million students applying to college that otherwise would not have applied. ACAC's second goal is to work with the National Student Clearinghouse to find a cost-effective method to track the participating students to enrollment and then to completion.

ACAC also aims to strengthen the national network of states and provide support to selected states that require additional technical assistance and training. The annual convening of the states will continue and there will be increased resources made available through the ACAC website. Increased visibility of the campaign is an annual goal. The final goal is to develop strategic partnerships that will support a long-term sustainability plan. Through strategic partnerships, ACAC also hopes to establish a seamless pathway from applying to college to FAFSA completion to college decision to enrollment. Ultimately, retention and completion will be key indicators of a positive outcome.

American School Counselor Association (ASCA)

Executive Summary

- Conduct research to identify specific competencies necessary for CCR
- Increase the number of students who are meeting K-12 benchmarks for promotion and graduation
- Increase FAFSA completion rates
- Increase college enrollment
- Provide professional development to school counselors to increase and improve assistance to students

In-Depth Summary

The American School Counselor Association (ASCA) will conduct research to identify specific competencies necessary for CCR, as well as follow-up research to identify the level to which students are achieving those competencies. ASCA will conduct surveys to identify common monitoring systems and benchmarks to improve promotion and graduation rates. By providing webinars focused on promoting FAFSA and the FAFSA Completion Project and continuing to promote *Reach Higher*, ASCA will increase FAFSA completion rates. ASCA will also include an article in the ASCA School Counselor magazine about strategies to encourage students and families to complete the FAFSA, and create a FAFSA promotional materials toolkit with announcements, proclamations, and resources that school counselors can distribute to their students. ASCA will prepare students to succeed in college and ensure that they select schools that are best-fit for them. Finally, ASCA will create and disseminate a college admissions toolkit that will include a checklist for the college application process, a student self-assessment, and a college evaluation checklist to help students match their self-assessments with the characteristics of the schools they are considering. Through these methods, ASCA

will not only increase college enrollment, but also improve the selection processes and increase students' chances for success.

ASCA also plans to provide professional development to school counselors, which will increase and improve assistance to students. In 2015, ASCA will offer free, bi-monthly webinars about CCR and college admissions to school counselors. Currently, ASCA offers Bullying, Legal and Ethical, Leadership, and Data Specialists as part of the ASCAU program, and has 3,710 people enrolled in the four programs. ASCA will expand the program by creating and adding a College Admission Specialist position. At the 2015 ASCA conference, a CCR track will be offered for the more than 2,000 attendees; the track will include a preconference session developed with the Southern Regional Education Board. ASCA will create a social network platform for all teams in attendance at the San Diego meeting and who participate virtually to communicate about their work and ask questions. The platform will have discussion board and file sharing capabilities. ASCA's resources will be provided for teams to utilize for meetings and trainings. The November/December 2014 issue of the ASCA School Counselor magazine, dedicated solely to CCR, will be published and disseminated to 60,000 school counselors.

Arizona Department of Education

Executive Summary

- Ensure that, by 2020, 44,000 community college students earn associate's degrees and/or certificates, and 12,500 transfer to a university each year
- Ensure that, by 2020, Arizona has 36,000 students earning a bachelor's degree each year
- Over the next six years, increase the state's college enrollment rate 1% each year, achieving 60% enrollment by 2020
- Over the next six years, increase the number of dependent students who submit a FAFSA by 1,000 each year, achieving 144,815 by 2020
- Expand the College Access Professionals (CAP) Training in Arizona over the next three years, measuring results and tracking the impact on students, with the long-term goal of making CAP Training a state requirement for counselor recertification
- Ensure that every Arizona high school has access to National Student Clearinghouse data, and that counselors track the data as part of their role on the leadership team
- Ensure that counselors and other school leaders know how to analyze and use their data to understand how it affects a school's performance measures
- Increase postsecondary enrollment and completion

In-Depth Summary

In 2012, 53.5% of Arizona's 59,382 high school graduates enrolled in a two- or four-year postsecondary institution. Only about 24% tend to complete a degree within six years. The Arizona Department of Education (Arizona) has committed to significantly increasing college enrollment and postsecondary degree completion rates by 2020. Arizona will continue to track FAFSA submission as it increases FAFSA completion efforts at high schools and in the community.

The College Access Professionals (CAP) Training curriculum in Arizona, developed by the Southern Regional Education Board, has been tailored to Arizona-relevant courses and CCR initiatives. Objectives of the CAP Training include defining a college completion culture for the organization, implementing strategies to gain family and community support for increasing college access and completion, developing approaches for working with diverse populations on college access and completion, and encouraging early career awareness and planning. CAP Training also aims to guide students to discover their best-fit and make appropriate

postsecondary choices, assist families and students in understanding financial aid terminology, help students and families understand scores from admission tests, and plan transition activities for families and students to help students prepare for middle or high school. Arizona will continue to use CAP Training to improve school counseling and measure the impact it has on students' educational success.

Arizona is committed to establishing school counselors as part of the leadership team at every school. Part of this role will be understanding performance metrics and tracking students' progress beyond high school. Arizona will ensure that school counselors have access to and are using National Student Clearinghouse data to track postsecondary enrollment data. By having more accurate measures of which high school interventions are effective, Arizona will see an increase in postsecondary enrollment and completion.

Arizona expects that having counselors who are knowledgeable and current in college access theory and practices will affect not only intermediate metrics such as the number of college applications submitted and FAFSAs completed, but also the overall percentage of Arizona high school graduates who enroll in and successfully complete postsecondary education that leads to employment.

AVID (Advancement via Individual Determination)

Executive Summary

- Expand access to CCR to 1 million students by 2020
- Increase the number of AVID secondary schools
- Scale up college and career advocacy on campus
- Increase trainings and support for school counselors
- Graduate at least 30,000 AVID students per year for the next five years
- Increase AVID alumni third-year persistence rates to at least 80%

In-Depth Summary

AVID is implemented in approximately 5,000 schools and impacts more than 800,000 students in grades K-12 and in 43 postsecondary institutions. Schools and districts take methodologies and strategies from the AVID elective course and implement them school-wide and district-wide to impact entire communities and create articulated programs for college success. AVID contributes to increased postsecondary enrollment, increased rigorous course completion, increased FAFSA completion rates, and increased CCR training for school counselors.

The AVID College Readiness System will expand access to CCR to 1 million students by 2020. AVID will increase the number of AVID secondary schools, and thereby the number of counselors who are supported by the AVID College Readiness System. AVID will focus on strengthening its support to interdisciplinary AVID school site teams, which include counselors, in order to scale up college and career advocacy on campus. This will allow for a larger number of counselors to support AVID and non-AVID students in FAFSA completion, submitting college applications, and excelling in courses of rigor to prepare them for college success. Specifically, AVID commits to graduating at least 30,000 AVID students per year for the next five years, with hopes of graduating 50,000 students per year in the next three years. AVID will ensure that its alumni persist into their third year of college at a rate of at least 80%.

Berea College (Berea, KY)

Executive Summary

- Beginning in the 2015-2016 academic year, provide intense interventions to 2,366 8th grade students; serve that group of students as they progress through high school and into college

- Provide high-quality, research-based professional development for at least 500 teachers and school leaders who serve those students
- Increase the FAFSA completion rate in its target area to 85%
- Increase the average number of college applications submitted by students by 25%, as well as focus on college match and fit
- Raise the percentage of students who attend college immediately after high school to 60%
- Increase the percentage of students who graduate from college within six years to 70%
- Improve 60% of students' academic achievement in math and English, thus reducing the remediation needs of graduating seniors
- Launch the Horizon Fellows program during the spring of 2015 to serve 100 Fellows annually
- Increase the college success rate of 50 high-achieving, low-income students
- Collect data on each Horizon Fellow and compare annually to non-fellows within the targeted high schools
- Analyze college fit of each Horizon Fellow's college application
- Track Horizon Fellows for six years after high school graduation to compare their college success rates with the success of other graduates from the targeted high schools

In-Depth Summary

Berea College commits to increasing the CCR of students in fourteen rural, Appalachian Kentucky school districts, known as its target area. Berea College will assist students through a program called GEAR UP. Beginning in the 2015-2016 academic year, GEAR UP to Learn will include mentoring programs and individualized academic interventions focused on educational resilience, study skills, note-taking, self-management, and self-discipline. GEAR UP to Campus is a school-wide advising program that outlines individual goals, interventions, and services and will be implemented for students beginning in 8th grade. GEAR UP to Work will include mentoring, individual career pathways exploration, career site visits, job shadowing, 21st Century skill development, and focused college visits based on career interest.

CCR initiatives will be implemented and tailored by grade level. In 8th grade, services focused on building aspirations, including mentoring, goal-setting, career exploration, and financial awareness will be the primary foci. 9th grade will include GEAR UP CCR, a credit-bearing elective course, which will focus on educational resilience, college and career pathways, financial awareness, leadership through service, academic improvement, and the development of work-readiness skills. Services based on individual need, including both academic and non-cognitive interventions and ACT preparation, will be of focus in 10th grade. 11th and 12th grade will include individual interventions and services aimed at college match and fit, ACT readiness, college visits, admissions, college application assistance, financial aid, and FAFSA completion assistance. During their first year of college, students will receive support navigating their campuses, regular contact through technological means, and support with understanding award letters and completing financial aid requirements. Berea College expects these programs to increase college enrollment and graduation rates.

Berea College also commits to launching and funding the Horizon Fellows program during the spring of 2015. This program will increase the college success rate of 50 high-achieving, low-income students attending rural Appalachian Kentucky High Schools. Once fully implemented, Horizon Fellows will serve 100 Fellows annually, including 50 high school juniors and 50 high school seniors. Horizon Fellows will be an on-going campus program administered by Berea College Partners for Education and the Berea College Admissions Department. Data including FAFSA completion and the number of college applications filed will be collected on each Horizon Fellow and annually compared to non-fellows within the targeted high schools. In addition, the college fit of each Horizon Fellow's college application, as determined by the match between the Fellow's ACT score and the average ACT score at the respective academic institution, will be analyzed and tracked. Berea

College will track Horizon Fellows for six years after high school graduation and compare their college success with the success of other graduates from the targeted high schools.

Big Brothers Big Sisters of Eastern Missouri (BBBSEMO)

Executive Summary

- Increase the number of children, teens, and young adults served by 40%, reaching 3,000 over the five years
- Extend college and career programming to K-12 students
- Improve student attendance, behavior, and classroom performance
- Expand staff and volunteer training
- Increase scholarship opportunities
- Expand services to college students
- Increase ABC metrics to 85% in the next five years
- Increase parent and family support
- Strengthen connections with colleges and universities
- Increase college entrance and completion rates to reach 75% college entrance and 50% college completion rates over the next five years
- Secure living wage jobs (that pay a minimum of \$30,000 per year) so that 80% of graduates are gainfully employed by age 26

In-Depth Summary

Big Brothers Big Sisters of Eastern Missouri (BBBSEMO), currently serves over 2,300 at-risk youth annually. BBBSEMO commits to increasing that number by 40%, reaching 3,000 by 2018. Three new cohorts have been developed to increase college and career programming for K-12 students. The K-5th cohort will focus on early exposure activities. The 6th-8th cohort activities will incorporate goal setting, skill building, and keys to future success. High school programming will focus on preparation with job tours, career fairs, college campus visits, FAFSA completion, and access to scholarships. BBBSEMO will deliver its early warning, recognition, and response system, ABCToday!, to improve academics through targeted interventions addressing academic needs before high school graduation. Special attention will focus on students' class selection and supporting them in developing a college-ready transcript.

BBBSEMO will launch "Be There Academy," an internal university to develop well-trained staff and volunteers, which are essential for measurable impact. The faculty will be built of local and national experts in youth development, mentoring, coaching, and CCR, selection, and completion. BBBSEMO will also expand scholarship opportunities to all of its students so that they have the possibility of graduating with little to no debt. All of the youth in the classes of 2014 and 2015 will be eligible to apply for a BBBS Scholarship to obtain \$5,000 per semester for eight semesters. In addition, BBBSEMO will extend its personal support system beyond high school to provide college students with ongoing support, and to connect them with college resources, leaders, and BBBSEMO alumni and supporters.

BBBSEMO will increase the percentage of high school students earning an A, B, or C in reading and math to 85% in the next five years. An expected 90% of parents and families will be full partners in college and career preparation and persistence. BBBSEMO aims for 100% of students to have at least one strong, personal relationship or connection with a college representative. Living wage jobs will be secured for 80% of graduates by the age of 26 due to BBBSEMO's increased focus on building new relationships with entrepreneurs, top businesses, and Missouri labor and economic development leadership. BBBSEMO will study work force trends and opportunities as part of these efforts. Overall, BBBSEMO aims to exceed the current national averages in

high school graduation, college entry, and college completion rates, and ensure that Little Brothers and Little Sisters are gainfully employed, making a livable wage, by 26 years old.

Breakthrough NY (New York, NY)

Executive Summary

- Ensure that 100% of Breakthrough seniors matriculate at four-year colleges
- Ensure that all colleges its students attend are rated as “Very Competitive” by Barron’s to improve graduation rates
- Ensure that all of its students attend college with adequate financial aid and other resources
- Eliminate any need for its students to take remediate classes
- Ensure that at least 90% of its students graduate college within six years
- Ensure that 90% of its students report adequate socio-emotional skills to increase persistence rates

In-Depth Summary

Breakthrough New York (Breakthrough) is a college success nonprofit organization. Its intervention begins in middle school, and Breakthrough makes a six year commitment to the identified high-achieving, low-income students through high school graduation. To ensure that its students enter, thrive, and ultimately graduate from four-year colleges and universities, Breakthrough has already implemented many efforts. Early college awareness and college knowledge is provided starting in the 7th grade. Using the students-teaching-students model, Breakthrough students receive early exposure to near-peer mentors who themselves are students of color and currently attending top institutions. Activities specifically related to college are planned in the high school years, including college visits and visits with admissions officers as early as sophomore year. Free SAT preparation is offered during junior year. College guidance and financial aid workshops led by trained staff are offered for each high school senior. Pre-college boot camp is provided for all seniors, with the goal of helping them navigate the college landscape. Breakthrough commits to supporting its students into the first two years of college. Specific help around academic transition, financial aid advising, and referrals to internships is provided as well. Finally, 100% of Breakthrough’s students complete FAFSA forms, and all of them apply to early decision and action to at least one school.

The past year, 100% of Breakthrough’s seniors were accepted and matriculated at four-year colleges. With increased focus on college success, Breakthrough expects to continue the trend of all of its seniors enrolling in college, but also to ensure that the colleges its students attend are high-quality, that students have adequate financial aid, that students graduate within six years, and that persistence rates are high.

Bottom Line (Chicago, IL)

Executive Summary

- Directly support at least 1,000 students from the class of 2015 to file the FAFSA
- Increase the percentage of students who make an affordable college choice by 50%
- Ensure that 80% of high school seniors have confirmed a postsecondary plan by June 1st
- Ensure that 98% of students who enroll on or by June 1st are on their respective college campuses three months later
- Train 11 new Bottom Line Advisors, 50 high school counselors and other in-school personnel, and at least 25 community-based colleagues on assisting students throughout the college application and enrollment processes
- Improve Chicago four-year college graduation rates by 5%, reaching 52% for the class of 2018
- Increase first-year persistence rates to at least 70% for the class of 2018

- Increase college enrollment in Chicago by 5%, reaching 62% for the class of 2018
- Improve college graduation rates of Bottom Line students by 5%, reaching 83% by 2018

In-Depth Summary

Bottom Line will actively train its team, high school counselors, non-profits, and destination colleges where its students decide to matriculate. Bottom Line defines an affordable college as one that requires the student to take on a bill for unmet need of no more than \$5,000. Quality financial aid advising begins with FAFSA completion and ends with an informed decision about how much debt to take on. Bottom Line will increase engagement with high school seniors to ensure that 80% have a postsecondary plan on or before graduation day. Bottom Line will commit to ensuring that students actually arrive on campus in the fall after high school graduation.

In the fall, Bottom Line will present a report on financially affordable schools, share data on the outcomes of students in the district, and create a dialogue on building quality college lists. In late January and early February, Bottom Line will provide training on “What to Do with College Bound Students Between February and May 1st” to Bottom Line Advisors, high school counselors, in-school personnel, and community-based colleagues. The model offers tangible details about how counselors can support their students through the process to make February to May of senior year productive months for students. As a result, the likelihood that students will enroll in college and be better prepared to arrive on campus the following September will increase. At the conclusion of the college application cycle, Bottom Line will train its team on outcome data across districts and with the schools it serves. The data transparently shows information with respect to college going plans, financial aid packages, and matriculation and persistence rates.

Bottom Line commits to improving Chicago’s four-year college graduation rates by 5%, reaching 52% for the class of 2018. Bottom Line will increase persistence rates in Chicago to at least 70% for the class of 2018, and increase college enrollment in Chicago by at least 5%, reaching 62% for the class of 2018. Bottom Line will improve the college graduation rates of its own students by 5%, reaching 83% by 2018. Bottom Line will continue to improve persistence rates among its students, and to track enrollment, persistence, and graduation rates enrolled in its program.

CACREP (Council for Accreditation of Counseling and Related Educational Programs)

Executive Summary

- Revise its accreditation standards to address school counselor preparation
- Mandate an increase in the number of required hours for school counselor preparation programs from a minimum of 48 graduate-level semester hours to a minimum of 60 hours
- Require the implementation of new standards preparing school counselors who can develop and implement school counseling programs
- Consult with graduate degree programs regarding expectations for how the new standards are to be implemented

In-Depth Summary

CACREP accredits the majority of counselor education programs in the United States – more than 690 programs at over 290 colleges and universities, 240 of which offer school counselor training programs. CACREP’s revision to its accreditation standards will have a significant impact on the current and future training of school counselors by requiring programs to demonstrate that graduates of school counseling graduate degree programs have attained the knowledge and skills relevant to working with students in the pre-K – 12 system on issues related to CCR. CACREP commits to offering accreditation standards addressing school counselor preparation in areas such as career development, CCR, college access, the role of the school counselor to collaborate with other postsecondary school personnel and community resources, and

understanding legislation and government policy issues related to school counseling. CACREP is already in the final stages of its most recent standards revision process. The final draft of the 2016 CACREP standards will be adopted by the CACREP Board in February 2015.

CACREP will work with graduate programs to assess student knowledge and skill development, as well as train on-site team members on how to validate that the specified areas are being appropriately covered in the programs' curricula to meet the CACREP standards. CACREP's new standards will strengthen school counseling curricula across the nation by expanding focus on CCR issues. CACREP will collaborate with other national organizations to conduct research on school counselor credentialing requirements at the state level to determine if or how national preparation requirements might influence school counselor certification or licensure eligibility requirements. Finally, CACREP will evaluate outcomes by examining assessment of data such as FAFSA completion rates, college application completions per student, and impact data from dual enrollments.

Central Michigan University (Mount Pleasant, MI)

Executive Summary

- Develop, offer, and require a core component graduate course that specifically prepares school counselors and college counselors in understanding CCR
- Develop and offer an online professional development course for in-service school counselors
- Provide faculty with resources to launch the course program
- Provide curriculum and training that can be built upon by professional counseling faculty members
- Launch the program in the fall of 2015

In-Depth Summary

In collaboration with Michigan College Access Network (MCAN), Central Michigan University (CMU) has been working to expand its course offerings for both new and practicing school counselors. CMU has added two new counselor education faculty members who are invested in providing CCR opportunities for Michigan youth. CMU plans to help prepare high school counselors with the necessary skills to assist first-generation, low-income, and minority students, and advise them about college affordability and financial aid processes.

CMU Counseling Program faculty will partner with MCAN to develop a core component graduate course that specifically prepares school counselors and college counselors in understanding CCR. This course will provide counselors with the skill set to help students explore careers, apply for postsecondary programs, and pay for college. A hands-on practicum working directly with local students will be included in the training. A professional development course that specifically prepares seasoned, in-service school counselors and college counselors in understanding career and college readiness will be offered as well; it can be offered online through CMU's global service arm to reach school counselors nationwide. Resources, curriculum, and training will be provided so that the program will be launched in the fall of 2015.

