



# COMMITMENTS TO ACTION ON COLLEGE OPPORTUNITY: PROGRESS REPORT



Executive Office of the President

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## Executive Summary

### **Progress Reported on the President's and First Lady's Call to Action on College Opportunity: Ensuring There's No Limit to What We Can Achieve When We Work Together**

As part of the White House College Opportunity Days of Action on [January 16, 2014](#) and [December 4, 2014](#), the President and First Lady announced over 700 commitments to expand opportunity for more students to enroll and succeed in college. To expand access to college, many commitment-makers plan to connect more low-income students to the colleges where they can work hard in pursuit of their educational and career goals; to increase the pool of students preparing for college through early interventions; to level the playing field in college advising and SAT/ACT test preparation; and to strengthen remediation to help academically underprepared students progress through and complete college.

Altogether, the collective actions taken by college and system presidents, education and community leaders, and organizations have accelerated progress in supporting student success. These actions also plant the seed of progress and impact for many students for years to come. Based on commitment-makers' reported progress, these commitments have already:

- **Increased the number of students on track to graduate:** These new networks of colleges and organizations are devoted to producing more college graduates who are career-ready and are defining plans to help hundreds of thousands more students complete a college degree or credential by 2025.

These commitment-makers already report setting more than 10 million additional students on track to graduate on time by 2025, which would help those families save at least \$2 billion on tuition collectively. A significant part of these efforts involve reforms to remediation, which are already on track to save over 350,000 students from taking remediation courses unnecessarily.

- **Enhanced College Readiness Through K-16 Partnerships:** By tying together academic expectations, student support systems, and community resources, partnerships among high schools, community colleges, and four-year colleges and universities are setting goals and pursuing collaborative strategies to help over 100,000 more students become college-ready.

Already, the commitment-makers have added \$135 million in new investments to higher education to strengthen collective work on college access, affordability, and success. The work of all commitment-makers has catalyzed more than 40,000 new partnerships between high schools, colleges, counselors, access groups, non-profits, and businesses.

- **Improved Access to Highly Trained School Counselors:** Tens of thousands more students will gain access to high-quality college advising through the training of more than 5,000 school counselors and advisors in high-need districts and schools.

Commitment-makers have already helped students submit at least 1 million additional FAFSAs and access more than \$5 billion in financial aid. These partners project increasing the cumulative number of new FAFSAs completed by ten-fold by 2025. These partners have also reported helping students submit at least 6 million more college applications, and enrolling about 1 million more students in college.

- **Strengthened STEM Education:** Institutions and organizations have made more than 100 individual commitments towards the President's goals to graduate an additional 1 million STEM graduates and prepare 100,000 excellent K-12 STEM teachers over a decade.

Over 45 institutions reported that they have set an additional 100,000 STEM majors on track to graduate, which projects to graduating 600,000 more STEM majors by 2025.

The intent of sharing the reported progress from Commitment-makers is to show how impact multiplies when communities come together around a common vision and purpose, and to simulate more robust innovation, collaboration, and discovery across the country, with the goal of supporting students as they pursue their academic and career goals through their college education.

## 55,000 Degrees

55,000 Degrees in collaboration with 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

**Original Commitment:** 55,000 Degrees, a Louisville, KY public-private partnership launched in 2010, aims to add 55,000 postsecondary degrees to Louisville’s working age population by 2020. In December 2014, 55,000 Degrees committed to expand this goal by an additional 4,000 degrees to achieve a total of 59,000 degrees by 2020.

To achieve this goal, 55,000 Degrees committed to deploy 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 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 53 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.

**Progress Made:** According to 2014 U.S. Census Bureau data, Louisville’s working-age (25 – 64 year old) population with an associate degree or higher increased to 41.7%, adding only about 1,000 degrees to our population. This is an all-time high in degree attainment for the city but is the third year in a row in which this key metric increased by only .2%. Despite this stagnating progress, 55,000 Degrees re-committed to the 2020 goal at a board retreat in the summer of 2015.

A virtual “adult comebacker” center, Degrees Work (DW), was created by merging an employer outreach initiative with a higher education partnership to help adults with some college return and complete their degree. With a full-time director in place and a search for a college coach underway, almost 100 adult learners have received “navigation” and/or college coaching services. Over the summer of 2015, 55,000 Degrees’ College Transition Action Network (composed of college admissions, financial aid staff, high school counselors, and college access providers) deployed text message “nudges” and near-peer coaches to help prevent “summer melt,” supporting 320 students transitioning between high school and college received. Although data analysis to determine successful transition of this cohort is forthcoming, results from the previous summer’s work showed a 3% drop in summer melt rates among students receiving these services.

To support community efforts focused on minority attainment, 55,000 Degrees also convened an equity team of key partners to determine priority actions at the community level.

**Plans to Sustain Progress:** The plan for Degrees Work is to become self-sufficient in 18-24 months under a dual-payer model. Seven higher education institutions have signed a memorandum of agreement, with a membership fee, to join DW and the first employer contract has been signed and services are being delivered to Louisville Metro Government. Contract discussions with two additional major local employers are ongoing. With this stability and capacity, DW aims to serve 1,500 adults over the next few years.

For the summer of 2016, CTAN's goal is to support 500 students to successfully enroll in college through the strategies of near-peer mentoring and text message nudges. To date, over 230 students have signed up for these interventions, far out pacing participation in 2015.

Convening the equity team led to the decision to hire a Coordinator for Equity and Inclusion. The Coordinator will work with all community organizations, focusing on equity, to do an asset map and identify gaps and ongoing needs as the team pursues progress on its attainment goals.

In addition, 55,000 Degrees is exploring various Promise Scholarship models, including the Say Yes to Education approach. Establishing a community-wide promise scholarship could have far-ranging impacts on economic opportunity and development, and catalyze a college-completion culture that could propel Louisville into the top tier of American "innovation economy" cities.

## ACCESS College Foundation

ACCESS College Foundation in collaboration with Sivia Jones, Assistant Director of Central Financial Aid, Tidewater Community College, 121 College Place, Norfolk, VA 23510.

**Original Commitment:** Improving access to highly-trained school counselors - ACCESS College Foundation in partnership with Tidewater Community College will train 170 school counselors on FAFSA completion.

Expanding access to college - ACCESS College Foundation committed to expanding its successful college access and success program to Northampton County on the Eastern Shore of Virginia.