Chicago Public Schools (Chicago, IL)

Executive Summary

- Increase the college enrollment rate from 57% to 72% by 2025
- Increase the persistence rate from 70% to 80% by 2020
- By 2025, achieve a four-year college graduation rate of 60% of CPS students who enroll in college ("3 out of 5 by 2025")
- Produce better advising by establishing the Chicago College Advising Credential and training all CPS postsecondary advising staff within three years

- Build College and Career Counseling Suites in all district-managed high schools over the next five years
- Establish Postsecondary Leadership Teams (PLTs) across all district-managed high schools in 2015

In-Depth Summary

In coordination with Thrive Chicago, CPS is piloting a comprehensive professional development program to provide all school counselors and postsecondary advising staff with the necessary knowledge and tools to provide best practice advising. The Chicago College Advising Credential is an eight-day, comprehensive, face-to-face training focused on the knowledge college advisors need to help students prepare for their postsecondary paths. The Goddard Options Institute is working with CPS to customize its curriculum to incorporate Chicago-specific content. The training will cover the technical process of college and career access, building a college-going culture, differentiated advising for different student populations, developing relationships with colleges and universities, using a developmental approach to advising, using data to inform advising and monitor outcomes, and the ethics of advising. Within three years, CPS aims to train all CPS counselors and postsecondary advising staff. Participants in the Chicago College Advising Credential will earn a certificate of completion and continuing professional development units, and CPS aspires to have the credential recognized by the state or a postsecondary institution within three years.

An initial \$1.6 million will be invested to build College and Career Counseling Suites in 20 schools in the summer of 2015. The suites will be dedicated solely to postsecondary advising activities, and will serve as hubs for students to engage in career exploration, research and apply to colleges and financial aid, and engage with school counselors and coaches. Suites will be supervised by postsecondary advising staff and will include furnishing and technology conducive to advising. Schools receiving suites will be expected to demonstrate 90% FAFSA completion rates within one year and a 10% point increase in college enrollment rates within three years.

CPS' Postsecondary Leadership Teams will collaborate to implement a unified system of CCR advising to encourage and achieve a college-going culture.

College Advising Corps (CAC)

Executive Summary

- Ensure that 40,500 students submit three or more college applications
- Ensure that 81,000 students complete and submit a FAFSA form
- Ensure that 115,000 students meet individually with a CAC college advisor at least once

In-Depth Summary

College Advising Corps works to increase the number of low-income, first-generation college, and underrepresented high school students who enter and complete higher education by placing well-trained, recent college graduates as full-time college advisors in the nation's most underserved schools. CAC provides support for high school students to help them navigate the complex processes of college admissions and financial aid, and helps students enroll in schools that will serve them well. In addition to measuring college enrollment, intermediate outcomes such as registration for standardized tests, completing applications and financial aid forms, and college visits indicate if advisors are assisting with completion of academic and non-academic milestones that lead to success in increasing college enrollment.

Key performance indicators include campus visits, college representative visits and college fairs, SAT and ACT registration, college workshops, college application submissions, FAFSA completion, and scholarship dollars awarded. CAC's advisors will push to strategically execute activities surrounding the eight key performance indicators in the schools they serve. CAC will use the results of its work to create strategic partnerships with

affiliated college access and success organizations to advance and inform its growth and impact, as well as to broaden the resources available to those working to promote educational opportunity.

In addition, CAC's eAdvising initiative, in partnership with Bloomberg Philanthropies and the College Board, launched in the fall of 2014 to provide college advising services virtually. 15 eAdvisors, who are primarily alumni of the in-school model, will be trained to provide support to targeted students using text messages, online video chat, telephone, and email. The goal is to increase the number of high-achieving, low- and moderate-income students who apply and matriculate to the nation's 200+ selective colleges and universities, serving 6,250 students in all.

College Forward

Executive Summary

- Increase the number of high schools and colleges served
- Increase college application, acceptance, and matriculation rates
- Increase FAFSA completion
- Increases persistence rates

In-Depth Summary

College Forward trains near-peer mentors to provide intensive coaching for underserved students, 11th grade through baccalaureate, as they work to enter college, stay in college, and earn credentials. College Forward students are six times more likely to earn college degrees than their demographic peers. College Forward is working now to refine its successful program models for easy adoption by other service providers, including high schools, community colleges, baccalaureate-granting institutions, community-based organizations, and collective impact coalitions. By building and nurturing strong cross-sector partnerships, College Forward will produce significant gains across Texas.

By the 2014-2015 year, College Forward will serve 16 high schools, 19 colleges, reaching 1,900 high school students, and 2,500 college students. 1,881 students will apply and gain acceptance to college (an average of 4 applications per student), 1,599 will matriculate, and 1,787 will complete the FAFSA. 1,875 will persist beyond the first year of college. By 2015-2016, College Forward will serve 25 high schools, 27 colleges, 2,800 high school students, and 3,100 college students. 2,356 will matriculate, and 2,633 will complete the FAFSA. 2,325 will persist beyond the first year of college. The trends will continue each year. By 2018, College Forward will serve 50 high schools and 50 colleges, reaching 16,900 high school students and 7,900 college students. 15,894 will complete the FAFSA, 14,221 will matriculate, 5,925 will persist beyond the first year of college, and 5,135 will earn postsecondary credentials. College Forward will maintain an average of four college applications and acceptances per student across the years.

College Success Coalition

Executive Summary

- Introduce new, disruptive practices within the K-16 sector that increase CCR rates
- Partner with the K-12 and higher education systems that serve the most high-need students
- Disseminate results-based innovations to the broadest set of students in need
- Directly serve 747,422 new graduates between 2015 and 2020
- Indirectly serve 989,060 new graduates between 2015 and 2020
- Directly and indirectly serve 1,730,462 new graduates between 2015 and 2020
- Produce 1 million new college graduates with the next six years
- Reduce remediation rates

- Increase comprehensive student support and technology platforms

In-Depth Summary

Seven members have launched the College Success Coalition (CSC) with the goal of garnering multiple signatories and commitments to action. The members include iMentor, College Advising Corps, Beyond 12, OneGoal, College Possible, Single Stop USA, and Blue Engine. The coalition comes together with more than 100 college success organizations with the goal of producing one million new college graduates within the next six years. CSC is committed to introducing new, disruptive practices within the K-16 sector that increase CCR rates and successful postsecondary outcomes. CSC also commits to proactively partnering with the K-12 and higher education systems that serve the most high-need students in the nation, and will disseminate results-based innovations to the broadest set possible of students in need. The new partnerships will also reduce enrollment in remedial coursework and increase comprehensive student support and technology platforms that will connect guidance systems to low-income students at a much greater scale. CSC expects to be most successful by joining together in commitment.

College Success Foundation

Executive Summary

- Increase SAT participation rates
- Increase FAFSA completion rates
- Expand professional development support and training
- Increase the percentage of College Bound scholars enrolled in the Washington State Achievers program by 20%
- Provide early engagement and college readiness support to 7,500 middle and high school students in Washington State and Washington, DC
- Increase immediate college enrollment rates by 15%
- Increase first year persistence rates by 15%
- Increase college completion by 10%
- Fund \$16,000,000 in college scholarship dollars to 3,500 students
- Increase the rate of college graduation within six years
- Actively lead regional and state efforts to certify counselors and other college access practitioners
- Achieve a net 25% increase in college enrollment, persistence, retention, and graduation rates among Washington, DC and Washington state students by 2027

In-Depth Summary

For the students specifically served through the College Success Foundation's (CSF) program, it has already achieved 100% SAT test-taking and 100% FAFSA completion. Both are requirements to participate in CSF programs. CSF's goal is to support DCPS and its partner charter schools in increasing test-taking and FAFSA completion, not to impact only the students it serves. CSF will partner with school counselors to expand support to increase students SAT test-taking and FAFSA completion.

CSF has been providing professional development support to the counselors in its partner schools for several years and have been hoping to expand its training. Both CSF-WA and CSF-DC are looking to partner with higher education partners to develop training for local public schools to increase the professional advising capacity of local counselors.

CSF commits to increasing the percentage of College Bound scholars enrolled in the Washington State Achievers program by 20%. The College Bound Scholarship program provides an early commitment (eighth

grade) of financial assistance to low-income students in Washington State who want to achieve the dream of a college education. CSF also commits to providing early engagement and college readiness supports to 7500 middle and high school students in Washington state and Washington, DC, including mentoring, college exposure and awareness, college advising, college and scholarship application support, and FAFSA completion guidance and support. CSF is confident that the expressed commitments above, coupled with the ongoing work of practitioner partners and policy makers, will promote steady improvements in college direct, annual retention, and six-year completion rates for CSF Scholars in Washington state and the District of Columbia. As a result of CSF's direct service and capacity-building efforts, in 2014-15, CSF's goal is to realize a 15% increase in immediate college enrollment rates, a 15% increase in persistence from year 1 to year 2, and a 10% increase in college completion.

In 2015, CSF commits to paying out at least \$16,000,000 in college scholarship dollars to 3500 students, along with providing wrap-around support to low-income, underserved, and mostly first-generation students in Washington state and Washington, DC, in order to mitigate high school to college summer melt, facilitate direct-to-college enrollment, and provide support for semester-to-semester and annual persistence for these students, thereby significantly increasing the likelihood that they will complete college within six years.

Beginning in 2015, and to be fully implemented by 2017, CSF will actively lead regional and state efforts to certify counselors and other college access practitioners through the provision of training and curricula leading to a certificate or credential. CSF hopes that its proposed work in college counselor and college access professionals' certification and credentialing, coupled with the ongoing work of partners and policy makers, will promote steady improvement in student achievement gains, netting a 25% gain in college enrollment, persistence, retention, and graduation rates among Washington, DC and Washington state students by 2027.

College Track

Executive Summary

- Expand the number of students it serves
- Increase the number of college and university partnerships
- Increase four-year acceptance, enrollment, and graduation rates
- Increase and expand revenue and revenue sources

In-Depth Summary

College Track is a national non-profit organization that empowers students from underserved communities to graduate from college. College Track's current 14 university partners include Tulane, Franklin and Marshall, University of Pennsylvania, UCLA, UC Berkeley, UC Santa Cruz, UC Davis and UC Merced, San Jose St, Sonoma St, Goucher, Mills College, University of San Francisco and Dillard University. College Track also partners with two community colleges, Foothill in California and Delgado in Louisiana, to create transfer pathways. By 2016, College Track will double the number of high school and college students served to over 3,000, and double the number of college and university partnerships to more than 20. College Track will ensure that more than 95% of its students will be accepted into a 4-year university and at least 90% of its students will matriculate into a 4-year university. 75% of students that will enter college from College Track's existing cohorts will graduate from a 4-year university.

By 2024, College Track will serve over 10,000 students. To do this, College Track plans to open one new site per year in addition to increasing its impact at its existing sites in the California Bay Area, Los Angeles, New Orleans, and Colorado, also increasing the number of college graduates tenfold to over 1,500. Finally, College Track will increase its revenue from \$12 million to \$50 million by diversifying its revenue sources.

CollegeBound Foundation—Baltimore (Baltimore, MD)

Executive Summary

- Improve college match strategies for high school students
- Ensure that students are aware of and enroll in their best-fit institutions
- Develop a tool to provide trend data for the district and each high school to inform teachers, counselors and principals about how well students are finding and enrolling in best-fit colleges
- Publish an annual report to measure success and identify barriers for counselors to address

In-Depth Summary

To address low rates of college enrollment and even lower rates of college completion among Baltimore students, CollegeBound Foundation plans to continue to work with its partners, including the Baltimore Education Research Consortium (BERC), Baltimore City Public Schools, and the Johns Hopkins University (JHU) Graduate School of Education's Counseling Department. At a fall CollegeBound retreat, BERC and Baltimore City Public Schools introduced a college match measure to examine student credentials and college selection and enrollment trends. JHU Graduate School of Education's Counseling Department has partnered with several Baltimore City high schools to provide professional development for school district counselors, and has learned what methods and pedagogy are effective for counselors.

CollegeBound Foundation will work with BERC to provide district and school staff with information about the alignment of student credentials and college enrollment, and the importance of the match between students and colleges as a basis for discussion. CollegeBound Foundation will provide district and school staff information about historical and current trends for each school and the district overall. The Foundation will also build on its partnership with JHU Graduate School of Education's Counseling Department and their work with Baltimore City counselors to provide professional development to district and school staff explaining the importance and relevancy of their past and current work.

CollegeSpring

Executive Summary

- Increase the percentage of students in traditional public schools that it serves by 42%
- Increase college enrollment rates
- Increase college graduation rates
- Increase persistence rates
- Increase SAT scores
- Decrease remediation rates

In-Depth Summary

CollegeSpring provides teachers and undergraduate mentors with lesson plans and extensive curriculum resources along with training and ongoing support in offering college information and support to students. By equipping teachers and near-peer mentors to provide guidance around the college admissions process, CollegeSpring significantly increases the number of students who receive individualized support, and makes college conversations a bigger part of school cultures.

CollegeSpring has partnered with traditional public schools and districts, charter schools and charter management organizations, and community-based organizations to provide these services. Over the next year, CollegeSpring commits to expanding its work with traditional public schools and districts, where there is a high

need for these services. Between the 2014-15 school year, including the summer of 2015, CollegeSpring commits to serving 600 students in traditional public schools, a 42% increase from last year.

In previous program cycles, CollegeSpring's college admissions work has had a significant impact. Of the seniors surveyed in the 2014 fiscal year, 99% submitted college applications and 79% submitted applications to four-year schools, with an average of four applications each; 92% of graduating students enrolled in postsecondary institutions and 57% enrolled in four-year colleges, making them more likely than students who begin at two-year colleges to persist and graduate. A preliminary study of data provided by partner schools found that CollegeSpring students with mid-range GPAs (between 2.3 and 3.4) were 18% more likely to matriculate to four-year colleges than their peers. Partner data also showed that students increased official SAT scores by 158 points on average, making them more likely to test out of remedial college courses at the many colleges that rely on SAT scores as a screening tool. Partner data also showed that CollegeSpring students were less likely to under-match and more likely to over-match than peers when selecting a college, increasing the likelihood of college persistence. CollegeSpring expects to see similar or better results in future program cycles.

Colorado Department of Education

Executive Summary

- Increase FAFSA completion by 20%, or 60,000 applicants, by 2020
- Increase concurrent enrollment annually by 10%, or 12,500 more students in total
- Incorporate CCR training into its licensure programs for school counselors
- Increase the number of licensed school counselors statewide by 600 to attain a 250:1 counselor-to-student ratio
- Increase the number of students with postsecondary credentials by 5% annually, which will double the number of degrees, adding 670,000 degrees

In-Depth Summary

Colorado will continue to leverage the Colorado FAFSA completion portal tool, which helps all high school and school districts in the state more effectively and efficiently identify students who have not completed a FAFSA, to inform the process and increase FAFSA completion. By 2020, Colorado aims to increase FAFSA completion from the current 48% rate by 20%, or 60,000 applicants. College matriculation data has been added to the portal as an indicator to assist districts and schools in identifying the connection between FAFSA completion and college enrollment in addition to understanding how many of their students get to and through college to attain a credential. Colorado plans to increase concurrent enrollment annually by 10%, reaching 12,500 more students by 2020. Colorado will increase the number of students with postsecondary credentials by 5% annually, doubling the number of degrees, achieving an additional 670,000 degrees.

Colorado is incorporating CCR training into its licensure programs for school counselors and increasing the number of school counselors statewide by 600. This effort will achieve a 250:1 counselor-to-student ratio, a significant improvement from the current 400:1 ratio. Colorado has taken steps to align counselor preparation programs to embed CCR standards as well as assist in skill development for school counselors to include career counseling techniques and strategies, admissions and financial aid expertise, FAFSA completion, scholarship knowledge, academic counseling tactics, and individualized career and academic plans. To reinforce this commitment, an \$8 million state-based grant program, Colorado School Counselor Corps Grant Program, provides funds and significant college and career professional development resources for school counselors to be hired in high-need middle and high schools across Colorado. Through this program, by 2020, Colorado anticipates an increase of approximately 600 licensed school counselors across the state.

Colorado expects that, as a result of its efforts, graduation rates will continue to increase, dropout rates will

decrease, immediate postsecondary enrollment will increase, and enrollment and completion of postsecondary courses will increase.

Council for Opportunity in Education (COE)

Executive Summary

- Publish a series of practice briefs highlighting the results of COE’s work over the last four years
- Illuminate COE’s recommendations for collecting and analyzing tracking data from districts, colleges and the National Student Clearinghouse on an annual basis
- Encourage College Access Programs to utilize data to improve their projects

In-Depth Summary

The Council for Opportunity in Education (COE) plans to release a series of practice briefs highlighting the results of its work over the last four years of the Investing in Innovation (“i3”)-funded project known as “GO College.” This project focused on using student tracking data to improve college access and success. The resulting briefs will share the key findings from COE’s work, produce guides to promote increased partnership around college-going and retention between colleges and secondary schools, and launch professional development materials for college access professionals across the nation.

For most College Access Programs (“CAPS”), student tracking is a compliance requirement, and CAPS are not provided technical or financial resources to interpret the data collected. In surveys conducted by the Pell Institute for the Study of Opportunity in Higher Education, few CAPS are systematically utilizing this tracking data for internal or external reporting, program improvement or professional development. COE hopes this data will be used for project improvement. A key finding of GO College is that the metrics utilized to measure college readiness in the K-12 and postsecondary systems are completely misaligned. As a result, the accountability systems for the two systems make conversations aimed at improving college access and success for particular groups of students—particularly low-income, first-generation and minority students—much more difficult than necessary given the wide availability of data.

For communities interested in using data to start conversations aimed at improvements in college access and success, steps must be taken to bring these two sources of data and drivers of accountability together. Colleges, school districts, and communities must be willing to examine practices and share data which impact college success for students in question, including adequate pre college preparation, less than adequate financial aid packaging, participation in supportive services, course loads, hours students are required to work, and a less than welcoming campus environment.

COE’s key learnings from the GO College project and its partnership with a number of community partners reveal many opportunities to improve the capacity of college access programs to use and prepare tracking data. The subsequent practice briefs that will be published by COE will illuminate its recommendations for collecting and analyzing tracking data from districts, colleges and the National Student Clearinghouse on an annual basis. They will also discuss both how to report this data and how to use it for professional development and overall improvement in college going.

Delaware Department of Education

Executive Summary

- Increase access to CCR planning for all K-12 students
- Create programs, activities, and awareness for K-8 students that occur at the same time as College Application Month at high schools

- Utilize CCR social media campaigns geared toward younger students and their families
- Provide ongoing training and professional development in CCR to Delaware’s practicing school counselors
- Establish Master’s-level coursework in CCR for pre-service school-counselors-in-training
- Increase the number of students who apply to postsecondary institutions by 20%
- Increase the number of graduating students who enroll in postsecondary institutions by 20%
- Increase the FAFSA completion rate by 20%

In-Depth Summary

The Delaware Department of Education (DDOE) will increase access to CCR for all K-12 students via college fairs and college days. With its partners, DDOE will implement on-campus College Days for middle and high school students sponsored by all Delaware colleges and universities. Local school bus companies will bus students who have no means of transportation to College Fairs, car dealerships will underwrite transportation costs or provide transportation, and Boys & Girls Clubs, 4-H and FFA Clubs, Police PAL organizations, religious organizations, PTAs, Nemours Health Care’s KidsHealth Program, and the foster care system will help transport marginalized and at-risk students to College Fairs and College Days.