**Progress Made:** The ACCESS College Foundation in partnership with Tidewater Community College and five public school districts in the South Hampton Roads region of Virginia (Norfolk, Portsmouth, Virginia Beach, Chesapeake and Suffolk) joined together to train every school counselor on completion of the FAFSA form. In South Hampton Roads, 16 of our 29 high schools have greater than 50% of the students who qualify for federal free or reduced-fee lunch programs. There is a disproportionate percentage of economically disadvantaged students who do not enroll in an institution of higher education after graduating from high school. Funding for college is the most significant barrier to their transition. With this in mind, the ACCESS College Foundation and Tidewater Community College have now trained 205 School Counselors, College Access Advisors and Community College Career Coaches in South Hampton Roads on how to complete the FAFSA form for their students. This commitment has greatly impacted College and Career Readiness (CCR) goals in the areas of the percentage of seniors completing a FAFSA form and enrolling in post-secondary institutions. This means that these important advisors to students are now knowledgeable and able to assist every student in their caseload in completing the FAFSA. Our measurable target was to increase the FAFSA completion rate for our region from 50% to 60%. In reality, we increased the FAFSA completion rate from 50% (5,522/11,113) to 55% (5,640/10,247) in one year with continuing efforts toward our target.

The ACCESS College Foundation committed to expanding its successful college access and success programming to the Eastern Shore of Virginia in Northampton County. As the second poorest county in Virginia, 78% of the population are high school graduates, yet only 18% have achieved a bachelor's degree or higher. From April through June 2015, we secured a \$2.6 million investment from two private individuals to endow a college access advisor and college access services for Northampton High School and Northampton Middle School for the purpose of improving school-based college awareness, planning, access and success in addition to offering scholarships for graduating seniors. In August 2015, we hired a full-time college access advisor who was from the Eastern Shore and had many connections to the

community and the school district. Although young herself, the newly hired ACCESS Advisor had been employed in a youth-serving agency and knew the intricacies of working within her community. She also had pre-existing professional relationships with many of the youth and their families through various athletic programs. Since school opened in September, we have implemented several new college preparation and readiness activities for the students in Northampton County. In just 10 short weeks over the time period from January 1, 2016 through March 15, 2016, FAFSAs have been completed for 50% of the Class of 2016 as compared to 33% for the Class of 2015 throughout the entire year from January 1, 2015 through June 30, 2015 in the prior year. Additionally, there was an increase of 1100% in waivers and fee payments for low-income students to take college entrance tests (from 3 to 36); a 52% increase in FAFSA completion (from 32.6% of seniors to 49.5%); and a 479% increase in students applying to at least three colleges (from 9.6% of seniors to 55.6%).

**Plans to Sustain Progress:** The ACCESS College Foundation committed to expanding its successful college access and success programming to the Eastern Shore of Virginia in Northampton County. As the second poorest county in Virginia, 78% of the population are high school graduates, yet only 18% have achieved a bachelor's degree or higher. From April through June 2015, we secured a \$2.6 million investment from two private individuals to endow a college access advisor and college access services for Northampton High School and Northampton Middle School for the purpose of improving school-based college awareness, planning, access and success in addition to offering scholarships for graduating seniors. In August 2015, we hired a full-time college access advisor who was from the Eastern Shore and had many connections to the community and the school district. Although young herself, the newly hired ACCESS Advisor had been employed in a youth-serving agency and knew the intricacies of working within her community. She also had pre-existing professional relationships with many of the youth and their families through various athletic programs. Since school opened in September, we have implemented several new college preparation and readiness activities for the students in Northampton County. In just 10 short weeks over the time period from January 1, 2016 through March 15, 2016, FAFSAs have been completed for 50% of the Class of 2016 as compared to 33% for the Class of 2015 throughout the entire year from January 1, 2015 through June 30, 2015 in the prior year. Additionally, there was an increase of 1100% in waivers and fee payments for low-income students to take college entrance tests (from 3 to 36); a 52% increase in FAFSA completion (from 32.6% of seniors to 49.5%); and a 479% increase in students applying to at least three colleges (from 9.6% of seniors to 55.6%).

The poverty and economic needs on the Eastern Shore of Virginia are so great that the Access College Foundation made the decision to fund this initiative through endowment rather than on-going annual fundraising efforts. This one, important financial decision alone will mean that the expansion of college access to this second poorest county in the Commonwealth of Virginia will be one that will be there in Northampton County in perpetuity. This means that the college access program will never have to go away because of financial constraints. The \$2.6 million endowment will provide \$130,000 per year for a staff person, benefits, fee payments for students and scholarship payments to increase access to college, improve college affordability and sustain college success efforts. The students in Northampton County are underrepresented in higher education on multiple levels – they are from a rural community, they are low-income, a large percentage are minority, and they are primarily the first person in their family who will attend college. We have an on-going commitment to continue to improve our measurable targets annually until 100% of the students take college entrance tests, 100% complete the FAFSA and 100% apply to college. Because of the long-standing financial commitment, we will continue this college access and success program beyond 2025 for these students and this community.

## Achieving the Dream

Achieving the Dream in collaboration with Passaic, LaGuardia, Bunker Hill, Capital, Housatonic, Kingsborough, and Atlantic Cape Community Colleges; also JFF, Carnegie.

**Original Commitment:** Achieving the Dream made several commitments:

- To host its first College Readiness Day at DREAM 2014, our annual convening of community college leaders and practitioners, to provide hands-on workshops that focus on evidence-based strategies that support student' progress to and through credit-bearing courses.
- To encourage Achieving the Dream institutions to submit commitments to the College Opportunity Campaign.
- To publish and disseminate over 1,600 copies of Practitioner Briefs for Developmental Education, providing insight to inform adoption and adaptation of contextualization, modularization, and compression strategies to accelerate students' progress through developmental education and gateway courses.
- To explore the feasibility of creating a "Breakthrough Collaborative" among colleges willing to collect common data and progress makers to learn together while accelerating progression through remediation and gateway courses.
- To form a Northeast Resiliency Consortium to create and disseminate a contextualized alternative math curriculum that accelerates students' progress through developmental education into pathways that lead to jobs with family-sustaining wages in the fields of healthcare, information technology, and environmental technology.

**Progress Made:** College Readiness Days were held at DREAM 2014 and DREAM 2015; at DREAM 2016 ATD broadened the workshops topics to include multiple aspects of Teaching and Learning which we have identified as one of seven core capacities for institutional transformation aimed at improving student outcomes. Plenary sessions highlighted the role of faculty in leading reform efforts. Over 2,000 leaders and practitioners attended DREAM 2016.

ATD encouraged institutions to formally commit to the Call for Action via promotion at DREAM 2014 and in follow up communications and website postings. Practitioner bries were disseminated as proposed.

While the Breakthrough Collaborative was unsuccessful in securing funding, ATD continued its focus on reform of developmental education and in December 2015, ATD was one of several signatories to issue "Core Principles for Transforming Remediation". This framework for reform has been widely disseminated to the field, with national foundations currently considering ways to support implementation of the principles. The principles reflect much of what Achieving the Dream colleges have accomplished with the dedicated work of their faculties in this area over the past decade. The principles also unite knowledge and information from research, policy, and practice – all essential ingredients in advancing student success and completion.

The Northeast Resiliency Consortium has released a Prior Learning Assessment Handbook; completed an alternative math curriculum which was contextualized for IT, environmental technologies, and healthcare; created a resiliency competency model to support instruction and other strategies aimed at improving student resiliency.