The launch of the College Access Campaign, called “I Will Go!,” will be aimed at elementary and middle school students, expanding the existing DDOE “Delaware Goes to College” campaign, which focuses solely on high school students. The new initiative includes an “I Will Go!” statewide public service announcement in partnership with major media outlets and local affiliates. Partnerships with Lion’s Clubs throughout the state will assist in creating an annual “I Will Go!” budget line item, and student agenda books in every school will have the “I Will Go!” theme on the covers; contents will include college information, fun facts, and brain teasers. DDOE commits to the creation of programs, activities and awareness at the elementary and middle schools that occur at the same time as the College Application Month in high schools. Social media outreach will be employed to promote CCR; such social media campaigns will be geared towards younger students and their families.

DDOE also plans to partner with Delaware Goes to College to enhance the “Getting to Zero” and “Delaware Goes to College” initiatives to increase college readiness and reduce the number of students who do not apply to college. Based on 2014 data, DDOE will increase the number of students who apply to postsecondary institutions by 20% and increase the number of graduating students who enroll in postsecondary institutions by 20%. DDOE will also partner with Wilmington University and the Delaware School Counselor Association (DSCA) to provide assistance during College Application Month and Stand By Me: Delaware Financial Empowerment. DDOE is committed to increasing the FAFSA completion rate by 20% from 2014 data.

DDOE will provide practicing school counselors and school counseling students with necessary training and skills to assist all Delaware students to become college and career ready. Through partnerships with Wilmington University and DSCA, DDOE will provide high-quality, relevant professional CCR development via webinars, workshops, electronic newsletters, collaborative committees and brainstorming and the creation of a statewide summer summit for practicing school counselors. Delaware will also hold a School Counselor Summit to provide professional development addressing CCR for school counselors at all levels. DDOE will provide additional training for internship mentors focused on CCR, as well as additional CCR-related assignments within the pre-service program. On-site consultation lead by experts in the field based on a needs assessment in schools and current outreach efforts and practicum hours for school counseling students that are focused on College Access Plans will be offered as well. DDOE will also create a CCR course within the school counseling Master’s curriculum and develop an 18-credit, post-Master’s Advanced Certificate related to CCR.

Excellent Schools Detroit (Detroit, MI)

Executive Summary

- Increase the number of counselors and advisors who complete appropriate CCR training
- Improve the effectiveness of current counselors and other college planning personnel
- Ensure that 35 of Detroit's 57 high schools have full-time, dedicated high school counselors or college advisors that have completed CCR training by 2016
- Ensure that at least 70% of high school seniors complete at least two college applications during their senior year
- Achieve a 70% FAFSA completion rate among high school seniors
- Achieve at least a 6% increase from the 2013 baseline regarding postsecondary institution enrollment rate, receiving 55%

In-Depth Summary

To increase the number of high school counselors and college advisors who complete appropriate CCR training, Excellent Schools Detroit (ESD) will continue its partnership with the Michigan College Access Network (MCAN) to ensure that more Detroit counselors have access to the SCPPT course. With 11 already trained or in the pipeline, ESD's goal is to increase the number of high school counselors who have completed the course to 24 by 2016. ESD will create a Detroit-based College Advising Corps that requires all participants to complete CCR training through a collaboration with MCAN. In addition to the 7 college advisors currently in Detroit high schools, ESD's goal is to place an additional 6 college advisors in Detroit high schools by 2016.

To achieve its goal of improving the effectiveness of current high school counselors and other college planning personnel, ESD will provide access to ongoing, high-quality CCR professional development opportunities. ESD will provide initiative-specific training for high school counselors, community-based organizations and others that participate in Detroit College Access Network's citywide college access and success initiatives, including College Application Week, FAFSA, and Decision Day. Participants that complete these trainings will be better prepared to successfully implement the initiatives at their schools or programs, which will ensure that their students successfully complete the college-going step and contribute toward the citywide goals and targets for each initiative.

ESD expects to achieve rates of at least 70% for high school seniors who complete at least two college applications during their senior year and who complete the FAFSA. Furthermore, there will be at least a 6% postsecondary institution enrollment rate increase from the class of 2013 baseline.

Florida College Access Network

Executive Summary

- Achieve a rate of at least 60% of all working-age Floridians holding a high-quality postsecondary degree or credential by 2025
- Increase training opportunities for Florida school counselors, direct service providers, volunteers, and mentors to deliver CCR training to students
- Train at least 96 school counselors, direct service providers, volunteers, and mentors affiliated with at least 30 schools and nonprofit organizations, or other entities that serve students in schools or communities in need
- Increase FAFSA completion by 5%
- Increase college enrollment rates within 18 months of high school graduation by 3%

In-Depth Summary

FCAN plans to partner with the Southern Regional Education Board to provide a new College and Career Counseling Initiative training program in Florida. Participants will receive training in building a college-going culture for all students, college, career, and academic planning, and financial aid and college applications. Trainees will then be prepared to provide CCR assistance to the students and families they serve.

Schools impacted by improved advising will include Title I schools, schools with high percentages of students receiving free and reduced rate lunches, and schools with low rates of FAFSA completion and college enrollment. FCAN will track FAFSA completion and college enrollment rates at the schools served to measure success.

Florida School Counselor Association

Executive Summary

- Provide CCR professional development to school counselors in Florida
- Educate school counselors on the resources available to them
- Teach school counselors research-based strategies for increasing CCR in their schools
- Showcase and utilize data regarding FAFSA completion, college application rates, ACT and SAT completion rates, percentage of students who participate in college and career related activities, and percentage of students who have a four-year plan

In-Depth Summary

The Florida School Counselor Association (FSCA) is implementing a new initiative to systematically offer regular and timely CCR professional development to school counselors throughout the state of Florida. The recently formed CCR Committee currently has two co-chairs and a total of eight members. The focus of this committee will be offering CCR professional development across the state of Florida and through webinars. The committee members will brainstorm ways that FSCA can reach the most school counselors with timely CCR information. By partnering with other state organizations such as the Florida College Access Network (FLCAN), the committee will offer these professional developments and educate school counselors on the resources available to them to increase CCR. FSCA will teach school counselors research-based strategies for increasing CCR, focusing on resources such as College for Every Student, College Goal Sunday, and KnowHow2Go, among others.

FSCA's 2015 convention will be titled, "CCR: Skills for Living, Learning and Earning." Presenters are encouraged to focus their submissions around CCR interventions that school counselors can use with grades pre-K – 12. To measure the impact of these professional development opportunities, FSCA will access Florida data on CCR. This statewide data will include the percentage of Florida students who completed a FAFSA and the percentage of Florida students who took the ACT and/or SAT. FSCA will also ask its members to provide data regarding the percentage of high school seniors who completed a FAFSA, the percentage of seniors who applied for college, the percentage of high school students who took the ACT and/or SAT, the percentage of students who participate in CCR related activities, including attending college fairs, mentoring, and shadowing, and the percentage of students who have a four-year plan. The data will be disaggregated to ensure that minority and at-risk populations' CCR is improving. FSCA plans to showcase this data on its website and have a dedicated CCR webpage. This webpage will include useful CCR materials and handouts from CCR presentations.

Franklin & Marshall College (Lancaster, PA)

Executive Summary

- Help ensure that, over five years, up to 65,000 low-income students apply to and enroll in top colleges and universities
- Provide students with support and guidance on the college and financial aid processes
- Match well-trained advisors with high-achieving, low- and moderate-income students

In-Depth Summary

Franklin & Marshall College will play a strong role in a new collaborative initiative funded by Bloomberg Philanthropies to increase the number of high-achieving, low- and moderate-income students who apply to and graduate from top colleges and universities with strong graduation rates and financial aid policies. The initiative will help tens of thousands of students apply to, enroll in, and graduate from top colleges and universities. The initiative will also engage college and university presidents and leading experts to spur changes in recruitment and financial aid policies and practices in order to enable more of these students to enroll and graduate.

Franklin & Marshall College will utilize its partnerships to achieve its goals. Bloomberg Philanthropies is investing \$10 million over the next two years and additional funds over the following years based on initial results. Other foundations are joining the effort, starting with the New York-based Heckscher Foundation for Children, which is committing advisory support and an additional \$1 million over the next two years to support the project. Davidson College will play a comparably strong role.

The investments will support a group of well-trained advisors from College Advising Corps, College Possible and Strive for College. Franklin & Marshall College leads the Pennsylvania College Advising Corps and commits to expanding the Corps as a part of this new initiative. These advisors will be matched with high-achieving, low- and moderate-income students, identified primarily by the College Board, as well as by the Jack Kent Cooke Foundation. Advisors will provide credible, personalized guidance on which institutions support and graduate lower-income students at high rates, have strong financial aid policies, and are a good match given students' level of academic achievement. Advisors will use a broad range of virtual interaction and communication, including video conferencing, screen and document sharing, text and instant messaging, in order to reach students at scale and in rural areas, as well urban centers, across all 50 states.

As part of this initiative, Franklin & Marshall College will play a leading role in a task force of leading college presidents and experts convened by the Aspen Institute in January 2015 to develop actionable recommendations for how colleges and universities with high graduation rates can enroll and graduate substantially more high-achieving, low- and moderate-income students.

Georgia School Counselors Association

Executive Summary

- Add a course in CCR to existing Master-s level school counseling preparation programs
- Offer CCR professional learning to current school counselors
- Educate school leaders about the critical work of the school counselor in college and career advising
- Advance the role of the school counselor in college and career advising

In-Depth Summary

The Georgia School Counselors Association (GSCA) is working with representatives from universities around the state and the Board of Regents (BOR) to gain commitments to add a course in CCR to existing Master's level school counseling preparation programs. Representatives from GSCA have met with the Professional Standards Commission

(PSC) to request a taskforce beginning in early 2015 to examine various areas regarding school counselor certification to include the possibility of a college and career endorsement for current school counselors who

complete professional learning. GSCA is working in collaboration with SREB to utilize the existing College Access Courses as a potential piece of the professional learning process for current school counselors.

GSCA has been working in partnership with the Georgia Department of Education (DOE) for the last year on a statewide counselor performance evaluation instrument that more clearly defines the role of the school counselor and includes the college and career advising piece. Presently, over 60 districts in the state are piloting the instrument and GSCA is working with the State School Superintendent and the DOE to create a board rule to potentially adopt the instrument as Georgia's official counselor evaluation. If adopted, the GA DOE will work to provide administrative training on the instrument around the state.

Additionally, representatives from GSCA are working in collaboration with SREB, BOR and the PSC to determine ways to educate school leaders regarding the role of the school counselor via educational leader preparation programs, conferences, and possible online learning opportunities. Each initiative will advance the role of the school counselor in college and career advising, which will result in increased graduation rates, college enrollment, and FAFSA completion for Georgia's students.

Hartford Public Schools (Hartford, CT)

Executive Summary

- Increase the district's postsecondary enrollment rate from 55% to 70% by November 2015
- Increase and expand dual enrollment and early college experience partnerships
- Increase CCR beginning in 6th grade
- Ensure college preparedness; administer the PSAT and SAT
- Increase the FAFSA completion rate from 54.5 % to 70% by September 2015

In-Depth Summary

Hartford Public Schools (HPS) will increase the district's postsecondary enrollment rate from 55% to 70% by November 2015 as measured by the National Student Clearinghouse Report. The attainment of this goal will have a direct impact on decreasing summer melt, increasing equity and access, and supporting underserved populations. HPS is working with the Degree Completion Coalition to develop a strategic plan to address college enrollment, persistence, and completion.

HPS will partner with Career Beginnings to cohost Hartford Days, a series of days in which college admissions representatives meet with college-accepted students to finalize all college admissions details and to complete college enrollment procedures. HPS will also co-host the Voices Contest, a city-wide college admissions essay writing competition that serves to increase the number of college applications and gives voice to the struggles and adversity that many low-income and/or first-generation students must overcome in order to achieve their postsecondary goals.

HPS has partnered with Trinity College, University of Hartford, Manchester Community College, Goodwin College, and Capital Community College to establish six early college model high schools. Each school is committed to increasing the number of students who graduate college and career ready and who enroll in and successfully complete college-level courses while still in high school. Strategies that will be enhanced and deepened include strategic planning to create developmental academic pathways, collaboration to increase college course offerings, and shared college counseling including high school counseling and student services departments of each college.

HPS is committed to increasing and expanding upon dual enrollment and early college experience partnerships that currently exist between the district and the University of Hartford, Trinity College, Goodwin College,

Capital Community College, and the University of Connecticut. Furthermore, HPS offers the College Board SAT during the school day to all juniors as well as to seniors at underperforming high schools. The test is provided at no cost to the students.

Finally, HPS will increase the FAFSA completion rate from 54.5 % to 70% by September 2015. HPS will implement and improve professional development for school counselors, create district level school counselor leadership positions, collaborate with the community, and engage stakeholders to achieve increased college preparedness for all students.

Hillsboro School District (Hillsboro, OR)

Executive Summary

- Create guaranteed, clear, and viable pathways for all Hillsboro students
- Expand opportunities for Hillsboro students to explore career paths
- Create at least five new business and non-profit partnerships for student internships and mentorship opportunities in 2014-2015
- Create roadmaps for Hillsboro students to guide them from high school to postsecondary education and career
- Create and enhance opportunities for students to get hands on experience that can translate into college and/or career success

In-Depth Summary

In partnership with local postsecondary institutions, school district counselors, students, teachers, and community leaders, Hillsboro School District (HSD) will create clear and viable pathways for all of its students. HSD has developed six Career Learning Advisory (CLA) groups to expand career exploration opportunities for students, including internships, mentorships, and real-world learning. The CLA groups include Human Resources, Health Services, Business and Management, Industrial and Engineering Systems, Agriculture, Foods and Natural Resources and Arts, and Communications. The CLA goals for 2014-2015 include creating at least five new partnerships for student internship and mentorship opportunities, and creating roadmaps for Hillsboro students to guide their transition from high school to postsecondary education and career.

The CLA meetings will cover creating and expanding internship opportunities and roadmaps, creating a report for the Career Learning Area leader to report to HSD's College and Career Pathways' steering committee, and increasing CCR by activating CLA to engage with stakeholder groups through outreach activities. The College and Career Pathways' steering committee is made up of local leaders in postsecondary education, the Hillsboro community, and school district. HSD will ultimately create and enhance opportunities for students to get hands on experience that can translate into college and/or career success.

Houston Independent School District (Houston, TX)

Executive Summary

- Expand the EMERGE program to all of Houston's high schools to increase the number of low-income students accepted to the nation's top colleges
- Recruit more college advisors and provide them with necessary tools and information
- Increase the number of college advisors at each campus
- Match each college advisor with a college readiness specialist
- Expand partnerships with outside organizations
- Strengthen and expand financial aid advising, support, and accessibility
- Increase FAFSA completion rates

In-Depth Summary

The Houston Independent School District (HISD) is committed to increasing the number of low-income, first-generation-to-college students of color who attend college. HISD plans to strengthen its college advising by significantly expanding a district program called EMERGE. EMERGE has proven to be highly successful at getting more low-income students into the nation's top colleges. Through the program, recent graduates of some of the nation's top colleges serve as college advisors to low-income students and their families. In addition, through partnerships with top colleges across the country, hundreds of low-income Houston students have participated in innovative residential summer programs at elite academic institutions. The district plans to expand the program to all of its high schools so that thousands of additional students and their families benefit.

In addition to expanding EMERGE, HISD plans on recruiting more college advisors and providing them with the tools and information necessary for them to effectively support their students. In addition to high-quality monthly training, each college advisor will be matched with a college readiness specialist who will provide personalized support. The district will also be expanding partnerships with outside organizations, such as Advise Texas and AmeriCorps, which provide college advisors at some of the neediest schools. These individuals will also advise students on how to prepare for college, such as by taking the SAT or enrolling in AP courses.

The district also plans to strengthen and expand its advising and support around college financial accessibility. As a result of various initiatives, scholarship and financial aid offers increased from \$51 million for the class of 2009 to over \$250 million for the class of 2014. These initiatives include a partnership with the Mayor's Office and City of Houston on a city-wide FAFSA completion campaign and partnerships with organizations such as uAspire that train college advisors and district staff on how to help students through the financial aid process. HISD also plans to partner with the University of Pittsburg and Harvard University on an upcoming project to increase FAFSA completion rates by sending personalized texts to students. Ultimately, HISD aims to provide students with access to the best postsecondary opportunities available.

I Know I Can (Columbus, OH)

Executive Summary

- Expand its school-based college and career advising services from one day per week to full-time
- Increase the percentage of CCS students who enroll in college within six months of high school graduation from 42% in 2013 to 60% by 2020
- Reduce the advisor to student ratio from 1:2602 to 1:780
- Increase the entrance exam registration rates
- Increase the percentage of juniors who receive one-on-one college and career advising from 9.5% to 60%

In-Depth Summary

I Know I Can (IKIC), in partnership with the Superintendent of Columbus City Schools (CCS), commits to ensuring that every CCS student is prepared for college or to enter a career after high school. IKIC commits to implementing full-time advising, which will increase both the depth and scale of services that students receive. IKIC and CCS will add \$3.4 million to the delivery of CCR services for the nearly 14,000 first-generation, low-income, and/or minority students enrolled in the district's high schools annually. This new commitment also includes an expansion of the advising team from 15 to 35, reducing the current advisor to student ratio from 1:2602 to 1:780.

IKIC anticipates an increase in completion of the Naviance Succeed curriculum from 50% to 80%, an increase

in the percentage of juniors who register for an entrance exam from 28.5% to 40%, and an increase in the percentage of juniors who receive one-on-one college and career advising from 9.5% to 60%. IKIC will measure success via first-year benchmarks to evaluate its efforts and effects on students. Such benchmarks include participation in three one-on-one college and career advising sessions, completion of a college entrance exam, completion of two or more college applications, and submission of the FAFSA.

Illinois Student Assistance Commission

Executive Summary

- Enhance the scope of and participation in counselor training by 50%
- Increase FAFSA completion rates for all eligible high school students in Illinois to 80%
- Launch a new type of training module for counselors
- Expand the amount of trained and prepared counselors
- Increase the college completion rate for full-time MAP recipients by 25%, reaching 50% by 2020

In-Depth Summary

Since 2004, the Illinois Student Assistance Commission (ISAC) has been providing intensive statewide training on completion of the FAFSA. In 2013-14, 671 professionals, including 258 high school and middle school counselors, attended one or more sessions. Solely providing access to the data and training on the technical details of the FAFSA completion process is not sufficient. To encourage effective use of the data and proactive promotion of FAFSA completion, ISAC will launch a new type of training module for counselors before the 2015-16 FAFSA filing season.

ISAC's new training module will focus on how and why FAFSA numbers matter, how they impact students and families and overall college access and completion, and how to better integrate FAFSA completion initiatives into a comprehensive framework for CCR. By engaging 50% more counselors in this more comprehensive approach to FAFSA completion, ISAC can ultimately help increase the number of students in Illinois who both complete the FAFSA and attend college.

ISAC also commits to improving the current 39% college completion rate among Monetary Award Program (MAP) recipients by 25%, reaching 50% by 2020. 94% of MAP recipients are Pell recipients. This effort will impact the lowest income, full-time students who receive funding through Illinois' largest need-based grant program.

Indiana State University (Terre Haute, IN)

Executive Summary

- Increase the success of college freshmen
- Better prepare disadvantaged students for the financial, psychological, and academic realities of higher education
- Improve advising to assist students in making sound financial and academic choices
- Improve college completion rates
- Collaborate with the College Transition Consortium at Stanford University to improve academic outcomes

In-Depth Summary

Indiana State University (ISU) will collaborate with local and regional middle school and high school counselors to help better prepare historically and economically disadvantaged students for the obstacles and realities of higher education. This includes financial and academic issues, but also psychological aspects,

including grit and resilience, necessary for success, especially among college freshmen. ISU will employ proactive, developmental, and strength-based advising techniques to assist students in making the best possible financial and academic decisions.

ISU will ensure that by 2020, 700 more students, including 350 more Pell students, complete college. By 2025, an estimated 2,250 more students, including 1,125 more Pell students, will complete college. ISU plans to collaborate with the College Transition Consortium (CTC) at Stanford University to advance four goals. ISU and the CTC will improve academic outcomes, including grades, retention, and completion rates, of low-income and historically underrepresented students. The partnership will also evaluate the effectiveness of social-psychological interventions intended to improve student outcomes using randomized controlled experiments, identify the psychological factors that impede or advance the academic progress and social and psychological wellbeing of students, and furnish research-based recommendations that are scalable for other institutions.

InsideTrack

Executive Summary

- Invest \$6 million over the next three years to produce and distribute a digital version of its student coaching programs
- Serve 3 million more students, resulting in 100,000 additional graduates by 2025
- Improve student success, retention, and graduation rates at a low cost
- Assist students with building non-cognitive, personal, and professional skills

In-Depth Summary

InsideTrack is launching a new initiative and investing \$6 million over the next three years to produce and distribute a digital version of its student coaching programs that will generate significant improvements in student success, retention and graduation rates at a much lower cost than current approaches. This effort will allow InsideTrack to support more community colleges in its effort to improve graduation rates, and significantly increase the number of students it serves from underrepresented backgrounds. InsideTrack anticipates that its digital coaching solution will allow it to serve 3 million students it otherwise would not by 2025, resulting in an additional 100,000 graduates.

The digital coaching solution will be accessible to students at participating universities via mobile phone and computer and will help students understand what is expected of them by the institution, clarify their goals, organize and prioritize their studies, and carry out action plans necessary to remain on track and complete their degrees. The solution will help students self-assess in areas critical to their success, including finances and financial aid, health and wellbeing, time management, career planning, and social and community engagement. Data links to institutional information systems will give students real-time information on their actual performance or status, along with recommendations for action. The solution will also help link students to campus-based coaches, advisors, and other professional staff for one-on-one interaction, when needed.

Published findings from leading researchers such as Angela Duckworth, Ben Castleman, Carol Dweck, Jeff Cohen and others will be integrated into a non-cognitive assessment and skill development curriculum embedded in the digital coaching solution. The solution will provide exercises, recommend development plans, and generate “nudges” to help students build the non-cognitive, personal, and professional skills they’ll need to be successful as students and in their careers. InsideTrack anticipates the first broad release of the solution in May of 2015, with subsequent updates coming each quarter.

Jack Kent Cooke Foundation

Executive Summary

- Develop a free website and integrated advising tool to help primarily first-generation, low-income students navigate the college admissions and financial aid processes
- Provide advising to tens of thousands of students who would not otherwise have access to a college counselor
- Increase the number of undergraduate scholarships provided by nearly 170 annually over four-year period

In-Depth Summary

The Jack Kent Cooke Foundation (JKCF) expands on one dozen years of increasing access to and through college for high achieving, low-income students by committing to building a comprehensive college advising platform that will fill in gaps not currently met by existing websites and services.

To address the gaps, JKCF plans to develop a website and integrated advising tool that will employ chatbot technology combined with a learning computer, personalized texting, and eventually access to distance advising. The goal is to help primarily first-generation, low-income students create balanced college lists, make sense of the varied rankings, navigate the college admissions process, and understand the steps necessary to pay for college. JKCF expects the tool to be able to answer many or even most of the questions students and their parents have about how to apply to and pay for college.

Though the tool is not intended to replace human guidance counselors, many students have little or no access to trained college guidance counselors. The service will be a starting place to help students and parents determine what questions to ask, answer a solid percentage of questions, and prepare students to meet with a high school guidance or community-based college access counselor. JKCF anticipates that to the extent counselors are available, it will make the short amount of time students do have with counselors more productive. Students will come to appointments with a solid base of information as well as questions in hand that are best answered by guidance counselors. For those that have limited or no access to counselors, JKCF plans to expand the virtual service in a second phase to include access to a pool of trained distance advisors.

The tool will be free to all high school students in the nation, which makes it difficult to accurately predict the size of the impact. JKCF will bring students to the website by using cutting edge online marketing techniques. JKCF's goal is to have up to two million unique visitors per month, spending up to 40 minutes total each month. JKCF's ultimate goal is to provide advising to tens of thousands of students who would not otherwise have access to a college counselor.

JKCF further commits to supporting some of the exceptionally high performing students who access this tool by increasing the number of undergraduate scholarships provided by nearly 170 annually over a four-year period, from 355 undergraduate scholarships in 2013-14 to 525 in 2017-18, and increasing total dollars spent to support undergraduate scholarships for high achieving, low-income students from approximately \$8 million in 2013-14 to approximately \$14 million in 2017-18.

Jackson Community Foundation (Jackson, MI)

**Also Included Under K-16 Commitments*

Executive Summary

- Ensure that 60% of Jackson County residents have at least an associate's degree or a valuable credential by 2025

- Achieve 100% participation in National College Application Week by the 13 local school districts
- Achieve a 5% increase, reaching an 84% rate of students applying to at least one college
- Increase FAFSA completion by 5% across Jackson County
- Increase the number of students who applied to college during their senior year who actually arrive on a campus in the fall, addressing “summer melt”
- Increase college enrollment across all 13 districts in Jackson County by 5%

In-Depth Summary

The Jackson Community Foundation has convened a network of committed Jackson County citizens and leaders called the Jackson County Cradle to Career Network. These leaders are embracing a culture of education in our community. The Network has prioritized CCR and revised the policies and procedures in all 13 local school districts to allow a nonprofit organization, the College and Career Access Center (the Center), to work with students to raise the bar for postsecondary success. These new policies embrace the nonprofit’s trained college and career advisors to support the efforts of school counselors by working with students during the school day. This will ensure that students have a fully developed postsecondary plan before leaving high school. Together, the Jackson County Superintendent’s Association and the Jackson Community Foundation have invested over \$150,000 per year for three years to fortify the Center’s advisor training and resources. If proven effective, the Superintendents have committed to providing even more resources to support this nonprofit’s mission and further increase CCR in the county.

The Center aims to achieve 100% participation in National College Application Week by the 13 local school districts. It also plans to achieve 5% increases in FAFSA completion rates and in the amount of students applying to at least one college. To address the summer melt, the Center will collect senior student data before they leave high school, again prioritizing students of color, first-generation students, and students who come from homes with low socio-economic status, as are the focus of all of the Center’s efforts. Overall, the Jackson Community is committed to increasing college enrollment across all districts by at least 5%.

Johns Hopkins University (Baltimore, MD)

Executive Summary

- Convene a 2015 CCR Institute
- Formalize and expand its existing partnerships with Baltimore City Public Schools, Prince Georges County Public Schools, Montgomery County Public Schools, and Fairfax County Public Schools
- Expand the online, EdD program to include CCR leadership case studies and speakers
- Increase the CCR knowledge and skills of school counseling trainees
- Provide 325 high school students with CCR assistance from JHU trainees
- Increase CCR activities with K-12 students
- Ensure that at least 25% of JHU doctoral counseling graduates have counseling and/or CCR leadership positions by 2019

In-Depth Summary

The Johns Hopkins University’s School of Education (JHU SOE) counseling faculty, in collaboration with Maryland State Department of Education, will convene a 2015 CCR (CCR) Institute for school counselors, graduate students, policymakers, researchers, district/state partners, university faculty, non-profit organizations, and other CCR stakeholders from across the Maryland-DC-Virginia region. The Institute will disseminate the results of CCR research, provide an opportunity for stakeholders to explore new evidence-based strategies and tools for conducting CCR related work, and provide opportunities for teams of stakeholders to develop plans for expanding their collective work.

While expanding and formalizing its partnerships via memorandum of understandings (MOUs), JHU will document measurable goals and student outcomes pertaining to CCR, pre-service counselor training, and embedded CCR professional development for existing K-12 school counselors. Specifically, the counselor goals will encompass professional development training in the areas of financial literacy and FAFSA completion, college application processes, family engagement, near-peer mentoring, and under-matching. Each MOU will include prescribed data collection, analysis, and interpretation of student outcomes related to FAFSA completion, college application rates, and rigorous course-taking trends. The partnerships will be documented by June 1, 2015.

JHU will work to ensure that graduates of its EdD program will be prepared to lead and implement sustainable CCR initiatives in low-resourced schools and communities. School counseling trainees will be required to successfully complete a course based on the College Board's National Office of School Counselor Advocacy's (NOSCA) Eight Components of CCR. The course will include assignments that will introduce trainees to other JHU college opportunity and retention initiatives. The target date for the launch of this course is in the fall of 2015.

As of fall 2015, all school counseling trainees will successfully complete at least two CCR activities with K-12 students in partner districts. Trainees must illustrate mastery of skills and impact on CCR outcomes, including percentage of college applications submitted and completed, percentage of students in honors, gifted and talented courses, and percentage of students receiving college and career mentoring.

Kaplan K12 Learning Services

Executive Summary

- Implement Kaplan ACT or SAT Advantage Curriculum with Instructor Training
- Implement Kaplan On Demand ACT or SAT Program with Mentor Training
- Increase and improve ACT and SAT test scores
- Raise awareness to essential college application milestones
- Increase the number of low-income students who secure scholarship funding

In-Depth Summary

A high-quality test preparation experience requires the support of either trained instructors to deliver the program, or mentors who provide support to students undertaking an online program, creating a blended learning experience. Kaplan plans to commit to two new programs: "Kaplan ACT or SAT Advantage Curriculum with Instructor Training," and "Kaplan On Demand ACT or SAT Program with Mentor Training."

The first is a classroom-based program designed to bridge the gap between content knowledge and test-taking strategy through a targeted review of the key skills assessed on college entrance exams. The instruction reinforces and reviews each section of the exam, while providing proven strategies that enable students to better demonstrate their knowledge in the context of the exam. For *Reach Higher* partners, this program offering includes Kaplan Advantage Student & Teacher Editions at a deeply discounted rate of \$18 per student, and a comprehensive 12-hour online instructor training course at no cost, for volunteer teachers provided by partnering schools, districts, and community based organizations (CBOs).

The second program provides online, adaptive instruction tailored to individual student needs in order to provide a personalized approach to test readiness. It also provides students with a structured course syllabus that supports the independent learner. For *Reach Higher* partners, this program offering includes "Kaplan On Demand" individual student licenses at a deeply discounted rate of \$10 per student, and a comprehensive 4-hour

online mentor training course at no cost, for volunteer mentors provided by partnering schools, districts, and CBOs.

Success on the ACT and SAT are essential not only for students preparing for college admissions as part of the application process, but also in helping to secure scholarship funding. These programs and efforts will place a special focus on first-generation college aspirants and typically underserved student populations. By partnering with school districts and CBOs, Kaplan can support increased access to high-quality exam preparation and admissions expertise in order to improve students' outcomes on college entrance exams and raise awareness to essential college application milestones. Kaplan's services will support students academically and enable force multipliers to help these students achieve their postsecondary educational goals.

Kentucky Council on Postsecondary Education

Executive Summary

- To provide technical assistance to help GEAR UP Kentucky (GUK) schools improve college advising
- Assist schools with finding new avenues to extend counseling during the school day
- Reduce remediation needs of graduating seniors
- Convene a two-day institute for counselors, administrators, and teacher leaders
- Train school counselors and teacher leaders to deliver CCR information

In-Depth Summary

The Kentucky Council on Postsecondary Education (KCPE) proposes to provide technical assistance to help GEAR UP Kentucky (GUK) schools move toward evidenced-based counseling practices and adopt a comprehensive advising system. In 2009, Kentucky's K-12 student-to-counselor ratio was 459 to 1. GUK responded to this need by developing a model comprehensive advising system for adoption in 50 participating schools. The system includes an early warning tool for collecting and analyzing individual student data, the EXPLORE and PLAN assessments administered to entire grade levels (7 – 10), and technical assistance to implement school-wide advising for all students.

GUK also established data sharing partnerships to collect student level data for almost 13,000 students. The assessments were given to more than 95 percent of students and the results were used to advise and monitor their progress, first by identifying which students fell below college readiness benchmarks and then utilizing the early warning tool to further flag those with additional risk factors that might prevent them from being ready for college. In a 2011 survey, less than 50 percent of all GUK schools indicated that they had a comprehensive advising system or provided students with CCR counseling. Today, all schools are using this assessment information for CCR advising; nearly 2,500 students received intensive advising in 2013-14. This customized system known as GEAR UP-2-Success requires that a school advising team, in collaboration with GUK staff, document the students being served by available interventions in the school and determine the alignment between student needs and available interventions. The team then reviews the gaps and considers how best to ensure that all students receive appropriate interventions.

Effective CCR advising requires commitment from the top down because there is such a large ratio of students per counselor that little time is available to devote to collaboration with programs like GUK. Instead, counselors often work independently to primarily address crisis intervention. One implementation challenge is the conflict between CCR advising and the realities of students' lives; another is the disconnect between school advising policies and more student-centered approaches that integrate advising into flexible class schedules. Even with added resources, schools are struggling to provide effective CCR advising, and few understand how to replace resources once grant funds end. With little capacity to expand school counseling staff, these schools must innovate.

GUK is committed to assisting schools with finding new avenues to extend counseling during the school day. In order to reduce the remediation needs of graduating seniors, GUK will encourage new thinking about how to recreate the role of school counselors to increase capacity for advising. To this end, GUK will convene a two-day institute for counselors, administrators and teacher leaders to increase their knowledge of evidence-based school counseling techniques. GUK will train school counselors and teacher leaders to deliver CCR information using a customized learning skills curriculum, and provide school administrators with technical assistance to help them improve school advising policies.

Kinesis Foundation

Executive Summary

- Increase participation in the Kinesis Scholarship Program by 15%
- Provide information about job openings, summer employment, and community service to its scholars
- Improve persistency and graduation rates
- Increase the number of participants in the Bright Stars College Access Program by 15%
- Maintain a 100% FAFSA completion rate among Bright Stars
- Maintain a 100% college application rate among Bright Stars, with an average number of applications being 6-8
- Maintain a 100% rate of PSAT/SAT/ACT test preparation among Bright Stars
- Maintain a 100% scholarship application rate among Bright Stars
- Maintain a 90% or above rate of college enrollment among Bright Stars
- Reduce remediation rates
- Provide financial aid assistance
- Train 50 Puerto Rico Department of Education Counselors in 2015

In-Depth Summary

The Kinesis Foundation's Kinesis Scholarship Program supports low-income students from Puerto Rico's high schools admitted to bachelor, master and PhD programs at global institutions of excellence. Kinesis will increase participation in the program by 15%, from 54 to 62 students. The Scholarship Program will focus on improving postsecondary enrollment, persistency, and graduation rates. It will maintain or increase its 94% completion and on-time graduation rate. Kinesis will also provide information about job openings, summer employment, and community service to its scholars.

Kinesis' Bright Stars College Access Program helps 8th – 12th graders in Puerto Rico strengthen their academic skills, improve standardized test scores, identify schools, complete the college application process, obtain financial aid, and prepare for college-level work. Kinesis will maintain a 100% FAFSA completion rate, 100% college application rate, average of 6-8 applications submitted per student, 100% scholarship application rate, 100% postsecondary graduation rate, and will reduce remediation needs among Bright Stars students. Kinesis will also increase the number of Bright Stars participants from 305 to 350.

Kinesis established FAFSA and Scholarship Month, and designated November as Registration Month and January as Application Completion Month. Kinesis will host in-person, four-hour workshops with ten computers and three financial aid specialists assisting students and their parents. Kinesis commits to launching a media campaign to the general public with corporate and media partners regarding financial aid information. Finally, Kinesis commits to training 50 Puerto Rico Department of Education Counselors in 2015. In collaboration with the Goddard Options Institute, Kinesis will conduct a pilot program for 50 Puerto Rico Department of Education Counselors on "Foundations and Methods of College Access and Success Counseling." Kinesis expects these counselors to impact 5,000 students.

Leadership Enterprise for a Diverse America (LEDA)

Executive Summary

- Increase the number of students receiving college counseling services by more than 60%
- Begin college counseling earlier, in the spring of junior year
- Introduce an early engagement initiative for parents and guardians to build support at the family level
- Enhance strategies or cultivating the best college match
- Strengthen collaboration with admission partners to expose program participants to approximately 100 selective higher education institutions
- Introduce a peer mentoring initiative that will strengthen college persistence
- Assemble student round tables and focus groups to inform and advise other nonprofit organizations, funders and higher education partners on CCR issues
- Deliver panels at national conference to share best practices
- Improve students' leadership skills
- Improve standardized test scores
- Improve students' writing skills

In-Depth Summary

The Leadership Enterprise for a Diverse America (LEDA) is dedicated to diversifying the nation's leadership pipeline by helping high-achieving, low-income students along the entire path of college readiness, college access and college success. LEDA will increase by more than 60% the number of students receiving college counseling services and begin college counseling earlier, starting in the spring of junior year. Introducing an early engagement initiative for parents and guardians will help to build knowledge and support at the family level. LEDA will enhance strategies for cultivating the best "college match," including exposure to STEM programs, women's colleges, liberal arts colleges, and higher education programs to support male achievement. LEDA plans to strengthen collaboration with its admission partners to expose program participants to approximately 100 selective higher education institutions.

LEDA will introduce a peer mentoring initiative that will strengthen college persistence by addressing the challenges of transitioning to a selective college environment, including strategies on navigating college campuses, training in financial literacy, and guidance on adapting to new social and demographic environments. The enterprise will assemble student round tables and focus groups to inform and advise other nonprofit organizations, funders and higher education partners on CCR issues, and deliver panels at national conferences, thereby sharing best practices in national, regional, and local forums. LEDA will also disseminate CCR knowledge to more than one thousand low-income students in underrepresented communities across the country that LEDA reaches via recruitment trips, nonprofit partners, social media outlets, and webinars. Since LEDA focuses much of its outreach on students who are otherwise not part of traditional recruiting efforts, including students who have not taken SATs, ACTs or other standardized tests or who have never before considered leaving their home region for college, its efforts ensure that CCR knowledge will reach "off-the-radar" students.

LEDA's holistic CCR program strategy along the continuum from junior year in high school through college graduation, including socio-emotional college transition support, will result in measurable impacts building on LEDA's prior outcomes, with 76% of LEDA Scholars enrolling in one of the nation's 74 "Most Competitive" Colleges and Universities, and with 87% of LEDA Scholars graduating college within four years and 98% within six years. Other measurable outcomes will include documented improvements in leadership skills, measurable gains in standardized test scores, and significant improvement in writing skills, which in turn increase college readiness, access and success.

Lipscomb University (Nashville, TN)

Executive Summary

- Create a Master's-level School Counseling program with a specialty focus in college counseling
- Include the possibility of an additional certification in college access counseling for currently practicing counselors
- Train 200 school counselors and college access practitioners through Lipscomb University's College Access Project course
- Help 40,000 students access college
- Partner with K-12 school districts to assess how CAP is affecting school counselor practice and student-level outcomes around college-going

In-Depth Summary

Lipscomb University commits to creating a Master's-level School Counseling program with a specialty focus in college counseling. This program would be the first of its kind in Tennessee and one of the only programs in the nation that would allow pre-service counselors to specialize in college counseling. As Tennessee and the nation increasingly focus on the importance of postsecondary education for our students, counselors need better training to equip them to do this work. Furthermore, so that school counselors who have already completed their Master's degrees can also access this critical training, Lipscomb will include the possibility of an additional certification in college access counseling for currently practicing counselors.

This December, Lipscomb is committing to train 200 total school counselors and college access practitioners through its College Access Project (CAP) course, which is developed and offered in partnership with the Tennessee College and Success Network (TCASN). Course content covers technical aspects of admissions and financial aid, but goes much deeper to explore common measures and data, building a college-going culture that extends to the broader community, under-matching and inequity in higher education, and linking college access to youth development. If each participant serves a caseload of 200 students, Lipscomb will help 40,000 students access college. Given that each year only about 65,000 Tennesseans graduate from high school, this is a game changer for the state.

Lipscomb University also commits to partnering with K-12 school districts to assess how CAP is affecting school counselor practice and student-level outcomes around college-going, such as FAFSA completion, decreased under-matching, college-going rates, and college persistence rates.