**Plans to Sustain Progress:** ATD is administering several other "funded learning initiatives" which support innovation and replication of best practices for increasing college access and success, including improving credential attainment..

- 1) The Working Student Success Network involves 19 colleges in four states, with each institution very intentionally integrating various work supports and financial empowerment supports that help low income students enroll in and stay in college. Six national foundations support the effort (Annie E. Casey, Lumina, Kresge, W.K. Kellogg, MetLife, and Bank of America).
- 2) The Open Educational Resources Degree Initiative, launched in February 2016, will support up to 30 colleges that commit to creating Open Educational Resource Degree programs which make it possible for students to secure a credential with zero textbook costs. Funded by William and Flora Hewlett, Great Lakes Higher Education Guarantee Corporation, Shelter Hill, and Spillman Foundations.
- 3) The Engaging Adjunct Faculty in the Student Success Movement, launched in February 2016, will support 6 ATD Leader Colleges as they develop models for building the capacity and opportunity for adjuncts to work collaboratively with full time faculty in professional development and other activities that build capacity for leading reforms within classrooms and across the institution to improve student access and success. Funders include the Leona M. and Harry B. Helmsley Charitable Trusts and Great Lakes Higher Education Guarantee Corporation.
- 4) The iPASS initiative with 26 colleges and universities leverages technology to support better advising that puts students on pathways to credentials. Achieving the Dream and partner, EDUCAUSE, are providing technical assistance to colleges as they improve education planning, counseling and coaching, and targeted risk intervention. Integrated planning and advising services empower students by providing additional information and guidance that supports their efforts to reach their educational and career goals.

ATD CEO/President Dr. Karen Stout serves on the advisory board for American's College Promise and uses her voice to promote free community college for responsible students. At DREAM 2016, ATD dedicated the William E. Trueheart Forum on Equity and Excellence to discussion of the Administration's proposal and similar efforts that have emerged in over 170 communities and states, including many in areas served by ATD institutions. One of Dr. Stout's promotional statements can be accessed here: <http://www.achievingthedream.org/blog/15099/why-free-college-is-not-a-big-public-giveaway>

## Achieving the Dream (ATD) and Jobs for the Future (JFF)

**Original Commitment:** December 2014: Over the next three years, Achieving the Dream (ATD) and Jobs for the Future (JFF) 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.

Over the last year, ATD and 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. ATD and JFF will scale up the STEM Regional Collaborative model by adding another STEM Regional Collaborative in each of the three states. Additionally, 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.

**Progress Made:** 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 the second phase of the Middle-Skill STEM Pathways initiative.

Through a reinvestment from The Leona M. and Harry B. Helmsley Charitable Trust, ATD and JFF have scaled the STEM Regional Collaboratives to three new community colleges – Housatonic Community College (Bridgeport, CT), St. Petersburg College (St. Petersburg, FL), and Zane State College (Zanesville, OH) – for a total of six Regional Collaboratives. Each of the collaboratives 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.

Additionally, ATD and JFF have created three In-State Learning Communities that build on the successful models of the STEM Regional Collaboratives in order to accelerate the implementation of structured middle-skill STEM pathways. Twelve colleges across three states – Connecticut, Ohio, and Virginia – are actively participating in In-State Learning Communities through a combination of virtual and in-person forums. 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. To date, the 18 colleges in the initiative have launched or strengthened a total of 32 STEM pathways.

## Advancement via Individual Determination (AVID)

### Original Commitment:

- 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%

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 per cent

**Progress Made:** The AVID Center will expand its efforts to strengthen the work of counselors by expanding the number of Summer Institutes into new geographic areas, and by collaborating with the College Board, ACT, and other partners to refine training syllabi so that they reflect current trends. AVID Center has strengthened its partnerships with the College Board, ACT, the National College Access Network, the Parent Institute for Quality Education, among others

AVID is implemented at approximately 4,000 secondary schools. Each school must designate a counselor as part of its site team. In 2015, 8,340 counselors and college access professionals attended counseling and other designated strands at AVID Summer Institutes. In order to increase opportunities for more counselors and college access professionals to be trained, AVID now offers a wider range of training during the school year. AVID Center will continue to collect college access and success data from school and district partners, and expand service from 5,000 campuses to 6,000 campuses by 2025. In addition, the number of educators trained in AVID's college readiness and success strategies will expand from 60,000 in 2016 to 120,000 by 2025. In 2013, AVID trained 37,000 educators in college access and success strategies, expanding the number to over 60,000 in 2015.

**Plans to Sustain Progress:** AVID will sustain current efforts by expanding school-wide college and career readiness support. The number of AVID secondary sites that are certified as school-wide sites of distinction will increase from 572 to 800 by 2025 and will achieve the following metrics:

- Meeting all 11 of AVID's basic certification metrics.
- At least 10% of the school's population is enrolled in the AVID academic elective (80% of those students are first generation, low-income).
- The school provides evidence that it is using data for school-wide improvement, at the highest levels of certification.
- The AVID site team is using data to improve school policies and increase access and school-wide effects.
- The school's use of data has impacted site and district plans to improve access to rigorous curriculum.
- The AVID site plan is integrated into the school and district plans for college access and success.
- The school provides evidence that AVID site team members are training other staff in AVID strategies.

The AVID Center is expanding opportunities for traditionally underserved students by increasing the number of secondary sites served by at least 12% annually. AVID Center is committed to serving at least 2 million students in its K-16 system by 2020. AVID Center will continue to collect college access and success data from school and district partners, and expand service from 5,000 campuses to 6,000 campuses by 2025. In addition, the number of educators trained in AVID's college readiness and success strategies will expand from 60,000 in 2016 to 120,000 by 2025. In 2013, AVID trained 37,000 educators in college access and success strategies, expanding the number to over 60,000 in 2015.

AVID Center is expanding opportunities for all students, especially underserved, will be sustained by increasing the number of educators trained, and by focusing on three organizational imperatives: 1)AVID digital--providing more direct college readiness service to families and children, K-16; 2)AVID school-wide--leveraging AVID's strategies across entire campuses; 3)AVID urban--establishing collective impact approaches in key geographic locations nationally.

## Alma College

Alma College in collaboration with Michigan Future Schools.

**Original Commitment:**In January of 2014, Alma College made the commitment to develop campus communities for low-income students, admitting an additional five to ten students from the Detroit Edison Public School Academy for the 2014 – 2015 school year. Once enrolled at Alma College, these students will meet for a week before the term starts to participate in workshops designed to address issues frequently encountered by low-income students. Throughout the year, this “community” will meet twice a week for study groups and once for a social event. During school breaks and spring term, the students will return to their high schools to work with students on college and service activities.

In Decemeber 2014, while building on a relationship established with Detroit’s Michigan Future Schools as a result of January’s White House College Opportunity Summit, Alma is making a commitment to enroll and graduate more low-income and underrepresented STEM students from Detroit and Michigan’s Gratiot County. Alma College recently received a grant from the Herbert H. and Grace A. Dow Foundation which allowed them to sponsor summer cooperative research experiences for K-12 teachers 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. Alma College is also actively pursuing mechanisms to expand the Positive Routes into Science and Mathematics (PRISM) program 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.

### Progress Made:

- Fall 2015, 8 returning students (100% retention rate for Michigan Future students), and 7 new Campbell Scholars started in Fall 2015 for a total of 15 Campbell Scholars.
- Campbell Scholars Symposium – fall break
- Leadership development, service,

This past summer (2015) Alma College sponsored several STEM related activities to increase K-12 interest in STEM with support from the Dow Foundation (e-STEM: Enhancing STEM Education and Practice). In Science and Math Explorers Week, fifty-nine students in grades 2-6 explored exciting topics in math, science and engineering in a day camp setting. The program included a variety of hands on, student centered experiences. Science Olympiad Week is a week-long residential camp that helps teams become more familiar with program rules, the engineering and physics behind events, and how to create award-winning projects. Thirty-four students and six coaches participated last summer. During Research Week, also a week-long residential camp, forty-five high school and middle school students applied their knowledge of science and math by working alongside Alma College faculty and students as they complete a mini-project in a STEM discipline. Cooperative Research Experience (CORE) is a four-week residential program for middle and high school teachers and students. Each team, comprised of one teacher, one student, one Alma faculty member and one Alma student, conducted side-by-side research

using state-of-the-art equipment in the college's new Dow Digital Science Center. Eleven teachers and students participated in this program. We plan to track all of the participants to see how many ultimately end up pursuing a STEM related undergraduate degree.

**Plans to Sustain Progress:** In an attempt to accelerate the commitment to the K-16 partnerships with the Michigan Future Schools, Alma College piloted the McGregor Summer Institute - 2015.

- The McGregor Summer Institute is an initiative developed by the Diversity and Inclusion Department at Alma College. Twenty three high school students from Michigan Future Schools traveled to Alma College for a two-week on-campus experience. Students participated in an interdisciplinary academic course for college credit, engaged in workshops to develop leadership skills and college level writing, as well as participated in campus immersion and social, recreational and cultural activities in the mid-Michigan area. Following the on-campus immersion, students returned home to the Detroit area and met twice a week to finish the interdisciplinary course. Alma College and the McGregor Institute provided the travel fees, room and board and on-campus meals during their two-week campus experience. Students earned college credit, explored Alma College's campus and met Alma College faculty. Students gained valuable skills that will be beneficial when applying for admission to college and working toward graduation.
- The McGregor Summer Institute's intent is to provide a summer program for rising juniors and seniors from Michigan Future Schools while incorporating college preparation workshops with a college-level writing intensive course.
- Demographics: 73% of students were from Detroit Edison Public School Academy, 13% from Jalen Rose, and 13% from Consortium Prep Academy. The average high school G.P.A. of accepted students was a 3.1. 60% of students were rising juniors, 30% were rising seniors, and >10% were sophomores. 91% of students completed the summer institute and of that 91%, 95% received college credit for the academic course. 95% of students were encouraged to participate by their H.S counselor.
- Programming: Students found the Career Exploration, Service Project with Make-A-Wish Foundation, visit to the Jim Crow Museum, Surviving at a Predominantly White Institution, and the College Admissions Secrets to be the most beneficial workshops of the on-campus experience.

## Alvord Unified School District (AUSD)

**Original Commitment:** Ten years ago the Alvord Unified School District (AUSD) school counseling program committed to helping more students obtain financial resources and reach higher levels of education. In 2006, Assembly Bill 1802 was passed in the State of California. The bill established a new categorical program for middle and high school counseling, adding approximately 2,500 new counseling positions. AB 1802 had an emphasis on at-risk students and high school graduation. With this bill, AUSD was able to hire another school counselor. AUSD went from 12 to 14 school counselors. At the beginning of every month, the school counselors took every senior English class into the library and had them apply for FAFSA. With the addition of two counselors, their roles were and are to continue to implement and create a college and scholarship culture in AUSD. School counselors were able to focus more on duties that impacted the school. The counselors took a team approach, and each counselor had many other duties as well. Since 2006, AUSD's scholarship award amounts and FAFSA numbers have dramatically increased. With the opening of a new high school in the district, the school counseling

program has continued to be enhanced. AUSD counselors continue to keep college affordability and post-secondary options as commitments and promises for ALL students to reach higher and realize their unlimited potential.

**Progress Made:** Alvord Unified School District (AUSD) counselors collaborate with programs such as Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Upward Bound, and Early Academic Outreach (EAOP). Counselors hold application workshops with Riverside Community Colleges, California State University System universities, the University of California colleges, and the United States military branches. The workshops assist students who are eligible to take free college courses at the local community college through the Riverside City College High School Concurrent Enrollment Program. Students receive college credit and use Assist.org to see what courses are transferrable to universities. Counselors also lead college signing days—2016 will be AUSD’s second annual College Signing Day. Counselors honor students entering all postsecondary education options: community college, university, military service and vocational/trade schools. In April 2016, the Mayor of Riverside and AUSD exemplary alumni will be in attendance. There will also be athletic scholarship signing the same day. Counselors hold an “Amazing College Race Scavenger Hunt” the day before College Signing day with college acceptance announcements leading up to the event. AUSD staff and students wear college/military apparel and college flags are placed throughout the campuses. Different resources are used to track AUSD Reach Higher data. Examples include, but are not limited to: student tracker, California Department of Education Dataquest, College Board PSAT and SAT results, ACT district profiles, AERIES student information system, California Student Aid Commission, CALPADS, college acceptance letters, final transcripts, and scholarship award letters.

Partnering with a variety of institutions across Riverside County enables AUSD to advance the district’s literacy and equity agenda. AUSD is closing the opportunity gap by exposing students to rich educational experiences connected to classroom learning.

AUSD school counselors attend professional development once a month at the district office. They also attend local, state, and national conferences. AUSD and professional associations encourage school counselors to be members of both the national and state organizations such as, the American School Counselor Association (ASCA) and the California Association of School Counselors (CASC). School counselors have bachelor’s degrees, master’s degrees, and Pupil Personal Service Credentials in School Counseling. Several counselors have served on the Alvord Educators Association, the certificated bargaining unit. One school counselor has served on the state board as the Southern California Representative for the California Association of School Counselors where she assisted with updating the Blueprint for California and advocated for the school counseling profession during the great recession. This counselor continues to advocate in her school and in the district. Recently, she also helped update the new ASCA ethical standards.