Loyola University (Baltimore, MD)

Executive Summary

- Expand the School Counseling program to increase emphasis on CCR
- Increased CCR training among students
- Increase middle and high school student enrollment rate in rigorous courses
- Increase FAFSA completion rates amongst counseled middle and high school students
- Increase college application rates
- Develop a continuing education or certificate CCR program for practicing school counselors
- Increase professional development activities
- Expand current research investigating effective CCR interventions

In-Depth Summary

The School Counseling Program (SCP) at Loyola University Maryland is planning a four-prong approach to support increasing CCR among urban youth in Baltimore City and the surrounding counties. The components include transitioning the school counseling program to a 60 hour program which includes a stronger focus in all relevant courses on CCR with a 4-6 course concentration in CCR, providing in-service training and continuing education to 300 practicing school counselors in CCR, providing direct counseling services to unserved and underserved youth in urban schools to enhance their vocational identity, program rigor, and college readiness, and expanding the research of counseling faculty regarding vocational identity and CCR in urban youth to validate best practices.

During the first year, Loyola expects that 15% of its SCP students will be trained in CCR. In years two through five, there will be a 10% increase each year in students trained and conducting CCR activities. In the fifth year, 20% of students will graduate with a concentration in CCR, and in all five years, 25% of students receiving services will select more rigorous classes the following year. There is also an expected 15% increase in the number of students who complete the FAFSA and apply to college.

Loyola will develop a continuing education (or certificate) program for practicing school counselors in CCR. Faculty will also present workshops for at counseling conferences in Maryland and for surrounding school systems. In years two through five, SCP will train 15 counselors and conduct three professional development activities each year, reaching 150 counselors annually. Participants will demonstrate significant increase in their knowledge as measured by pre-and post-assessments.

Finally, Loyola will increase vocational identity and career-decision making of Baltimore youth by expanding current research investigating effective CCR interventions. Significant increases will be measured by the Career Decision-Making Self-Efficacy Scale, the Career Commitment Measure, and the Vocational Identity Scale.

Maryland Higher Education Commission

Executive Summary

- Increase the number of schools participating in the Maryland College Application Campaign by 100%
- Increase college application rates
- Collect and analyze data
- Increase FAFSA completion and submission rates
- Provide training opportunities to local education agencies
- Establish collaborations to promote college access
- Provide training and advising opportunities to member organizations
- Develop recommendations for statewide college outreach programs

In-Depth Summary

In partnership with the Maryland State Department of Education (MSDE), Maryland College Goal Sunday, and others, the Maryland Higher Education Commission (MHEC) will ensure that 75% or more of local education agencies will have participating schools in the Maryland College Application Campaign (MCAC), and the number of participating schools will increase by 100%. MHEC will engage higher education institution admissions, financial aid, student services staff, and MHEC staff to advise high school seniors in the completion of at least one college application. The Commission will provide short form video and presentations on college choice leading up to application day. MHEC will work with the MCAC team to establish data elements, data collection, and analysis to include determination of whether students follow through on their application with subsequent college enrollment.

MHEC will increase the percentage of high school seniors who complete and submit the FAFSA through “train the trainer” opportunities for high school guidance counselors, and support for Maryland College Goal Sunday FAFSA completion events. In collaboration with MSDE, MHEC will offer workshop, webinar, and video training opportunities to local education agencies, and provide an enhanced Advisor Toolkit on the MHEC and MdGo4It! websites to include resources for the financial aid application process, state and federal financial aid programs, reliable financial aid data bases, FAFSA completion, and the college admissions processes.

MHEC will establish a statewide Maryland College Access Network (MD-CAN) to connect nonprofit organizations, businesses, state agencies, community organizations, and other entities that promote college access, and provide training and advising opportunities in college readiness, college and career pathways, grant writing, and college financial aid to member organizations. Furthermore, Maryland Governor O’Malley has established a P–20 Outreach Work Group to develop recommendations for statewide college outreach programs, including resources and possible legislation to ensure that all students and families, especially low-income and underrepresented students, understand college readiness requirements, postsecondary education opportunities, availability of federal and state financial aid, college financing options, and college to career pathways.

Metro Nashville Public Schools (Nashville, TN)

Executive Summary

- Increase FAFSA completion and scholarship application completion
- Increase postsecondary institution enrollment
- Increase college and career planning
- Improve school counseling quality

In-Depth Summary

Metro Nashville Public Schools (MNPS) will achieve 80% FAFSA completion among students and 60% completion of the Tennessee Promise Scholarship Application. MNPS will ensure that 100% of students graduate with one college credit and/or industry certification, 100% of seniors complete a Capstone research course, and 100% of students complete a service learning or community service experience. MNPS will also increase the number of students scoring a 21 or higher on the ACT by 5%. These achievements will help MNPS reach the goal of ensuring that 60% of students enroll in a postsecondary institution.

MNPS will focus on early college and career planning by ensuring that 100% of 9th graders participate in at least one college visit and that 100% of students, starting in 8th grade, create a written plan for postsecondary education and career. All 8th graders will also select a small learning academy and career pathway. To improve school counseling quality, 100% of school counselors hired will be fully licensed school counselors, and all high school counselors will complete the Southern Regional Education Board college access course. Once school counselors have taken the course, it will be opened up to interested teachers.

Miami Dade College (Miami, FL)

Executive Summary

- Increase the number of students applying to and enrolling at MDC by 5% in the 2014-2015 academic year
- Provide proactive advising to high school seniors
- Enrich the outreach activities at the targeted schools across Miami-Dade County; yield a minimum 5% increase in the number of seniors enrolling at MDC in the fall of 2015

In-Depth Summary

MDC implemented a program to improve the transition of seniors from high school to college. The Pre-College Advisors (PCAs) develop annual action plans, in collaboration with College Assistance Program advisors, to tailor strategies that meet the needs of each school. Coordinated and intentional activities are implemented to encourage early completion of college entry requirements. MDC Ambassadors, who are graduates from Miami-Dade County high schools, assist with high school outreach activities. The pre-college advisement process consists of structured, monthly activities including early engagement events, introduction to college, career exploration, completion of admission application and FAFSA, skill enrichment “boot camps” to reduce the need for remediation, and access to academic resources, among others. Through a customized database, PCAs have access to information about applicants, including FAFSA completion and entry-level course placement.

During 2013-2014, the number of high schools with a PCA increased from 10 to 46, resulting in PCA’s at 100% of the 39 public high schools in Miami-Dade County, in addition to seven of the charter schools. Since its inception in spring 2012, there has been an increase of 18% in the number applying to MDC and a corresponding increase of 14% in enrollment. In the fall 2014 cohort of high school seniors enrolling at MDC, about 90% completed their FAFSA, 94% established residency, and 90% identified a program of study. Not only has there been an increase in these college-entry requirements, but students are completing these requirements much earlier. MDC plans to continue its efforts and increase its results by at least 5% for the 2014-2015 school year.

Michael & Susan Dell Foundation

Executive Summary

- Increase the college enrollment rate to 85%
- Increase the college persistence rate to 80%
- Increase the six-year college completion rate to 50%
- Ensure that 60,000 more low-income students achieve success in higher education
- Partner with other organizations to expand their CCR-related initiatives

In-Depth Summary

The Michael & Susan Dell Foundation is pledging \$30M in support of new programs over the next six years to increase the college enrollment and college graduation rates for low-income students. Such improvements will be accomplished through both direct programs such as the Dell Scholars Program and through supporting the work of many of the organizations that are currently involved with the initiatives, such as College Advising Corps, Blue Engine, iMentor, OneGoal, and others.

In tandem with its scholarship program, the Michael & Susan Dell Foundation will help grow outstanding programs that use a rigorous academic curriculum to prepare students to successfully complete college-level courses and use an effective non-cognitive curriculum to provide students with the necessary skills to complete a rigorous curriculum and manage environmental challenges in college. Its efforts will also reduce financial barriers to college entry and completion, and provide wrap-around support, including coaching and advising in application and enrollment, mentorship to deal with situational adversity, and connections to campus-based support services to enable students to enter and graduate from a four-year college.

As a result, college enrollment rates, college persistence rates, and six-year college completion rates will increase. Ultimately, 60,000 more low-income students will achieve success in higher education.

Michigan College Access Network

Executive Summary

- Expand the quantity and quality of college access professionals working in Michigan high schools,
- Achieve a rate of 90% of seniors from partner high schools that complete at least two college applications by December 31, 2015
- Ensure that 70% of seniors from partner high schools complete the FAFSA by June 30, 2016
- Ensure that partner high schools achieve at least a 6% college enrollment rate increase from the 2013 graduating class' baseline by December 13, 2016
- Support 81 advisors who serve 100 high schools and 61,610 students, 59% of whom are low-income
- Double the number of schools and students served

In-Depth Summary

In 2010, the Michigan College Access Network (MCAN) attracted the National College Advising Corps to Michigan. MCAN facilitated a new partnership between NCAC and the University of Michigan (UM). MCAN leveraged new financial resources to support the placement of eight recent alumni into urban high schools. In 2011, MCAN again helped NCAC establish a new partnership with Michigan State University (MSU) to place 17 recent graduates in urban and rural schools. Over the next three years, MCAN helped both programs grow. Today, UM and MSU College Advising Corps collectively employ 42 college advisors who serve 52 high schools and 36,000 students (59% of whom qualify for free-and-reduced lunch). MCAN is committed to dramatically expanding existing college advising programs by replicating the model, in partnership with new colleges, high schools, and funders.

By 2015, MCAN will enter into partnerships with eight new colleges and universities to form a coalition of institutions that are committed to placing their alumni as college advisors in high schools. MCAN will also enter into partnerships with at least 48 new high schools that are committed to building their CCR capacity by hosting a full-time or half-time college advisor. MCAN will recruit, hire, train, place, and support at least 40 new college advisors to work in partner high schools. MCAN will also raise and administer funding from federal, state, local, institutional, and philanthropic sources, as well as braid those sources to sustain programs over multiple years. Furthermore, MCAN will require high schools that host an advisor to commit to the implementation of several systematic practices, including establishing a permanent CCR improvement team, conducting financial aid screenings for FAFSA completion and scholarship eligibility, hosting linked college access campaigns, providing additional capacity-building support to school counselors, and performing a college-going culture audit. 24% of Michigan's high-need high schools will have a well-trained, dedicated, near-peer advisor dedicated to providing CCR advising.

In order to increase the FAFSA completion rate by 5% and college enrollment rate by 10% among participating high schools, MCAN intends to expand the capacity of its CCR course by 50 slots to serve 200 school counselors, host a summit for superintendent-principal-counselor teams with the intent to help school districts align school policies with the CCR outcomes each school is working to achieve, and offer incentive grants to two school counseling graduate programs to add required, dedicated coursework in CCR/Postsecondary Planning to their programs. MCAN also plans to ensure that 90% of the class of 2016 seniors at participating high schools complete at least two college applications, that 70% of seniors complete the FAFSA, and that 66% of seniors, or a 6% increase from the class of 2013 baseline, enroll in college.

Michigan State Board of Education

Executive Summary

- Expand the capacity of high schools to provide high-quality college counseling and postsecondary education advising for Michigan students

- Increase the availability of counseling on CCR and transitions
- Lead a new MSBE task force to review and improve current school counselor licensure rules
- Improve Michigan’s required student Educational Development Plan policy
- Issue a *Reach Higher* Challenge to Michigan’s secondary school principals and counselors
- Increase Michigan’s FAFSA completion rate by 5%, to 63%, by July 2016
- Increase Michigan’s college enrollment rate by 5%, to 65%, for the graduating class of 2016

In-Depth Summary

The Michigan State Board of Education (MSBE) is committed to ensuring Michigan students have access to high-quality and effective advising on issues related to CCR. MSBE will work with the state legislature and governor to provide school districts funding via a competitive multi-year state grant to hire more school counselors, with the purpose of increasing the availability of counseling on CCR and transitions. Additional counselors would focus on postsecondary education counseling services for all students, including career exploration, academic planning (especially early college credit opportunities), postsecondary educational pathway processes (college comparison, match/fit, admissions applications, selection, and enrollment processes), and college affordability planning. Through this collaboration, MSBE would achieve the investment of new resources in innovative programs that place recent college graduates as near-peer full-time college advisors in schools that serve a large number of low-income and first-generation-college-going students through public-private matching grants.

The new MSBE task force will revisit current administrative rules governing counselor preparation in terms of CCR planning. The task force will review current school counselor licensure rules with MSBE members and consider recommending the addition of CCR coursework to the required coursework for obtaining or renewing a counselor certification. The task force will also investigate current implementation of Michigan’s required student Educational Development Plan (EDP) policy and issue a set of recommendations to improve the effectiveness of EDPs as a CCR tool.

MSBE will partner with Michigan’s next State Superintendent of Public Instruction to issue a *Reach Higher* Challenge to Michigan’s secondary school principals and counselors. High schools participating in the *Reach Higher* Challenge will be asked to set a bold and ambitious goal to increase the percentage of students that are on-track for college success. On-track students will have applied to at least two colleges, completed the FAFSA, and enrolled in college without the need for remediation.

Mississippi Department of Education

Executive Summary

- Implement the ASCA model as required by the Mississippi legislature in 2013
- Update counselor preparation programs to include instruction on the current skills and knowledge required to be successful counselors in 21st century schools
- Improve professional development for administrators and counselors to help them implement the ASCA model
- Adjust the role of counseling at the local level
- Better prepare students for college and careers
- Improve Mississippi’s readiness indicators
- Increase reading proficiency rates among K-3 students
- Decrease the dropout rate
- Increase proficiency rates in reading and math for all students
- Graduate all students college and career ready

- Ensure that every school has effective teachers and administrators

In-Depth Summary

According to the 2014 state ACT report, only 12% of Mississippi students graduate from high school college and career ready, as indicated by achieving benchmark scores in all four areas on the ACT. Therefore, 60% of students entering postsecondary institutions require developmental courses. The graduation rates in Mississippi remain below the national average. To move from the bottom of the educational scale and improve the quality of life for all Mississippians will require collaborative work to change how students are prepared for their futures.

In 2013, the Mississippi legislature passed a bill that requires counselors to implement the ASCA model and, most importantly, requires them to spend 80% of their work time in direct services to students. Implementing this critical law in more than 1,000 schools across the state will require two operational changes. First, Mississippi's postsecondary institutions must update their counselor preparation programs to include instruction on the current skills and knowledge required to be successful counselors in 21st century schools. Second, the Mississippi Department of Education must improve professional development for administrators and counselors to help them implement the ASCA model and adjust the role of counseling at the local level. The ultimate goal of all of these efforts is to better prepare students for college and careers and improve Mississippi's readiness indicators.

The state P-20 Council, the Education Achievement Council, a legislative task force charged with improving college completion rates, the Mississippi Economic Council, and the Mississippi Office of Student Financial Aid have launched several initiatives in efforts to improve CCR. These include defining what it means to be college and career ready, restructuring high schools with graduation rates lower than 80%, increasing dual enrollment opportunities, especially for needy students, implementing statewide the FAFSA Completion Project, offering professional development for administrators and counselors using the SREB College and Career Counseling models, initiating a task force to redesign counselor preparation, and working with business and industry to better understand the skills needed in the workplace.

To improve the quality of life and raise the standard of living for Mississippi, K-12 students must be provided with a quality education that prepares them to access and complete a meaningful postsecondary credential. To accomplish this shared goal, multiple state agencies must work together and combine resources and efforts. The Mississippi Department of Education expects that the work of this joint task force to improve CCR for all students will be a catalyst for real change in Mississippi.

Between 2016 and 2020, Mississippi plans to increase reading proficiency rates for all K-3 students, increase reading and math proficiency rates for all students, decrease the dropout rate, graduate all students college and career ready, and ensure that every student has effective teachers and administrators.

Monson Public Schools (Monson, MA)

Executive Summary

- Appropriately train all school counselors with CCR knowledge, which will help serve and assist more than 1,160 K-12 students
- Ensure that 25 students work with interns who have appropriate CCR knowledge
- Ensure that 160 sophomores and juniors have exposure to and practice with college going tests
- Ensure that 78 seniors have access to high-quality financial aid support and counseling
- Ensure that 175 7th and 8th graders participate in a college awareness program

In-Depth Summary

During the 2014-2015 school year, Monson Public Schools (MPS) will ensure that all current school counselors receive a minimum of three full days of professional development training to better learn CCR education. This effort will focus on the elementary and middle school counselors to ensure that they have the necessary skills so that all K-8 students have access to adequate CCR awareness, knowledge, and information. Furthermore, MPS will only hire future school counselors who have completed adequate graduate coursework in college admission counseling and postsecondary training opportunities. These actions will ensure that all future students will be served by school counselors who are appropriately trained with CCR knowledge, impacting more than 1,160 K-12 students.

MPS will partner with local school counseling graduate preparation programs to only place school counselor interns who have received appropriate graduate school training in CCR skills in MPS school sites. Each year, 25 students will work with interns who have appropriate CCR knowledge. During the 2015-2016 school year, MPS will provide \$1,500 in funding to provide the PSAT for all juniors and the practice ACT for all sophomores. Students will no longer have to pay individually for the tests. 160 sophomores and juniors will have practice with and exposure to these college admission tests.

MPS will partner with uAspire or another similar nonprofit organization to work individually with all seniors and their families to ensure on-time completion of the FAFSA and other necessary financial aid forms. All 78 seniors will have access to high-quality financial aid support and counseling. Granite Valley Middle School will take all 175 7th and 8th graders to the NACAC College Fair at the Big E on Monday, April 13, 2015 to participate in a special middle school early college awareness program held in conjunction with the National College Fair. Pre- and post-tests will show increased college knowledge among these students.

National College Access Network (NCAN)

Executive Summary

- Expand the Fundamentals for College Access & Success Professionals e-learning training system
- Achieve 100% completion of seven new content modules with release to the public for use
- Ensure that 1,000 individuals participate in at least one module or technical webinar over the next year

In-Depth Summary

The National College Access Network (NCAN), a non-profit organization founded to share best practices among college access practitioners, commits to expanding the Fundamentals for College Access & Success Professionals e-learning training system by adding seven new training modules and pursuing badging and continued education units (CEUs) status for each module. This training system offers asynchronous and on-demand professional development for college advisors and guidance counselors nationwide.

The seven new modules will include ACT, SAT, Testing Strategies and Resources for Low-Income Students, Admissions Advising for First-Generation College-Goers, FAFSA Completion 101, FAFSA Completion 201, and College Access for Homeless Youth. These modules will be available to all guidance counselors and college access advisors nationwide, priced reasonably per unit. Additionally, the FAFSA Completion 101 and 201 modules will be ready for use to training counselors, advisors, and volunteers during the 2015 FAFSA completion season. NCAN will also offer an open attendance, live webinar on FAFSA completion in January.

The Fundamentals for College Access & Success Professionals e-learning training system allows school districts, college access programs, and other community organizations to easily incorporate it into their training process. The online platform also includes pre- and post-module assessment, allowing school districts and college access programs to set goals for their counselors and advisors to meet via the training modules. As part

of this commitment, NCAN will pursue electronic badging and the ability to grant CEUs for these modules. NCAN will measure the success of this commitment on several fronts. For the content and addition of badging and CEUs, measurement will be 100% completion of the seven new content modules with release to the public for use with either badging or CEUs attached. For use of the product, NCAN sets a goal of 1000 individuals participating in at least one module or technical webinar over the next year.

National Council for Community and Education Partnerships (NCCEP)

Executive Summary

- Implement a longitudinal research and evaluation project of fourteen GEAR UP state grant projects
- Increase FAFSA completion
- Help students prepare for and succeed in college
- Provide targeted counseling and college advising interventions
- Make data-driven decisions based on results

In-Depth Summary

The College and Career Readiness Evaluation Consortium (Consortium) is implementing a longitudinal research and evaluation project of fourteen GEAR UP state grant projects, collectively serving over 100,000 students in over 650 high-poverty middle and high schools. GEAR UP projects serve underrepresented and minority students in low-income communities as they matriculate from middle school to college. Expected outcomes include increasing FAFSA completion, helping students prepare for and succeed in college by providing targeted counseling and college advising interventions, and making data-driven decisions based on results. The National Council for Community and Education Partnerships (NCCEP) serves as the managing partner for the Consortium which also includes partners ACT, Inc. and the National Student Clearinghouse Research Center.