High Quality Science, Technology, Engineering, and Math (STEM) educational opportunities continue to be a district-wide focus. Science professional development is ongoing with the adoption of the Next Generation Science Standards (NGSS). Math course work has adopted and implemented Common Core State Standards with the revised course work of Integrated Math being inclusive of technology and engineering methodology and thinking. Career Technical Education (CTE) course offerings in STEM are being updated and implemented through Project Lead the Way (PLTW) course work in the fields of Engineering, Bio-Medical Sciences, and Computer Science. Implementation of PLTW is also being conducted in elementary and middle schools. AUSD’s first pilot elementary school has been a success with additional elementary schools being added. Middle school implementation of PLTW Gateway to Technology (GTT) is being positioned to open in the 2016-2017 school year. Counselor training on

CTE/STEM offerings is being offered during the 2015-2016 school year. Course work in CTE/STEM is being positioned for alignment with post-secondary opportunities, including qualifying for University of California entrance requirements (UC 'a-g') in the field of laboratory sciences ('d') and elective credits ('g'). School/community partnerships to increase opportunities for student access continue to be a priority with a strategic partnership having been initiated with the University of California at Riverside (UCR). This partnership seeks opportunities to increase pre-service teacher preparation in STEM and will launch programmatic support options. Access to high quality STEM and CTE course work for all high schools will be available in the 2016-2017 school year.

Students are more likely to commit to post-secondary education if they have financial assistance. Over 80% of AUSD students are on free/reduced lunch. Riverside County has one of the highest unemployment rates in the nation. The combination of scholarships and financial aid has assisted students in pursuing higher education. Counselors at one high school (La Sierra) went above and beyond in assisting students with achieving their post-secondary dreams. Over 80% of seniors filed FAFSA or Dream Act applications, and over 11 million dollars were awarded in scholarships. AUSD also entered the White House FAFSA competition and did very well. With the assistance of AVID, the Early Academic Outreach Program, the Visual and Performing Arts Program, student leaders, and the various on-site academies, AUSD counselors helped all students attain their college aspirations. Counselors recently created an Instagram sign with #ReachHigher and #BetterMakeRoom to promote the White House Initiative and to encourage more students to continue post-secondary education. Scholarship winners take a picture with the sign and the photos are posted on social media. AUSD was recently recognized by the White House on Twitter for the scholarship winners. The district also received a letter from the White House recognizing FAFSA completion numbers, and was recognized in the FAFSA Reach Higher Highlight video. One high school (La Sierra) won the Riverside County FAFSA Championship and received a congratulatory video from the Mayor of Riverside. The district uses CALPADS, CSAC, and scholarship award letters to track financial aid data.

**Plans to Sustain Progress:** In order to expand college opportunities and serve more students, AUSD is collaborating with the local community colleges to open the community college applications at the same time as the University of California and California State Universities. School counselors will be able to take seniors into computer labs to assist with applications for community college and universities in the same month. This will allow access to more postsecondary options. This will also promote equity for all students. Students will feel more confident in the college eligibility process by participating in these application workshops. AUSD also continues to use Career Cruising software and Career Choices curriculum for six- to ten-year secondary and postsecondary planning and the College Board Eight Components of College and Career Readiness: 1) College Aspirations, 2) Academic Planning for College and Career Readiness, 3) Enrichment and Extracurricular Engagement, 4) College and Career Exploration and Selection Processes, 5) College and Career Assessments, 6) College Affordability Planning, 7) College and Career Admission Processes, and 8) Transition from High School Graduation to College Enrollment. In addition, AUSD uses eParchment to electronically transmit student transcripts to colleges and universities.

AUSD's core values are Courage, Integrity, Innovation and Inclusiveness. They help all constituents to sustain the promise made to ALL students, "All students will realize their unlimited potential." District staff and students see connections in place of barriers and are certain to be present, positive and productive. What keeps AUSD going? Simply stated, it is the success and the knowledge that AUSD is helping all students to be ready for college and career. Working together with district partners, AUSD exhibits gratitude, enthusiasm and passion for mutual efforts. AUSD will continue to communicate

clearly and effectively, to create opportunities for meaningful engagement and collaboration and to celebrate successes collectively.

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AUSD has held over 100 scholarship workshops/presentations and 36 FAFSA/Dream Act Workshops. School sites also have Scholarship Zones for all students in grades nine through twelve where they can search for scholarships and get assistance in applying for scholarships. Students also have access to laptops where they can apply online for scholarships. For underrepresented students, AUSD has Foster Youth Scholarship Workshops where foster students are taught how to apply for scholarships and foster youth programs such as the Guardian Scholars Program and the Chaffee Grant. School counselors also hold undocumented youth scholarship workshops for undocumented youth who don't understand the process for the California Dream Act and Scholarships for undocumented youth. Students were given information about Deferred Action for Childhood Arrivals (DACA) and how to locate resources on college campuses for undocumented youth. Seniors were presented information at the beginning of the school year on how to receive the scholarship bulletin via email from school counselors—text messaging is also used by counselors throughout the district to remind students of approaching deadlines for FAFSA. If a senior does not have access to a computer or internet, hard copies of the scholarship bulletin are in the counseling offices. School counselors create monthly scholarship bulletins that are emailed to staff, students and parents. Counselors hold senior scholarship workshops to assist seniors with applying for the local scholarship, Alvord Educational Foundation Scholarship. Counselors also motivated every senior to apply for the local scholarship, “Dollars for Scholars,” during a FAFSA workshop. Phone calls are made home reminding parents and students of scholarship workshops and FAFSA workshops. Social media such as Twitter, Instagram, Facebook and Remind are used to get the word out to students about upcoming scholarship deadlines and workshops. Past alumni scholarship winners such as QuestBridge winners and Gates Millennium winners have continued to come back and give to the district by presenting to students about the importance of scholarships. An example of school counselor assistance is reflected by a student who is currently at Harvard. It is the result of counselor support and the student's dedication in applying for scholarships that she won a full ride scholarship to Harvard University. She also won the Edison Scholarship; she was a National Merit Scholarship winner; and she won multiple local scholarships. Another student won the Gates Millennium Scholarship, and she continues to come back and give to the district and school site because she loves the school and is appreciative of school

counselors' help in applying for scholarships. This student is now a leader on the campus at UCLA. Another student was the 2013 NCAA Track Champion, and he continues to come back and speak to students about NCAA requirements and encourages students to pursue higher education. It is because of these scholarship workshops that students are able to continue postsecondary education. AUSD school counselors are committed to helping ALL students with college affordability and postsecondary education. AUSD will continue to Reach Higher!

## Amarillo College

Amarillo College in collaboration with Clay Stribling, Amarillo Area Foundation; Dana West, Amarillo ISD; and 20 others.

**Original Commitment:** The No Limits/No Excuses (NLNE) 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 54 postsecondary credentials and living wage employment for all residents, supported by systems and resources that enable individuals to achieve their full career potential.

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. 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.

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

**Progress Made:** Major focus on FASFA completion because it was deemed the best predictor of college enrollment for our high school graduates. Continuing to develop partnerships with the business community with greater numbers of businesses signing the No Limits No Excuses commitments and encouraging every high school employee to define and sign a post-secondary education plan. Through intensive social services integration with Amarillo College, low-income students increased retention rates by 22% over two years.

**Plans to Sustain Progress:** Social services have been institutionalized within Amarillo College. Data sharing agreements were signed and a community report card was released. Significant FASFA completion contests by the high school produced significant increases through more intentional and responsive relationship with local ISD and Amarillo College.

## American Public University System (APUS)

Our original commitment was made on October 31, 2014, via letter from APUS President Dr. Wallace Boston. American Public University System strongly commits to continue expanding college opportunity for underserved populations in our Science, Technology, Engineering, and Math (STEM) programs. Specifically, we commit to increasing the number of STEM graduates by 10% in 2015.

**Progress Made:** In October, 2014, The American Public University System (APUS) committed to a 10% increase in the number of STEM graduates from 2014 to 2015. We are pleased to report that we met that commitment. Omitting certificates, we graduated 1036 STEM majors in 2014. In 2015, we had 1152 STEM graduates, an 11.1% increase. Understanding that STEM programs are challenging, we are working with the John Gardner Institute for Excellence in Undergraduate Education's Gateway to Completion and Foundations of Excellence programs to support student persistence and completion in STEM programs.

Our STEM strategy recognizes the need to have to support students at multiple points in their academic career: before registration, when they register for their first courses, during their initial five to seven courses, and additionally throughout their program. Because of APUS's military affiliation, our student population is largely male (61%). Yet, through efforts to attract more women in STEM disciplines, our new natural science degree is within 2% of a 50/50 split between men and women. This is due in part to our active Women in STEM initiative which features seminars on topics such as time management, networking, and alternative STEM careers. The group has book clubs, regular meetings, and a significant social media presence. While our racial diversity as a University is slightly more diverse than the military in general, a number of our STEM degree programs already have greater diversity than APUS as a whole, including the Database Application Development (53% non-white), and Information Technology Management (46% non-white).

## American School Counselor Association (ASCA)

**Original Commitment:** In December 2014, the American School Counselor Association (ASCA) made the following commitments:

- Conduct research to identify specific competencies necessary for CCR, as well as follow-up research to identify which students are meeting those competencies.
- Conduct surveys to identify common monitoring systems and benchmarks to improve promotion and graduation rates.
- Provide webinars focused on promoting FAFSA and the FAFSA Completion Project.
- Publish an article in the ASCA School Counselor magazine on strategies to encourage students and families to complete the FAFSA and create a FAFSA/college admissions toolkit.
- Provide professional development to school counselors, including free, bi-monthly webinars about CCR and college admissions.
- Create a College Admissions Specialist track as part of the ASCAU program, which offers PD on Bullying, Legal and Ethical Issues, Leadership, and Data Specialists to more than 3,700 school counselors.
- Offer a CCR track at the 2015 ASCA Conference to the more than 2,000 attendees, including a preconference session developed with the Southern Regional Education Board.
- Create a social network platform for all teams attending the San Diego meeting in person and virtually to communicate about their work and ask questions.



- Publish an issue of the ASCA School Counselor magazine dedicated solely to CCR and disseminate it to 60,000 school counselors.

**Progress Made:** Following the November 2014 White House convening, ASCA along eight additional organizations created The Council of National School Counseling and College Access Organizations. ASCA will release RFPs in 2016 to support research efforts that show impact of comprehensive school counseling programs. This fall, ASCA will complete revisions of the School Counselor Competencies that address skills needed to support student success in academic, social/emotional and post-secondary readiness.

The 2016-17 ASCA webinar series is in development with plans to focus on FAFSA changes and completion. A fall issue of the ASCA School Counselor magazine will include information and strategies for school counselors to encourage and ensure FAFSA completion. In 2015, ASCA offered 6 webinars about CCR and college admissions. Webinars addressed CCR at the elementary and secondary levels, urban and rural challenges that schools and districts face and how to develop college and career ready academic habits. All webinars, with additional resources, are archived and available to members in the College and Career section of the ASCA website.

In spring 2015, ASCA unveiled the College Admission Specialist. To date, 203 school counselors have successfully completed the self-paced online course, each earning five CEUs. Approximately 1100 attended sessions that were part of the CCR track at the 2015 ASCA conference. Ten sessions were recorded and are available for purchase in the ASCA bookstore.

The CCR themed issue of the ASCA School Counselor magazine was disseminated to 60,000 school counselors. A Fall 2016 issue focusing on college and career readiness will be disseminated to ASCA's 31,000 members plus an additional 30,000 school counselors who are members of their state associations.

**Plans to Sustain Progress:** The Council meets regularly by phone and in person and has commissioned a report to identify best practices and improvements that can be made in CCR curriculum in school counseling graduate programs. The report will be released in Fall 2016. By the end of 2016, the Council also will unveil a website that will serve as a clearinghouse of resources and best practices from the nine organizations.

## Aspen Institute

**Original Commitment:** 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.

**Progress Made:** A finalist for the 2015 Aspen Prize for Community College Excellence, Kennedy-King College was awarded the first Aspen “Rising Star” award for rapid improvement in completion. Selected from 1,123 community colleges nationwide, Kennedy-King, part of the City Colleges of Chicago system, received \$100,000 in Prize funds. Kennedy-King tripled its graduation rates over a five-year period. It also achieved a 42% graduation/transfer rate for underrepresented minority students (compared to 34% nationally), who make up nearly the entire student body.

Kennedy-King College's rapid improvement in student completion came after a major reform effort—Reinvention—undertaken in 2010 by Chicago Mayor Rahm Emanuel to drive greater degree attainment and career advancement opportunities in the seven schools in the City Colleges system. Located in one of

the most challenged neighborhoods of the city, Kennedy-King serves 11,000 students, nearly all of whom arrive underprepared for college. Educators guide students through extremely structured programs, providing a clear path not only toward completion, but also toward careers that are in demand in the Chicago area. Every student's progress is closely monitored with leaders, advisors, and other staff all taking responsibility for keeping students on track all the way to graduation.

The college has a ways to go; its graduation rate has not yet risen to the level of Aspen Prize winners. Kennedy-King is not just granting more degrees than ever; it is providing proof that dramatic improvements in student attainment can be achieved even in the most challenging of environments.

## Bard High School Early Colleges

Bard High School Early Colleges in collaboration with Bard College and Bard High School Early College Queens.

**Original Commitment:** 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 High School Early College Queens will implement a new computing-based science and math curriculum. 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. This curriculum will be shared with our other early colleges and a modification of the curriculum will be shared with other more traditional NYC public high schools.