Two longitudinal cohorts of students will be studied and student outcomes will be assessed annually, beginning with 2013 data and continuing through 2025. The Consortium will not only add to the body of knowledge for college access and success professionals but will increase knowledge in ways that will provide guidance on services or interventions that are positively related to success at the postsecondary level. This work has countless implications for other college access and success programs in terms of service delivery and the way data are collected across programs to truly understand student outcomes.

New York Institute of Technology (New York, NY)

Executive Summary

- Ensure that 90% of New York Institute of Technology (NYIT) school counseling students enroll in the Post-Secondary Transitions and College Counseling course by the conclusion of the 2014-2015 academic year
- Host four “Kids2College Days” by the conclusion of the 2014-2015 academic year
- Submit a request for proposals for a College Access Grant
- Expand its network of partnerships to include at least two additional school systems and two additional community-based organizations that focus on college access

In-Depth Summary

The New York Institute of Technology’s (NYIT) Post-Secondary Transitions and College Counseling course, offered since 2005, enrolls 85% of the 3rd year counseling internship students during the fall semester to maximize their exposure to the college planning and access process. In conjunction with the National Career Development Association, NYIT’s School Counseling Department offers the 9 credit Career Development

Facilitator's Certificate program for post-Master's students seeking permanent NYS certification. NYIT is committed to maintaining and expanding its partnerships and expectations for high level pre-service experiences. NYIT is committed to implementing the "Kids2College" and "College for a Day" programs this fall and spring 2015, hosting underserved 7th grade middle school students.

By the conclusion of the 2014-2015 academic year, 90% of NYIT school counseling students will enroll in the Post-Secondary Transitions and College Counseling course. The NYIT School Counseling Department will host four "Kids2College Days" for underserved and underrepresented 7th grades in three NYC middle Schools. By the conclusion of the 2014-2015 academic year, third year school counseling interns will work with the high school seniors at the Law Advocacy and Community Justice High School and assist with college search, college applications, scholarship search, and personal statement development. The NYIT School Counseling Department will submit a request for proposals for a College Access Grant to continue its work with New York City high school students and involve third year counseling students. Finally, the NYIT School Counseling Department will expand its network of partnerships to include at least two additional school systems and two additional community-based organizations that focus on college access.

North Lawndale College Prep High School (Chicago, IL)

Executive Summary

- Offer opportunities for students to "test drive" college
- Implement a college-going curriculum
- Provide easy access to individualized college coaching
- Provide user-friendly technology for researching college options
- Provide postsecondary support
- Ensure that by 2016, 95% of NLCP seniors apply to a mixture of reach and best-fit colleges
- Ensure that 100% of NLCP seniors complete the FAFSA by February 2016
- Ensure that 80% of graduating seniors from the class of 2016 are in college in the fall of 2016
- Ensure that 70% of graduating seniors enter four-year colleges

In-Depth Summary

North Lawndale College Prep's (NLCP) plan to increase the CCR knowledge of its nearly 900 students has two components. The first component is focused on providing students with information and resources that will enable them to acquire the knowledge, competencies, and attitudes necessary for college success. This includes opportunities to "test drive" college. NLCP will require and pay for all of its students to attend summer college academic enrichment or leadership development programs across the nation through its signature Phoenix Rising program. These experiences will introduce students to college life, earn them college credits, and prepare parents for the impact that college-going will have on the family system. To implement a college-going curriculum, NLCP will require all students to participate in a four-year progressive course series that will develop students' desire to attend college, build their knowledge of key college-related facts and information, train them in essential college competencies, including how to complete a FAFSA, and prepare them for the inevitable obstacles that they will face in college, such as what to do if they are failing a course.

In an effort to provide easy access to individualized college coaching, NLCP will designate two full-time staff members to serve as college coaches for our students in addition to the existing ten counselors. The college coaches will lead college trips for students across all four years, provide individualized assistance to juniors and seniors about college choice, applications, and financial aid, and run transition programs to ensure successful fall enrollment. NLCP will provide user-friendly technology for researching college options by making available web-based interactive tools that will enable students to sort colleges by key criteria and to more easily

identify reach and best-fit opportunities. Finally, NLCP will provide postsecondary support by staffing two, full-time alumni counselors to keep in touch with students after they graduate, and support them throughout various obstacles and challenges they may face in college. NLCP will also establish an emergency fund to give small amounts of money to solve various issues college students face.

The second component is focused on ensuring that students actually engage with and take full advantage of the resources and opportunities described above. The centerpiece of this second component will be a gap scholarship program (GSP). The GSP will provide last-dollar college scholarship support for any NLCP graduate who meets certain requirements, including participation in Phoenix Rising, successful completion of the college-going curriculum, and timely completion of FAFSA. The possibility of attending college with no “unmet need” will increase student and parental engagement in the activities known to lead to postsecondary success.

NLCP expects that for the class of 2016, 95% of seniors will apply to a mixture of reach and best-fit colleges, 100% of seniors will complete the FAFSA by February of 2016, 80% of graduating seniors will be in college in the fall of 2016, and 70% of graduating seniors will enter four-year colleges.

Northern Arizona University (Flagstaff, AZ)

Executive Summary

- Foster a college-going culture in Arizona and in Arizona Native American communities
- Expand support and programming to improve school counseling quality and ensure that college planning services are available to all students
- Train educators on college access standards
- Infuse school counseling training curriculum into the Master’s of School Counseling degree at Northern Arizona University (NAU)
- Increase the college-going rate in Arizona, especially among Native Americans

In-Depth Summary

North Arizona University’s commitment will provide a dual track for ensuring that high school counselors receive training in the college access standards for both current professionals and pre-professionals. Partnered with the Arizona College Access Network, NAU will increase underrepresented student enrollments in postsecondary education, specifically among Native Americans, by training educators on college access standards.

Native Americans and Hispanics in Arizona are more likely to have only completed a high school diploma equivalent or less when compared to all other groups, yet only 7.4% of Native Americans in Arizona have a bachelor’s degree. Providing professional development to counseling staff in these underserved schools will ensure that students receive the proper information and mentoring to plan for, apply to, and enroll in a postsecondary program of their choice. Northern Arizona University has long provided college access support to select schools in these communities through its Upward Bound, Educational Talent Search and GEAR UP programs.

NAU will significantly expand its efforts provide a sustainable approach in which school counselors across the region are empowered and have the knowledge to provide college planning services to all students. NAU will implement its commitment by utilizing its existing partnerships with tribal schools and offices, school district administrators and its own admissions staff. The training curriculum that will be used includes four modules: Building a College-Going Culture for All Students, College, Career, and Academic Planning, Financial Aid and College Applications, and College and Career Advising in the Middle Grades. By infusing this curriculum with

its Master's of School Counseling degree program, NAU will greatly expand the number of college counseling professionals who have the requisite skills to properly counsel students to pursue postsecondary education. NAU expects that these efforts will significantly increase the number of Native American students who apply, are accepted to, and enroll in postsecondary education in Arizona.

Oakland Unified School District (Oakland, CA)

Executive Summary

- Increase college application rates by 35%
- Increase college enrollment rates by 25%
- Increase certificate completion, two-, and four-year college graduation rates by 20%
- Increase the percentages of minority students meeting four-year college admission requirements

In-Depth Summary

Oakland Unified School District (OUSD) will increase the number of counselors in the district, thus decreasing the counselor to student ratio. OUSD will increase mandatory counselor professional development, as well as develop an urban counseling program with higher education partners. By 2020, 80% of students will be enrolled in Linked Learning Pathways, which includes dual enrollment courses and leads to a postsecondary credential. OUSD will achieve a 100% increase in the numbers of African American, Latino, disabled, and foster youth students meeting four-year college admission requirements. By 2002, 90% of students will be participating in at least two activities including volunteering, mentoring, or internship and career based experiences. As a result of these achievements, OUSD expects to significantly increase college application, enrollment, and graduation rates.

Office of the State Superintendent of Education (Washington, DC)

Executive Summary

- Improve postsecondary enrollment from 62% of DC high school graduates to 70% by 2017
- Make information about SAT, ACT, AP, and IB test-taking rates, FAFSA completion, and postsecondary application, enrollment, and completion rates publicly available
- Increase access to college and financial aid counseling
- Increase the number of college applications submitted during College Application Week by 120%, from 2,282 applications submitted in 2013 to OSSE's goal of 5,000 applications submitted in 2014
- Host the first citywide FAFSA Completion Initiative
- Increase FAFSA completion rates from 67.5% to 72% by 2017 for all District public and charter school seniors

In-Depth Summary

The Office of the State Superintendent of Education (OSSE) has made a commitment to increase the quality of college and career advising for all middle and high school students in the District of Columbia (DC). By supporting informed high school and college choice for families and meaningfully engaging with a wide variety of college readiness stakeholders from across DC, OSSE aims to improve postsecondary enrollment from 62% of high school graduates to 70% by 2017. Beginning in winter of 2014, Learn DC high school profiles will display the percentage of students participating in SAT, ACT, AP, and IB exams, student achievement on AP and IB exams, students reaching the "college readiness" benchmarks set by the College Board and ACT, students completing FAFSA and DC Tuition Assistance Grant applications, and students applying, enrolling, and completing postsecondary degrees. Much of this information has not been available previously to the public, and OSSE believe that it will better inform the choices of families and the practices of college counselors and school leaders.

OSSE is building citywide partnerships around collaborative goal setting and increasing access to college and financial aid counseling. The agency facilitates the DC Postsecondary Readiness Advisory Council, a group of 35 school counselors, non-profit college advisors, higher education representatives, and school administrators representing twelve local education agencies (LEAs) and two universities in DC. This fall, OSSE will celebrate its second College Application Week with a projected 3,200 students at 33 sites completing college applications, an increase from 11 sites and 740 students in the fall of 2013. OSSE will also kick off its first citywide FAFSA Completion Initiative this winter with a FAFSA awareness campaign and FAFSA assistance workshops in January and February across the city to help DC students and families complete and submit their FAFSAs. Most importantly, this January, OSSE hopes to share real-time FAFSA completion data with LEAs through an online platform created in collaboration with the Kresge Foundation.

The Opportunity Network

Executive Summary

- Achieve 25% increased knowledge of college opportunities and 50% increased knowledge of career opportunities
- Increase college matriculation by 10%
- Increase the amount of students who complete the first year of college by 20%
- Train 5-10 staff from each of at least ten partner institutions
- Serve a minimum of 5,000 additional low-income students by 2020

In-Depth Summary

The Opportunity Network commits to enhancing college advisement for the field by training college access organizations, schools, counselors and front-line program staff to provide holistic college guidance that entails and connects college prep, transition, success and career readiness. By strengthening the college-to-career connection in college advisement, counselors, teachers and front-line staff will amplify their ability to facilitate matriculation at best match schools that play a critical role in college persistence and career readiness. The Opportunity Network's comprehensive CCR advisement would include components such as the role of college in career exploration, career exposure modules and professional skills development for students to help them navigate the college application process, transition to college, succeeding in college and being competitive for a career upon graduation.

Measures of success will include robust and explicit college-to-career connections, including 25% of increased knowledge of college opportunities, 50% of increased knowledge of career opportunities as they relate to college options, a 10% increase in college matriculation and a 20% increase in completing the first year of college. The Opportunity Network commits to training 5-10 staff from at least ten partners institutions, serving a total minimum of 5,000 additional low-income students by 2020.

Options Center of Goddard Riverside Community Center

Executive Summary

- Expand advising training by adding 1,000 school counselors and college advisors in ten additional communities over the next three years
- Collaborate with five communities in New York State and five communities nationally to provide training and build local training capacity
- Increase FAFSA completion rates by 10-15%, particularly in communities where the rate is currently below 70%
- Achieve a 5-10% increase in college enrollment rates

In-Depth Summary

Options Center of Goddard Riverside Community Center (Options) provides annual college access and success counseling training to more than 900 school counselors, school staff and college access advisors. Options' trainings specifically emphasize working with students from low-income families, first-generation-to-college students, and students of color. Options commits to expanding its training to reach an additional 1,000 school counselors and college advisors in ten new communities over the next three years.

Options will pilot these efforts in Chicago and Puerto Rico starting in late 2014 and early 2015, respectively. Furthermore, Options commits to developing online training content based on its current curriculum which can be offered nationally. More than 100,000 students will be impacted as a result of Options' increased training. Options expects more students to apply to college, more to apply to more colleges, and more to better understand the college selection and financial aid processes.

Options' expansion of training will result in tens of thousands of students going to better fit colleges, and nearly 10,000 students enrolling in college who otherwise would not have.

Oregon State University (Corvallis, OR)

Executive Summary

By 2020, OSU and its partners will:

- Increase the percentage of high school seniors submitting college applications by 50%
- Increase the number of students enrolling in and passing college preparation courses by 50%
- Increase the percentage of graduating seniors enrolling in postsecondary institutions by 50%
- Increase the percentage of seniors completing the FAFSA by 50%
- Decrease the number of students taking remedial mathematics classes by 50%
- Increase the diversity of school counselors

In-Depth Summary

Since 2004, the Oregon State University College of Education has had an active partnership with the Corvallis and the Lebanon School Districts as well as with three other school districts, the region's education service district, and two community colleges as a part of the Mid-Valley-Mid-Coast Regional Achievement Partnership (MVMCP). The MVMCP has been working to achieve state goals, including 40% of Oregonians having a college degree or higher by 2020, 40% having an AA degree or postsecondary credential, and 20% having a high school diploma. This goal is known as 40-40-20.

The Oregon State University School Counseling program will contribute to and extend this MVMCP partnership with the Corvallis School District and the Lebanon School District through the fieldwork placement of school counselors. In addition, this partnership will also increase CCR knowledge of existing school counselors through the interaction of OSU interns with school counselors in the districts and through the provision of professional development workshops that bring together OSU interns, practicing professionals, and university faculty, thus strengthening partnerships between the university and school districts on the training of practicing school counselors with a school district(s).

The OSU School Counseling program prepares graduates to focus on CCR for all students. The program includes preparation on unique skill-sets such as the utilization of a variety of motivational and influence strategies, narrative counseling to modify disempowering stories about college and career, math anxiety reduction strategies, utilization of Carol Dweck's research on Mindset, and the understanding that CCR starts with elementary school counseling. These skills support clinical practices that contribute to CCR for all students

and integrate directly into the MVMCP agreement on math education as a means to improve postsecondary success. As a Carnegie Research Extensive university, OSU is ensuring non-negotiable preparation standards in CCR.

Rutgers University (New Brunswick, NJ)

Executive Summary

- Achieve a 100% FAFSA completion rate among Rutgers Future Scholars (RFS)
- Ensure that each Scholar submits at least one college application
- Achieve a 95% high school graduation rate among RFS
- Ensure a 90% postsecondary enrollment rate for the fall following high school graduation
- Ensure a 75% postsecondary completion rate within six years

In-Depth Summary

In 2008, Rutgers University implemented Rutgers Future Scholars (RFS), an ambitious college-readiness, access, and scholarship program. RFS selects 200 low-income, first-generation-to-college 7th graders to participate in the program annually. “Scholars” experience an intensive 5-year program that includes mentoring, tutoring and academic remediation, metacognitive skill development, postsecondary exposure through on-campus activities and regional college tours, SAT prep, professional internships, and academic enrichment, including college-credit bearing courses. RFS counsels students to research and apply to best-fit institutions, complete FAFSAs, and take steps towards college enrollment. To alleviate potential college financial challenges and increase likelihood of graduating, the University will meet full tuition and fee needs for Scholars who complete the program and are admitted to Rutgers.

RFS is designed in close collaboration with public school district partners. RFS expects to meet key CCR benchmarks towards Scholars’ postsecondary success, including a 100% FAFSA completion rate, a 95% high school graduation rate, a 90% immediate postsecondary enrollment rate, and a 75% postsecondary completion rate within six years.

Research demonstrates systematic impacts of RFS, linking it to positive outcomes in Scholars’ families, schools, districts, and communities. Additional research estimates that each RFS cohort saves the state \$30 million dollars over its lifetime. RFS leaders commit to creating a toolkit that highlights best practices and core programmatic elements to encourage other higher education institutions to make similar commitments.

Saint Louis Public Schools (Saint Louis, MO)

Executive Summary

- Increase postsecondary placements by 5% at schools with college specialists
- Ensure that 80% of students go to college fairs and/or on college visits
- Increase the percentage of students who enroll in four-year colleges by 10% at schools with college specialists
- Increase the percentage of students who complete FAFSAs, so that all schools achieve at least 75% completion
- Increase the percentage of students who submit at least one college or postsecondary application by February 1st each school year
- Over the next three years, reduce by 20% the number of SLPS graduates who need to enroll in developmental math courses
- Increase counselors’ knowledge of key topics that correlate to college persistence

In-Depth Summary

In collaboration with the Saint Louis Public Schools Foundation, the Saint Louis Public Schools is making CCR a top priority in its high schools. Increasing both college readiness and persistence is a core goal in the district's strategic plan. As a region, it is now more clear than ever that all sectors need to come together to support the potential and pursuits of low-income, largely African American students. The SLPS Foundation has launched a substantial campaign to attract private investment in SLPS high schools. In 2015, the district and SLPS Foundation will partner with both the business community and institutions of higher education to implement several measures.

The SLPS Foundation will place a college specialist in every high school over the next three years, who will focus solely on preparing students for postsecondary success. Every college specialist will be supported in developing a network of higher education, nonprofit, and business partners to strengthen the school's postsecondary planning efforts. The Foundation will also develop professional development for SLPS college specialists, guidance counselors, and other college access partners that encourages peer learning between high schools, exposes staff to the newest research on supporting low-income, first-generation-to-college students, and promotes leveraged use of resources. The SLPS Foundation will ensure that every high school junior or senior goes on at least one postsecondary campus tour. By partnering with the region's college access network, St. Louis Graduates, the Regional Chamber of Commerce, and Lumina Foundation, the Foundation will develop and implement a strategy for reducing the percentage of high school graduates who need developmental education.

The SLPS Foundation will sustain and scale a successful pilot program to ensure students' positive transition from middle to high school, as well as increase scholarship and "last dollar" funding for SLPS students. Ultimately, the SLPS Foundation will increase postsecondary and college preparation, application, enrollment, and persistence rates, improve FAFSA completion rates, and decrease remediation rates.

San Diego State University (San Diego, CA)

Executive Summary:

- Improve student level outcomes in College and Career Readiness (CCR) in partnered districts:
 - Increase FAFSA completion rates by 10% per year until 100% FAFSA is achieved
 - Increase college application rates by 5% per year over the next three years
 - Increase postsecondary enrollment by 5% per year over the next three years
 - Increase PSAT and SAT participation rate by 5% per year over the next three years
 - Increase AP enrollment rate by 5% per year over the next three years
 - Reduce remediation rates by 5% per year over the next three years
- Develop a new doctoral program specialization in school counseling
- Ensure training at all placement fieldwork sites includes new school counselor requirements in CCR
- Hold on-site training and academies to support CCR
- Develop an online presence to support future and current Reach Higher (RH) commitments and disseminate school counselor training, research and best practices
- Train fellows in the Division of Research on Young Men and Women of Color (YM/WOC) to conduct, publish, and present empirical research
- Create an affirming environment among (YM/WOC) fellows to promote retention and graduation rates

In-Depth Summary

San Diego State University (SDSU)'s School Counseling Program and the *Center for Excellence in School Counseling and Leadership* (CESCaL) within the College of Education commit to partnering with

schools and districts to increase FAFSA completion rates by 10% per year until 100% FAFSA completion is achieved. SDSU is also committed to increasing college application rates, decreasing remediation rates, increasing postsecondary enrollment, increasing PSAT and SAT participation, and increasing AP enrollment, each by 5% per year over the next three years in all partnered schools and districts.

SDSU has begun discussions to develop a new doctoral program specializing in school counseling, host on-site convening's and academies, create certificate programs, and provide mentoring and CCR training. SDSU will develop MOU's when placing graduate fieldwork students in local schools to ensure support of CCR activities, rigorous research and evaluation design and training of school counselors and administrators at placement sites.

CESCaL will continue to support the *First Lady's Reach Higher Campaign* and commitments made at the San Diego White House Convening. The *College Admissions and Career Counseling Division* of *CESCaL* will create an online presence to house links, databases, action plans, training, webinars and other resources to support state team implementation efforts.

In collaboration with AERA, school counseling faculty will create a database of CCR scholars and publish research and best practices and will collaborate to research the impact of text messaging on increasing FAFSA completion and college enrollment. Faculty will also conduct analysis of the new Bridgit tool designed to increase high level counseling support for students during the matriculation process. *CESCaL's* Division of Research on Young Men and Women of Color (YM/WOC) will focus on training its student fellows to conduct, publish, and present empirical research. SDSU and this division aims to create an affirming environment that fosters healthy psychosocial dispositions and belonging among fellows, and to promote retention and college graduation rates for historically underrepresented students of color.

All of the new, bold initiatives above align with the University's strategic plan "Building on Excellence" (available at <http://go.sdsu.edu/strategicplan/>) and include other university commitments following:

- Invest funds to increase the four-year graduation rates of all students and eliminate the achievement gaps of under-represented students
- Invest funds to increase the recruitment and retention of under-represented students through targeted recruitment and outreach to inform students of exceptional programmatic and co-curricular opportunities
- Provide focused interventions for at-risk local first-time freshmen in order to increase continuation rates and four- and six-year graduation rates
- Provide diverse educational experiences for all students by leveraging our campus's rich diversity.

Skillman Foundation (Detroit, MI)

Executive Summary

- Improve high school graduation rates in Detroit, Michigan
- By 2016, 35 out of Detroit's 55 high schools will have dedicated high school counselors and/or college advisors who have complete college and career training
- Improve the effectiveness of current high school counselors and other college planning personnel by providing professional development opportunities
- 90% of seniors will complete at least two college applications
- Achieve at least a 70% FAFSA completion rate
- Achieve a 55% college enrollment rate by 2015

In-Depth Summary

The Skillman Foundation is committed to improving high school graduation rates in Detroit, Michigan so that children are ready for college, career, and life. The Skillman Foundation will partner with multiple

organizations to build the capacity of caring adults who can deliver CCR information to students and their families. The Foundation has set a bold goal: by 2016, 35 out of the city's 55 high schools will have a dedicated high school counselor and/or college advisor who has completed CCR training.

The Foundation will also work with partners to improve the effectiveness of current high school counselors and other college planning personnel by providing high-quality CCR professional development opportunities that will improve their methods and strategies of assisting students with college planning. The Skillman Foundation will work with AmeriCorps, the Michigan College Access Network, and the National College Advising Corps to co-fund the placement of at least three additional well-trained advisors in Detroit schools to provide advising and encouragement that many students need in order to navigate the complex web of college admissions and secure financial aid. Due to its increased efforts, the Skillman Foundation expects that 90% of seniors will complete at least two college applications, the FAFSA completion rate will reach 70% or higher, and a 55% college enrollment rate, a 6% increase from the current baseline, will be possible by 2015.

Southern Regional Education Board

Executive Summary

- Expand its College and Career Counseling Initiative (CCCI) into new states
- Concentrate on broader and more effective implementation in participating states
- Expand the training of school counselors through district-wide efforts
- Encourage school counseling master's programs to incorporate CCCI modules into required coursework
- Engage more school administrators in CCCI training
- Conduct research to determine the impact of CCCI training on specific student outcomes in participating school districts
- Develop a state policy brief on middle grades and high school policies related to academic and career planning and make recommendations for improving their effectiveness

In-Depth Summary

Southern Regional Education Board's (SREB) College and Career Counseling Initiative (CCCI) is a multi-state consortium that works to increase the knowledge and skills of professionals who advise students, especially low-income and first-generation college students, on reaching their postsecondary aspirations. Member states include: Alabama, Arizona, Delaware, Georgia, Idaho, Louisiana, Michigan, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee and Utah. A key program component is a series of training modules, "Strategies in College and Career Counseling," for professional development of middle grades and high school counselors, principals, teachers, career and graduation coaches, and staff of college advising programs. The modules are also used as part of master's degree programs in professional school counseling.

An updated version of the training, drawing on research and evaluation findings, will launch in 2015. This version will include accompanying materials for non-school-based college access professionals, including staff of community-based organizations and college access programs. Also, CCCI will partner with SREB's Student-Centered Leadership program to create mini-modules for administrators on developing principal-counselor relationships that help build a college-going school culture. CCCI will hold annual meetings of key constituents, school counseling faculty, state agency and district leadership, and staff from college access programs to disseminate research findings and resource materials and share best practices.

Spring Branch Independent School District (Hedwig Village, TX)

**Also Included Under K-16 Commitments*

Executive Summary

- Double the number of students who complete some form of higher education
- Achieve a 95% SAT and ACT completion rate
- Achieve a 90% immediate higher education enrollment rate
- Achieve a 90% FAFSA/TAFSA completion rate
- Ensure that 90% of students complete at least three opportunity applications

In-Depth Summary

Spring Branch Independent School District (SBISD) is committed to an overarching goal of doubling the number of students who complete some form of higher education. Its T-2-4 goal defines higher education as a technical certificate, military training, two-year, or four-year degree. To meet its aggressive goal, SBID has formed several important partnerships and greatly expanded its counseling options.

Due to its SKY Partnership with KIPP Houston and YES Prep Public Schools, SBISD recently doubled the number of adults working with high school students to successfully get them to and through higher education. SBISD's Board of Trustees approved academic advisor positions to assist grade level counselors in working with students to ensure that they are college and career ready. Academic advisors are degreed, non-certified employees who work year-round assisting students to and through higher education. They participate in a three-week onboarding process exposing them to the whole school district and providing deep training for their multiple-functioned roles, and they will hopefully then pursue advanced credentials.

SBISD partners with several non-profit organizations in this field of work. One Goal is in its second year at Northbrook High School, and SBISD is considering an expansion to all district high schools. Last year, SBISD began a partnership with uAspire to improve college affordability training for staff to improve access and persistence rates for low-income students. SBISD has had a three-year partnership with Advise Texas to provide additional advising support. This work is enhanced by the award-winning Collegiate Challenge program, now in its 14th year, through which community partners provide trained mentors to support first-generation students through the application, scholarship and financial aid processes. Finally, SBISD is in its third year of a partnership with the POSSE Foundation.

These partnerships will allow SBISD to achieve specific metrics, which will contribute to the success of SBISD's overall goal. SBISD expects to achieve a 95% SAT and ACT completion rate, a 90% immediate higher education enrollment rate, a 90% FAFSA/TAFSA completion rate, and a 90% rate of students who complete at least three opportunity applications.

Syracuse University (Syracuse, NY)

Executive Summary

- Provide CCR and college access programming to students, families, and school personnel in 18 low-income, rural school districts
- Partner with local urban and suburban school districts to implement CCR-focused small group work with high school students
- Embed an 8-week CCR group practicum for school counseling graduate students
- Regularly offer a graduate-level school counseling course about college access and retention
- Incorporate the course into the regular graduate level school counseling courses of study
- Expand CCR content across the graduate level school counseling curriculum

In-Depth Summary

In November 2014, Syracuse University will begin providing CCR and college access programming to students, families, and school personnel within 18 low-income, rural school districts in Jefferson and Lewis counties. A formal needs assessment will be conducted with the 100 estimated participants, and the impact of these services will be measured through college matching criteria, FAFSA completion rates, and the report of descriptive data on college application completion, acceptance, and matriculation of participating 12th grade students. Within the next 24 months, Syracuse will build a partnership with a local urban or suburban school district to implement CCR-focused small group work with high school students. The commitment includes developing and embedding an 8-week CCR group practicum experience for school counseling Master's and doctoral students into the local urban/suburban school setting, thereby providing direct CCR services to students while also supervising counselors-in-training to develop the awareness, knowledge, and skills for CCR group work. Within the next three years, Syracuse will establish additional partnerships with school districts to offer professional in-service trainings for practicing school counselors based on CCR.

During the spring 2015 semester, Syracuse commits to regularly offering the course CHS 600: School Counseling for College Access and Retention. Syracuse will also expand its recruitment efforts to the national arena to include school counselors-in-training and practicing professional school counselors. In 2015, Syracuse will incorporate the course into the program of study in the School Counseling Master's and certificate of advanced studies degrees, as well as incorporate and expand CCR content across the curriculum for both the school counseling Master's and certificate of advanced study programs, assessing student-learning outcomes across these standards.

Temple University (Philadelphia, PA)

Executive Summary

- Develop a graduate certificate in College Access Counseling
- Partner with the Philadelphia Mayor's Office of Education and the School District of Philadelphia
- Assess the impact of the program by assessing FAFSA completion , college application, college enrollment, and college graduation rates

In-Depth Summary

In collaboration with the Mayor's Office of Education and the School District of Philadelphia, Temple University commits to the development of a graduate certificate in College Access Counseling. This certificate will be designed to appeal to K-12 school counselors and non-profit professionals as well as to those seeking to specialize in college access as higher education professionals. The certificate will require 12 credits of graduate study that could be taken independently or applied toward master's degrees for those who are seeking additional graduate study.

Temple University is currently working to develop the certificate based on an analysis of best practices and on the needs of the School District of Philadelphia. The plan is for the certificate to have four components. One will focus on providing an overview of issues related to access and equity in higher education, such as what contributes to the success of first-generation college students and how their experience compares to that of continuing-generation students. A second will address the cultural conditions that affect development of counseling relationships, focusing especially on building effective counseling relationships across race, class, gender, and other demographic differences. A third course will center on the urban environment with a focus on developing a more sophisticated understanding of the CCR process. A fourth course will focus on concepts in human development and will examine the major theoretical orientations and methodological approaches to human development, using a life-span approach to cognitive, social, and physical development.

Temple University expects to begin offering the certificate in September 2015. The effectiveness of the program will be assessed by examining the percentage of graduating seniors who receive CCR information at the schools and non-profit organizations the certificate students serve. Temple University will further assess its impact based on the percentage of graduating seniors completing a FAFSA, submitting college applications, enrolling in and graduating from postsecondary school.

Tennessee College Access and Success Network

Executive Summary

- Train 200 total school counselors and college access practitioners through the College Access Project (CAP) course
- Help 40,000 students access college
- Partner with K-12 school districts to assess how CAP is affecting school counselor practice and student-level outcomes around college-going

In-Depth Summary

The Tennessee College Access and Success Network (TCASN) is committed to training 200 total school counselors and college access practitioners through its College Access Project (CAP) course, which is developed and offered in partnership with the Ayers Institute for Teacher Learning and Innovation at Lipscomb University. If each participant serves a caseload of 200 students, TCASN will help 40,000 students access college.

CAP is an online course consisting of stackable strands, and was built using the expertise of over 400 college access experts and practitioners. Completers of the entire course are eligible for up to three hours of graduate credit from the nationally recognized College of Education at Lipscomb University. Course content covers technical aspects of admissions and financial aid, but goes much deeper to explore common measures and data, building a college-going culture that extends to the broader community, under-matching and inequity in higher education, and linking college access to youth development. TCASN also commits to partnering with K-12 school districts to assess how CAP is affecting school counselor practice and student-level outcomes around college-going, such as FAFSA completion, decreased under-matching, college-going rates, and college persistence rates.

uAspire

Executive Summary

- Establish Training & Technical Assistance partnerships with 40 school districts and charter management organizations
- Train 1,600 school counselors who will reach more than 60,000 students
- Establish Training & Technical Assistance partnerships with 20 national and/or community-based college access and success organizations
- Train 400 college access staff members who will reach more than 30,000 students
- Explore the development of a certification or credential in college affordability, engaging 400 counselors in the effort, in order to impact more than 20,000 students
- Increase FAFSA completion rates by 10%
- Increase the number of students who make an informed college choice by 15%
- Increase enrollment rates by 5%
- Increase second-year persistence rates by 4%

In-Depth Summary

In response to the enormous and pressing need for schools and college access organizations to better equip students to prepare for and meet the costs of college, uAspire seeks to leverage its unparalleled experience in the college affordability field to spread positive measurable impact via the uAspire Training and Technical Assistance (T&TA) Program. uAspire commits to establishing T&TA partnerships with 40 school districts and charter management organizations, which will train 1,600 school counselors, who will reach more than 60,000 students. Second, uAspire commits to establishing T&TA partnerships with 20 national and/or community-based college access and success organizations, which will train 400 college access staff members, who will reach more than 20,000 students. Finally, uAspire will explore the development of a certification or credential in college affordability, engaging 400 counselors in the effort, who will impact more than 20,000 students.

uAspire expects to increase FAFSA completion rates by 10%, increase the number of students who make an informed college choice based on the review of their award letters with a trained adult by 15%, increase enrollment rates by 15%, and increase second-year persistence rates by 4%.

University of North Florida (Jacksonville, FL)

Executive Summary

- Provide full scholarships for eligible high school students to attend UNF
- Develop a dual enrollment preparation program
- Fund and position school counselors in high-needs schools
- Implement the Academic and Career Intensive Pre-Collegiate Scholars Program
- Increase first-generation-to-college student admissions by 2%
- Implement a CCR Master's-level course
- Disseminate UNF's and other preparation programs best practices
- Develop a hybrid course for practicing school counselors to become CCR certified
- Host a CCR evidence-based state conference for counselor educators
- Deliver intensive CCR workshops to reach all Florida counselors

In-Depth Summary

The University of North Florida (UNF) will remove the cost barrier by providing full scholarships for eligible high school students to attend UNF. Eligible students are free/reduced lunch recipients, Duval County Public School (DCPS) high school graduates, and Pell grant eligible. Scholars will be mentored and supported from freshman to degree completion with strategies such as tutoring, summer enrichment, and mentoring. Part time school counselors are funded and supported to provide FAFSA completion, financial literacy, test prep, and other college attainment processes. A unique dual enrollment preparation program will be developed at three, low socioeconomic, high needs DCPS high schools in which UNF faculty will pair with core academic high school teachers to prepare students to enroll in UNF. UNF will start the Academic and Career Intensive Pre-Collegiate Scholars Program in collaboration with a community honor fraternity to offer a variety of college readiness services to talented African American high school students to support rigorous postsecondary study.

UNF will lead a Florida Course Design Team of counselor educators, college access partners, supervisors of guidance, administrators, and school counselors to develop a Master's-level, 3 credit-hour field-based course on CCR. Deliverables will include course syllabi and field-based practices around raising student aspirations, community partnerships, and common indicators for successful higher education attainment. The goal is to collaborate to disseminate UNF's and other preparation programs best practices so that every Florida school counseling candidate and in-service counselor delivers optimum CCR services to K-12 students.

UNF and the Florida Department of Education will initiate the process to add a CCR course requirement for initial certification and a CCR Certificate requirement for certification renewal. A CCR evidence-based state conference will be hosted by UNF for counselor educators to provide research in best practices around CCR. Core team members (San Diego Convening Participants) will reach out to additional community and state representatives from research organizations, supervisors of guidance, professional association leaders, the local school districts, the colleges and universities, local and state agencies, foundations, and nonprofits to attend a summit for the purpose of networking, learning, teaming up, strategizing and implementing CCR strategies. UNF will partner with the Florida School Counselor Association to develop and deliver intensive CCR workshops to reach all Florida counselors by delivering five workshops annually. Target themes will be equity and cultural competence, online CCR tools, technology, data-driven decision making, financial literacy and college affordability, workforce, summer melt, SAT/ACT prep resources, equity audits, and common indicators to access higher education. All Florida school counseling graduates and practicing school counselors will participate in the CCR course either for initial certification or certification renewal and will set annual numerical goals with baseline and targets to increase FAFSA completion rate, enrollment and success in rigor college application rates, and college going rates.

Umoja Student Development Corporation

Executive Summary

- Double Umoja Student Development Corporation's (Umoja) Postsecondary Seminar model impact to serve more than 1,000 students in Chicago's highest need public schools
- Achieve more than 90% on all key early college indicator metrics
- Surpass the CPS average college enrollment by more than 10% across all Umoja school partners
- Track enrollment and persistence data through the National Student Clearinghouse

In-Depth Summary

Umoja provides a Postsecondary Seminar course for high school students. The Seminar is taught by a high school teacher who receives weekly coaching from the Umoja staff. The curriculum not only provides critical postsecondary knowledge and skills regarding the college application process, but also integrates non-cognitive skills, such as growth mindset, self-advocacy, and envisioning a future, as such social and emotional learning is essential to the college enrollment process, persistence, and graduation. It is aligned with the Common Core and Illinois Social-Emotional Learning Standards.

Umoja aims to assist school counselors, leaders, and teachers in addition to students. Its model provides essential adult professional development for counselors and school leaders, ongoing Seminar teacher coaching, data tracking system development and a highly engaging ongoing adult professional learning community for counselors and Seminar teachers. Ultimately, the overarching goal of Umoja's college and career readiness programming is to prepare all students for postsecondary success. Umoja ensures that all students have access to the essential tools, knowledge, and content in order to graduate with high-quality postsecondary options. Umoja also engages the school community in school-wide change through culture building, professional development, and building critical systems and capacity.

Umoja's efforts impact low-income, first-generation-to-college, students of color. Umoja tracks data regarding grade-level on-track rates, percentage of students completing three or more college applications, percentage of students completing at least one best match application, percentage of students submitting the FAFSA, percentage of students accepted to college, postsecondary enrollment rates, and one-year postsecondary persistence rates.

Currently, more than 500 students are served by Umoja at four Chicago public high schools. 94% complete

three or more college applications, 78% complete at least one best match application, 87% complete the FAFSA, and more than 80% are accepted to college. Umoja expects to reach more than 90% on all key early college indicator metrics, and beat the CPS average college enrollment by more than 10% across all Umoja school partners. Umoja commits to doubling its impact to serve more than 1,000 students.

University of California, Berkeley (Berkeley, CA)

Executive Summary

- Develop a new research campus, called the Berkeley Global Campus at Richmond Bay, in Richmond, California
- Improve school to career pathways
- Increase voluntary local hiring commitments
- Increase educational partnerships and expand existing programs through partner organizations
- Create a community partnership fund that will provide grants to the local community to address educational access, among other urgent needs
- Increase FAFSA completion and submission rates
- Increase college application rates by 15%
- Expand and relocate Cal Prep, the charter school that UCB helped found

In-Depth Summary

UC Berkeley is building on the Chancellor's commitment to expand its Center for Educational Partnerships' Destination College Advising Corps program in partnership with the West Contra Costa County School District. In addition to the continuing work with the school district to increase the number of students pursuing a college degree, the campus will be engaging with the Richmond community in collaboration with the school district. UC Berkeley is part of the East Bay Career Pathways Consortium that will be building and strengthening career pathway programs in four key sectors of the economy, including health and biosciences, engineering and advanced manufacturing, information communication technology and digital media, and public service and law. UC Berkeley is also developing a new research campus, called the Berkeley Global Campus (BGC) at Richmond Bay, located in Richmond, CA.

As part of the BGC development, the university has made a number of commitments to the local community, including improving school to career pathways and voluntary local hiring commitments, as well as increasing educational partnerships and expanding existing programs through the Center for Educational Partnerships, the Lawrence Hall of Science, the Osher Lifelong Learning, Center for Cities and Schools, Cal Corps Public Service Center, among others. The numerous programs and technical expertise of the UC campus creates an opportunity for enhancing the capacity of Richmond's schools and educational programs to increase college and career preparation. Therefore, the campus will be focusing efforts on improving college readiness in Richmond-area high schools during the coming years.