**Progress Made:** Toward the goal of fulfilling its White House Commitment, Bard High School Early College Queens has launched an innovative introductory science sequence. The school revamped its required 9th and 10th grade science offerings to add a required semester of computer science. Our four-semester program now exposes students to coding and other computer science processes in addition to physics, biology, and chemistry, broadening students' understanding of the range of sciences, using new modes of instruction, and engaging students with technology. This year, the school launched the enhanced curriculum in two separate pilot sections. One of the sections was modeled on work done by Code.org and the other was an innovation of faculty member Dr. Niamh Goulding who used some of the Code.org foundation and incorporated her own expertise in X-Box technology.

## Bay Path University

**Original Commitment:** In December, 2014, Bay Path University made the commitment to produce the following numbers of additional graduates through the scale-up of accelerated online baccalaureate degree programs offered through The American Women's College: 399 additional graduates by 2020 and a total of 2,662 graduates by 2025.

Bay Path University's action plan builds upon its history of success in educating adult women through accelerated baccalaureate degree programs delivered on-ground and online, 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, deploying a revolutionary approach for delivering online accelerated baccalaureate degree programs tailored solely to adult women that incorporates an innovative adaptive learning model 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. As a result of significant investment commitments through FY2020 Bay Path University fully anticipates rapid scale-up in enrollment and acceleration in the number of graduates produced each year as SOUL is fully developed and deployed. The University is also exploring opportunities for collaboration with community colleges and other organizations to increase baccalaureate degree completion among adult women through The American Women's College.

**Progress Made:** Increase in Enrollment. Since The American Women's College Online was launched at Bay Path University in 2013, delivering online courses for adult women through our Social Online Universal Learning (SOUL) model, enrollment has increased by 444% in two years (from 89 in fall 2013 to 490 students in fall 2015).

Higher semester to semester persistence. Through our U.S. Department of Education FIPSE 'First In The World' grant we are conducting a randomized control trial comparing student performance in SOUL courses that incorporate KnowledgePath (KP) adaptive learning with courses that do not incorporate KP. All online students benefit from the six integrated components of SOUL, but we are specifically testing the efficacy of KP adaptive learning as one method to customize the learning experience and its impact on course completion, credit accumulation, retention and graduation rate. Preliminary data for the first cohort of study participants shows a first to second semester persistence rate of 82% for students enrolled in KP adaptive learning courses compared to 79.5% for the control group. Additional evaluation will include the impact of SOUL on achievement, retention, and completion, and whether these outcomes differ by income, race/ethnicity, and first-generation status.

High Level of Satisfaction. Recent survey data of all Bay Path graduates show that adult women from The American Women's College Online boasted the highest response rate of 83.3%, and the highest level of overall satisfaction with their education, 87.5 % (77.5% very satisfied/10% satisfied), compared to our traditional and adult undergraduates enrolled in on-ground programs.

**Plans to Sustain Progress:** Affordable, accelerated online learning has enormous potential to reach populations of adult women who are underrepresented in higher education, including racial and ethnic minorities, first-generation college, and low-income women. In creating SOUL, we have leveraged what we learned over 15 years of successful experience in delivering accelerated degree programs to this student population, bolstered by research on effective educational practices. SOUL's six integrated components work holistically to support academic success and propel women more quickly toward degree completion:

1. SOUL-Connect: This free, required online course orients new students to SOUL's learning environment, and assesses preferred learning style, personal attributes, life factors, and technical capabilities that educator coaches use to address gaps in knowledge and skills. The educator coach works with students to design their degree pathway. For adult women first entering or returning to college who may fear technology or feel isolated in the online environment, need remedial support or lack confidence - all barriers to access and success - SOUL Connect encourages, empowers and supports them as they begin their journey.

2. Accelerated Degree: Courses are delivered in an accelerated 6-week format, with six sessions offered per year. Two 3-credit courses may be taken each 6-week session, enabling women to graduate in under 4 years even without any transfer credits. If students stop out, intensive outreach encourages students to persist. Prior Learning Assessment credit and generous transfer credit policies enable women to further accelerate time to completion.
3. Customized Learning Environment: SOUL is built on an adaptive learning platform that leverages the power of data analytics to create KnowledgePath, a dynamic and interactive customized learning environment (CLE). Course content is tailored to students' learning style preferences, and gives students tools and support to direct their own learning. The CLE enables faculty and Educator Coaches to effectively engage and intervene with adult students, who are diverse in their prior education, preparation, background and experiences.
4. Wrap-around Support: Holistic support is provided through evidence-based strategies such as coaching and learning communities. Predictive modelling generates early alerts of students potentially at-risk so interventions can occur before students get into trouble. Academic interventions include online tutoring support which has seen much higher usage rates by providing easy access to Tutor.com via course-embedded links.
5. Virtual Learning Communities (VLC): The VLCs use familiar social media applications to connect our adult students to each other socially and to the college community in the online environment where students can often feel isolated. The VLCs are major-specific and facilitated by students who are eager to support one another in a secure environment.
6. Faculty Professional Development: All online faculty receive training in the SOUL environment, with special training provided to faculty teaching the KP adaptive learning courses. Through The American Women's College Online, Bay Path University seeks opportunities to partner with academic institutions, companies, and other organizations to scale up our capacity to increase access and degree completion among the millions of undereducated and under-represented groups of adult women across our nation, beyond our 2025 goals.

## Berea College

**Original Commitment:** Berea College commits to increasing the career and college readiness (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.

**Progress Made:** The current academic year (2015-2016) focused on 8th – 11th grade students in the target area. Next academic year will serve 9th – 12th grade students. Direct services focused on after-school and in-school tutoring, enrichment programs, mentoring, goal-setting, career exploration and financial awareness. Because our current cohort is 8th – 11th grade students from the target area, no specific progress to date has been made on this commitment to increase the number of college graduates.

AdvanceKY, Families and Schools Together (FAST), Governor's Commonwealth Institute for Parent Leadership (CGIPL), Kentucky Higher Education Assistance Authority (KHEAA), Southern Regional Education Board (SREB), College for Every Student Scholar Mentor Program (CFES Scholar), and National Math Science Initiative (NMSI), we are able to collaborate and work with families and educators to implement our programs and create a college-going culture within the target schools. Implementing research-based programs, such as Advanced Placement Training and Incentive Program (APTIP), CFES Scholar, and FAST, and College and Career Readiness (CCR) Performance targets, Early Warning System, Tiered Intervention system, while closely monitoring the results will improve the educational outcomes of students.

GEAR UP partnered with AdvancED to conduct rigorous diagnostic site reviews of each of our GEAR UP schools. Using the eleot™, an observation tool that measures effective learning environments, AdvancED Leaders provided each of our 38 principals with aggregate data around seven themes: equitable learning, high expectations, supportive learning, active learning, progress monitoring and feedback, well managed learning and digital learning. This year, drawing on the results of these walkthroughs, Principal Leadership Cadres were developed. These professional learning opportunities focus on research based continuous improvement, leadership development and strengthening capacity. Seventy teachers were trained during this partnership.