In addition, the Chancellor is creating a community partnership fund that will provide grants to the local community to address a number of urgent needs, including educational access. The campus will work with the high schools in Richmond and the surrounding area to increase the number of FAFSAs completed and submitted, as well as the number of applications to postsecondary institutions by 15% in the first year. Furthermore, UC Berkeley helped found a charter school called Cal Prep that is in its tenth year and has been very successful in preparing low-income, first-generation students for success in college. Plans are now underway to expand Cal Prep and relocate to Richmond by the fall of 2015.

University of Chicago (Chicago, IL)

Executive Summary

- Assist and support school counseling and advising
- Hold workshops, information sessions, and one-on-one counseling
- Reach over 100,000 low-income and Pell-eligible families nationwide
- Reach 1,000 counselors per year nationally
- Commit at least \$1 million to implement the No Barriers program
- Increase the number of Pell-eligible students matriculating at the University of Chicago by 20% in the next two years
- Train low-income internship students in admissions and financial aid issues, and deploy those students over the summer in their home cities to provide low-income students with one-on-one college counseling
- Provide meaningful employment in the form of 300 paid internships during the summer after freshman year for low-income students

In-Depth Summary

In October, the University of Chicago unveiled the next phase of the University's commitment to improving college access and success for low-income students, a groundbreaking initiative called "No Barriers." The No Barriers initiative significantly expands the CCR programs and structures that have been in place for quite some time at the University. It offers a suite of new initiatives to address the challenges of applying to and paying for college, while providing support for low-income students throughout their college careers.

To complement the financial assistance offered by No Barriers, the University continues to look for ways to expand access and opportunities, and is prepared to announce several new commitments to help improve school counseling and college advising. The University's first commitment is to work with families and high school counselors to ensure that they have the information they need about college access. The University is committed to holding workshops, information sessions, and one-on-one counseling to help families and counselors understand the college application and financial aid processes for selective colleges and universities across the country.

The University's goal and expectation is that it will reach over 100,000 low-income and Pell-eligible families nationwide during the academic year. The University is also setting a goal of reaching 1,000 counselors per year nationally with these programs, and will commit at least \$1 million, and more if necessary, to implement this program. The University has made a commitment to increase the number of Pell-eligible students matriculating at the University of Chicago by 20% in the next two years.

The University is also committed to working with a large percentage of its low-income internship students, training them in admissions and financial aid issues over the school year as their work-study job. The University then plans to deploy these students over the summer in their home cities to provide low-income students with one-on-one college counseling and help with essay-writing and applying for financial aid. To help level the playing field for future job success, the University will commit to providing meaningful employment in the form of 300 paid internships during the summer after freshman year for students whose family incomes are less than \$90,000. The University believes that providing all of this support will substantially increase the number of students who are empowered to apply and gain admission at selective colleges, finish their degrees, and find successful, meaningful careers after graduation.

University of Connecticut (Mansfield, CT)

Executive Summary

- Infuse equity-based CCR counseling into the Master’s level school counseling curriculum at UCONN
- Ensure that K-12 school counselors begin their careers with the knowledge and skills necessary to act as leaders and advocates for equitable educational outcomes for all students
- Increase awareness and preparedness for parents and students about postsecondary education
- Increase data collection and analysis

In-Depth Summary

The School Counseling Program faculty at the University of Connecticut (UCONN) is committed to infusing equity-based CCR counseling into the Master’s level school counseling curriculum. The goal of this initiative is to ensure that K-12 school counselors begin their careers with the knowledge and skills necessary to act as leaders and advocates for equitable educational outcomes for all students, especially traditionally underserved populations such as students of color and students from low-income backgrounds. Working with its College Access team members, The ECMC Foundation and The College Place, UCONN proposes a new collaboration with the intent to expand the work of The ECMC Foundation in the State of Connecticut, as well as offer Master’s level school counseling students the opportunity to provide equity-based college and career services to K-12 students.

The UCONN School Counseling Program will provide services to K-12 students. To accomplish this task, UCONN has formed partnerships with state school districts and anticipates beginning its proposed projects as early as next semester, Spring 2015, by offering current first and second year students training on how to deliver college-going curriculum. To that end, UCONN is in the process of revising its school counseling program to include a three-credit course on equity-based college and career counseling. UCONN will be expanding its one-credit course to three credits by adding in sections on Bloom’s Taxonomy, classroom behavior management, and lesson planning. UCONN believes that if school counselors are to provide classroom guidance and group counseling, they must be prepared in lesson creation and lesson delivery.

For their part, The ECMC Foundation has pledged to offer training to UCONN’s students and area school counselors on three levels of curriculum created by UC Berkeley: Believing the College Dream (for grades 4-8), Realizing the College Dream (for teachers, parents, middle and high school students), and Persist (to bolster higher education retention and graduation rates). ECMC has conducted research to show that their curriculum results in positive outcomes by increasing awareness and preparedness for parents and students about postsecondary education when implemented with first-generation students, students of color, and their parents.

At UCONN, school counseling students are taught the importance of data collection. UCONN believes that all data serves to improve school counseling services. To that end, UCONN pledges that curriculum delivery will be evaluated on three levels, including process, content, and outcome data. Outcome data will consist of metrics that show the increase in how many students complete the FAFSA, take the ACT or SAT, score a 3 or higher on Advanced Placement tests, receive some type of financial aid, apply to a postsecondary option of their choice, and enroll and attend their postsecondary option at the end of the summer, as well as longer term data to measure persistence and postsecondary graduation rates.

University of Michigan—Dearborn (Dearborn, MI)

Executive Summary

- Ensure that 90% of seniors from partner high schools complete at least two college applications by December 31, 2015
- Ensure that 70% of seniors from partner high schools complete the FAFSA by June 30, 2016
- Ensure that partner high schools achieve at least a 6% college enrollment rate increase from the Class of 2013 baseline by December 31, 2016

In-Depth Summary

The University of Michigan-Dearborn is interested in partnering with the Michigan College Access Network (MCAN) as it mobilizes state and local leaders to increase college readiness, enrollment, and completion rates, as it is equally committed to expanding the quantity and quality of college access professionals working in Michigan high schools. The University of Michigan-Dearborn is committed to becoming a part of the expansion of the National College Advising Corps which currently has a relationship with the University of Michigan-Ann Arbor and Michigan State University, as well as to being one of the eight new colleges and universities that MCAN will help to be a part of a coalition addressing these issues.

Becoming a part of what MCAN sees as an effort which overall will include 81 advisors, serving 100 high schools, and 61,610 students will have an impact throughout the state at a time when it is most needed. By being a partner, the University of Michigan-Dearborn would be a part of a coalition that achieves a 90% rate of seniors from partner high schools completing at least two college applications by December 31, 2015, a 70% rate of seniors from partner high schools completing the FAFSA by June 30, 2016, and at least a 6% college enrollment rate increase among partner high schools from the Class of 2013 baseline by December 31, 2016.

Washington & Jefferson College (Washington, PA)

Executive Summary

- Double the number of students, faculty, and staff providing college access and readiness preparation
- Seek funding to institute a new outreach and mentoring program
- Support general outreach programs and sessions
- Support a new intensive mentoring program for low-income students

In-Depth Summary

In the coming year, Washington & Jefferson College (W&J) will commit to doubling the number of students, faculty, and staff providing college access and readiness preparation through various local family service centers from 15 to 30. W&J commits to seeking funding and, if funded, to institute a program that will support general outreach programs and sessions at local high schools on topics such as financial aid and admissions processes, how to begin a college search, and how college academic expectations are different from those in high school. The funding will also support a new intensive mentoring program for low-income students from 14 school districts in Washington County, with an emphasis on first-generation-to-go-to-college students, to guide them in selecting an educational institution where they will succeed.

Washington Student Achievement Council

Executive Summary

- Achieve a 100% rate of adults in Washington who have a high school diploma or equivalent
- Achieve at least a 70% rate of Washington adults who have a postsecondary credential
- Offer professional development opportunities focused on CCR counseling
- Expand peer mentoring and support services
- Double FAFSA completion rates

In-Depth Summary

The Washington Student Achievement Council (WSAC) will initiate the Scholar Support Services through its College Bound Scholarship program by offering CCR counseling with professional development opportunities through school and Education Service Districts to enhance the knowledge base of counselors and anyone in school that touches a child's learning experience. WSAC also plans to expand peer mentoring and support

services at 69 campuses to support the College Bound students in college. WSAC will provide community-based collective impact zones to support underrepresented students and their families, which is expected to triple the support dosage to all College Bound students.

WSAC is committed to doubling its FAFSA completion efforts and will maintain the number one position in the country. WSAC will launch the FAFSA Completion Initiative to connect all 295 school districts with the Department of Education FAFSA data to support in-school efforts to increase FAFSA completion rates in Washington, and expects to see a double digit increase in the FAFSA completion through this initiative. WSAC will also commit resources to meet with students where they are through social media, digitizing CCR content to provide academic advising, mentoring and career guidance, and financial literacy through the ReadySetGrad web portal. The Council plans to begin using text messages and other means to reach students where they are most comfortable and accessible.

WSAC will promote the state's new Career Guidance Washington – a CCR program model designed to prepare all students with support from an advisor and/or counselor with guidance, curriculum and tools. Each of the 6-12 grades will have a sequence of 20 lessons that are customized to CCR. Starting with 75 GEAR UP schools, these lesson plans and curricula will be used to reach 34,000 low-income students across the state. Ultimately, WSAC aims to achieve a 100% rate of adults in Washington who have a high school diploma or equivalent, and a 70% rate of Washington adults who have a postsecondary credential.

Wayne State University (Detroit, MI)

Executive Summary

- Positively impact the college readiness and attainment of more than 650,000 students over the coming decade
- Increase college application rates
- Increase FAFSA completion rates
- Increase the rate of successful completion of the first year of college in Southeastern Michigan
- Offer a new postsecondary planning and college counseling course within Wayne State University's (WSU) College of Education
- Offer free WSU tuition for the new postsecondary planning and college counseling course to all WSU staff who participate in pre-college outreach programs
- Provide professional development in the eight components of CCR
- Integrate the eight components of CCR into our first year transition programs
- Dedicate one staff member in our Academic Success Center to work with guidance counselors and students
- Partner with the Michigan College Access Network to create a chapter of the National College Advising Corps

In-Depth Summary

The College of Education at Wayne State University (WSU) in Detroit, MI has recently become one of the very first schools of education to offer a formal curriculum in the area of postsecondary planning and college counseling, which is being offered for the first time in the fall of 2014. This course was developed in close coordination with local K-12 educational experts and college access groups, including the Michigan College Access Network (MCAN). The course includes instruction in the eight components of CCR defined by the National Office of School Counseling Advocacy. The eight components of CCR include college aspirations, academic planning for CCR, enrichment and extracurricular engagement, college and career exploration and

selection processes, college and career assessments, college affordability planning, college and career admission processes, and transition from high school graduation to college enrollment.

The majority of WSU School Counseling Program graduates remain in Southeastern Michigan, including Detroit, for their teaching careers. Since guidance counselors may help as many as 500 or more students each year, WSU expects this course to have a positive impact on the college readiness and college attainment of more than 650,000 students over the coming decade. WSU expects the course to result in increases in the rates of college application, FAFSA completion, and successful completion of the first year of college in Southeastern Michigan.

WSU makes several additional commitments to improve school counseling. The university will offer free WSU tuition to all WSU staff who participate in pre-college outreach programs, including summer camps, residential experiences, college visits, bridge programs, after-school programs, and other similar activities, to take the postsecondary planning and college counseling course. WSU will provide professional development in the eight components of CCR for any member of campus who could benefit at its Annual Faculty Summit on Student Success and in its Annual Academic Advising Summit. WSU plans to integrate the eight components of CCR into its first year transition programs. WSU will dedicate one staff member in its Academic Success Center, trained in the eight components of CCR, to work with guidance counselors and students in Southeastern Michigan to prepare for a postsecondary education. Finally, WSU will partner with MCAN to create a chapter of the National College Advising Corps, in which college students will serve as near-peer mentors to promote college attainment for students in underserved high schools.

WE CAN! Newaygo (Newaygo, MI)

Executive Summary

- Increase the number of highly-trained college advisors serving in Newaygo County to five full-time advisors
- Ensure that all high school counselors serving the five public high schools in Newaygo County participate in MCAN's postsecondary training course
- Achieve a 10% increase in FAFSA completion for Newaygo County by 2016
- Achieve a 10% increase in postsecondary enrollment rates for Newaygo County by 2016

In-Depth Summary

Since the 2011-2012 school year, Newaygo County has secured three college advisors from the Michigan State University College Advising Corps, a member institution of the National College Advising Corps. With over 50% of Newaygo's high school seniors being the first in their family to pursue postsecondary education, college advising has been a critical catalyst to students' ability to understand and navigate the college selection process. These well-trained professionals provide near-peer college advising by meeting one-on-one with students and parents, supporting the college application process, encouraging FAFSA and scholarship application completion, and celebrating each student's milestones throughout the process.

In addition to increasing the number of full-time college advisors from three to five in Newaygo County, WE CAN! will ensure that its high school counselors will be trained in college advising and postsecondary planning. This will ensure that all students are receiving quality information concerning their career options and the paths to achieve their goals. WE CAN! Newaygo County will increase the number of highly-trained advisors from three to five full-time advisors in Newaygo's public high schools. All of the counselors will participate in Michigan College Access Network's postsecondary training course. Ultimately, WE CAN! Newaygo County aims to achieve 10% increases in FAFSA completion and in postsecondary enrollment rates by 2016.

Western Michigan University (Kalamazoo, MI)

Executive Summary

- Increase the CCR knowledge of school counselors
- Increase the number of school counselors and graduate students in training to become school counselors in the state of Michigan completing WMU's graduate level course (CECP 6380) in school counseling for postsecondary and career readiness
- Increase the CCR knowledge of college advising corps members by the creation of a new graduate-level course in postsecondary and career readiness geared specifically toward their work for college readiness in the state of Michigan
- Increase FAFSA completion rate of high schools whose counselors participated in CCR training by 10% from the 2014 baseline
- Increase college enrollment rate of high schools whose counselors participated in CCR training by 6% from the 2014 baseline

In-Depth Summary

Western Michigan University plans to leverage its new graduate college and career counseling course, "School Counseling for Postsecondary and Career Readiness" by offering this course either as an online or hybrid course to practicing secondary school counselors working in the schools in Michigan. This course will also be made available for graduate students in training to become school counselors at other Michigan universities that do not offer a course in CCR. This will help ensure that more school counselors in the state of Michigan are fully prepared to take leadership roles in the schools for postsecondary CCR.

WMU is committed to increasing the CCR knowledge and skills of school counselors to positively impact the college-going rate in the state of Michigan. WMU will initiate collaborations with local College and Career Action Networks (CACAN) across the state of Michigan to accomplish this initiative. WMU will tap into its College of Education and Human Development to determine how to best take the course to the next level. WMU will also develop an additional course designed for college advising corps members to increase their knowledge and skills in assisting students in college readiness. This new course will be offered in either an online or hybrid format. WMU plans to help increase the FAFSA completion rate by 10% and the college enrollment rate by 6%, both from the 2014 baseline, at the high schools whose counselors participated in CCR training.

Williams College (Williamstown, MA)

Executive Summary

- Expand from 100 to 300 the number of one-on-one, college-advising-focused phone conversations between admission officers and a select group of high-achieving, low-income students
- Expand a pilot program through which Williams College alumni of color mentor and guide students of color and their families throughout the admission and financial aid processes
- Provide more than 400 students with additional mentoring and support
- Expand the campus visit programs to include more high school seniors and to increase the number of high school guidance counselors who work with those students

In-Depth Summary

Williams College commits to providing an additional 400 high-achieving, low-income students with increased college advising and mentoring. Currently, 100 one-on-one phone conversations focused on college advising occur per year between admission officers at Williams College and high-achieving, low-income high school

students. Williams College will expand this number to 300 calls. By expanding a program that connects alumni of color to students of color and their families, Williams College will assist more students throughout the admission and financial aid processes. Williams College brings groups of such high-achieving, low-income students for three-day, all-expenses-paid visits to the campus during fall or spring of their senior year. The fall program will be expanded to include high school guidance counselors who work with such students at community-based organizations or Title 1 schools. The spring program will be expanded to include funding for parents to attend as well. Both programs will be expanded to allow more high school students to participate in campus visits.

YES Prep

Executive Summary

- Implement new programs to prepare students to overcome the nonacademic and financial hurdles in college
- Broaden efforts to achieve a more holistic approach to supporting and assisting students
- Analyze financial aid data to better prepare students and families for the financial requirements of college
- Strengthen students' nonacademic skills
- Ensure that 80% of YES Prep's alumni earn college degrees within six years of high school graduation

In-Depth Summary

YES Prep Public Schools (YES Prep) helps low-income Houston Youth graduate high school and enroll in college. Recognizing that the six-year college graduation rate of its students could use improvement, YES Prep has committed to enacting a more holistic approach to college counseling and alumni support. College enrollment and rigorous academic programs are not sufficient to guarantee successful college graduation. YES Prep will provide a far higher than average number of college counselors, and continue its formal partnerships with a growing 40 colleges and universities to focus on social and emotional development and support in addition to the academic aspects of the program.

YES Prep plans to work with Dr. Savitz-Romer, Dr. Angela Duckworth, Dr. Carol Dweck, Dr. David Yeager, and Dr. Gregory Walton to further strengthen its students' nonacademic skills. YES Prep will broaden its work with Dr. Mandy Savitz-Romer from Harvard University to improve its college readiness curriculum, the "College Initiatives Knowledge and Skills" document, as well as its seminar work. YES Prep also plans to partner with uAspire to analyze its financial aid data and provide training to YES Prep staff to better prepare students and families for the financial requirements of a college education. Ultimately, YES Prep aims for at least 80% of its alumni to earn college degrees within six years of high school graduation, essentially doubling its current rate. YES Prep commits to continuously improving its data analysis, programs, and urgent responses to problems and opportunities.

YouthBuild USA

Executive Summary

- Expand the reach and quality of YouthBuild's CCR information
- Ensure ongoing placement of at least 50 transition coordinators at YouthBuild programs across the country
- Increase the verified FAFSA completion rate to 75% of YouthBuild students
- Increase the percentage of students submitting college applications to 85%
- Increase college access rates by 15% over the current baseline
- Decrease college remediation rates by 10% under the current baseline

In-Depth Summary

YouthBuild USA is implementing the Postsecondary Pathways Initiative to recruit, place, develop, and retain transition coordinators at local programs across the country. These transition coordinators play the critical role of easing students' transition from YouthBuild into college and career settings. They provide quality college affordability counseling and they help students navigate complex postsecondary admission and enrollment systems.

Over the next four years, with the support of a unique blend of public and private investments, YouthBuild USA commits to expanding the reach and quality of its CCR information by ensuring ongoing placement of at least 50 transition coordinators at YouthBuild programs across the country. In coordination with its partners at uAspire, YouthBuild commits to providing transition coordinators with exemplary college affordability training, professional development, and support. YouthBuild USA will provide training for transition coordinators to more proactively make linkages between credentials and degree programs at community and technical colleges and emerging trends in the labor market with its partners at Jobs for the Future and its proprietary technology solution, MyBestBets.org, which was co-developed by YouthBuild USA and Jobs for the Future. YouthBuild USA commits to referring its students to Single Stop locations for comprehensive benefits screening efforts, and to providing training for transition coordinators on youth development practices, youth voice principles, and proactive social and emotional support for young people.

Through its expanded efforts, YouthBuild expects to increase the FAFSA completion rate, increase the college application rate, increase college access rates, and decrease college remediation rates. First-generation-to-college, low-income students of color will be most impacted by YouthBuild's new commitments.

Most of the local YouthBuild programs involved are grantees of the US Department of Labor under the YouthBuild program recently reauthorized in the Workforce Investment Opportunity Act and operated by the Employment Training Administration. Many of them also receive AmeriCorps funds specifically for college scholarships for their members from the Corporation for National and Community Service in return for their service building affordable housing for homeless and low-income people in their communities as part of the Administration's priority of giving disadvantaged populations the opportunity to participate in national service. YouthBuild USA is a national non-profit organization that brings additional innovations and resources to these publicly funded local programs.