Professional development sessions were provided on Advanced Placement. Working sessions with the Collaborative for Teaching and Learning (CTL) were held to promote deeper alignment of instructional skills to the Common Core standards. Training sessions were provided by Kentucky Association of

School Councils regarding Kentucky's new testing system, Next Generation Learners Accountability, to deepen understanding.

Our PartnerCorps STEM grant places tutors specifically in the classroom. These tutors are available at the school during the day and after school, as well as on-line to students to assist them with math subjects. PartnerCorps STEM members travel to sporting events and with teams that are competing to ensure that students stay on top of their homework and continue to learn the math concepts.

During our first year, PartnerCorps STEM showed promising outcomes in our successful completion rates for Algebra I (88%) and Algebra II (95%) during the 2014-2015 program year. In addition, through a pre/post-test assessment, 25% of the students served showed improvement on their standardized test scores. At one school, math ACT scores had been stagnant for 8 years, but the average math ACT score for the assessed class increased from 18.6 to 19.4. The state average increased only 0.1 point. In addition, this school also increased the number of students reaching benchmark in math from 38.4% to 45.6% with the state reporting an overall average of 38.1%. Through a focused effort to provide a strong foundation for STEM curriculum, our students are discovering opportunities within STEM careers and believe they can be successful in these areas.

We worked directly with 8th – 11th grade students to ensure they are ready for college curriculum, and provided services to all members of the cohort with intensive services targeted toward those students identified as most at-risk. We partnered with TI MathForward™ professional development to develop a systemic algebra readiness plan and provide teachers with the tools they need to help their students succeed. And we assisted students in ACT preparation by offering tutoring and test-taking preparation.

We also expanded our programming for underrepresented students through the newly created Horizon Fellows program. The Horizon Fellows program is a partnership between the Berea College Office of Admissions and Partners for Education (PFE). Students are nominated for the program by the staff of PFE. This program is currently serving juniors in high school. The services provided to these students include specialized mentoring with current college students and other near peers, typically AmeriCorps members or other volunteers. The focus of the mentoring sessions is on what we call the Future College Student Characteristics Pyramid, which includes the following nine focus areas: strong high school curriculum, strong grades and continual improvement, solid ACT scores, quality involvement in activities and community service, special recognitions and awards, work or non-school experiences, strong writing and communication skills, positive recommendations and endorsements and persistence (a never give up attitude). By focusing on these nine characteristics, the goal is to create students who are college ready. As the mentors work with their group of students, they create a specialized plan of action for each student served. This plan includes goals and specialized college planning to account for college match and fit.

**Plans to Sustain Progress:** Services provided to the 8th grade students will continue as they progress through high school and into college. 9th grade will include College and Career Readiness training which will focus on educational resilience, college and career pathways, financial awareness, leadership through service, academic improvement, and the development of work-readiness skills. 10th grade will focus on individual needs including both academic and non-cognitive interventions and ACT preparation. 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 FASFA 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.

We will continue to search for opportunities in which to work with the students, teachers, and families via grants and other sources. We will utilize these opportunities to continue to promote the college-culture which will result in a culture shift in the target area where a college education is valued and will increase the number of students enrolling and graduating from college until 2025 and beyond.

Services provided will create a positive impact for current students as well as future students. Our activities expand the capacities of teachers to present classes with increased rigor and greater efficacy. These teachers will remain and teach future students.

We continue to work with families and students to ensure they understand what constitutes a college-ready curriculum. We will focus on developing a college-going culture within the schools to ensure that school leaders and teachers understand the importance of college-ready curriculum for all students and to build a college going atmosphere within the school. We will meet with students regularly to ensure they understand their College and Career Readiness targets and benchmarks and work with them to develop a plan to overcome any deficiencies. We will continue to connect with families and share student's College and Career Readiness data to ensure the family understands and supports their student's progress. We will ensure students identify multiple colleges that match level and interest; complete and submit multiple college applications (with fee waivers), complete and submit the FASFA, understand acceptance letters, transmit acceptance, and plan for matriculation. Kentucky Higher Education Assistance Authority (KHEAA) will designate an outreach counselor as point person for each high school who will conduct group sessions and will be available to meet one-on-one with families with particular challenges in completing financial aid information. The counselor will also assist families in understanding the financial aid acceptance letters and will work to ensure families understand the true costs of different education options.

We will continue our Horizon Fellows program by expanding our services to 50 high school juniors and 50 high school seniors, each year. In addition to the Horizon Fellows program, PFE will continue to apply for additional grant opportunities to serve underrepresented students because our overarching goal is to help all Appalachian Kentucky youth succeed in school.

## Berea College Partnership

Berea College Partnership in collaboration with Berea College Partnership - Partners: Dr. Lyle Roelofs, President of Berea College; Kelly Sprinkles, Superintendent of Knox County.

**Original Commitment:** 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.

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%.

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.

**Progress Made:** Prior to 2014, Knox County Schools had dual credit agreements with Eastern Kentucky University, Southeast Community College, and Union College. In 2016, these commitments are much deeper than ever before, with more students participating in dual credit. Through GEAR UP, i3, PartnerCorps, and the Full-Service Community Schools Program, students have access to more highly trained college and career counselors than ever before. GEAR UP, i3, and Full-Service places one counselor each per high school (total of six counselors over three schools). In addition, PartnerCorps provides 15 mentors at Knox Central High School.

**Plans to Sustain Progress:** Grant partners are continuously working to help sustain program started in Knox County Schools. One effort includes a data notebook of all itineraries, contacts, expenses for each college trip. This notebook can be passed along to the school once the grant program is over, so the school can easily duplicate the college/career exposure trips if funding allows. Training for teachers in the areas of rigor and ACT preparation will sustain efforts to prepare students to be college and career ready.

## Big Brothers Big Sisters of Eastern Missouri

**Original Commitment:** In 2014, we committed to: grow number of children served; increase college/career programming to K-12 students; improve academics before high school; grow scholarship opportunities; expand services to college students; increase family support; build strong connections with colleges/universities; increase college entrance/completion; and support graduates in career pursuits.

**Progress Made:** Historically serving at-risk kids ages 5-18, in 2014 we extended our agency's commitment to stay with our youth beyond high school graduation, until the age 25. With this new commitment, we created a department within our agency, called Big Futures that is dedicated to preparing students for college and helping them persist to college graduation.

The children, teens and young adults we serve are graduating high school at a higher rate. 85% of our class of 2014 and 95% of our class of 2015 graduated high school or earned their GED, compared to the national graduation rate for economically disadvantaged students of 70%. We are actively working with 68 high school seniors (Class of 2016) to ensure they are on a similar track.

While we are early in our commitment to support students in their post-secondary pursuits, we have seen some signs of success. We currently are tracking the Class of 2014 year-to-year post-secondary education



persistence rate. 64% of Class of 2014 students persisted from fall 2014 to fall 2015. The Class of 2015 semester to semester persistence rate is 86%.

In the inaugural Big Futures Class, we supported a total of 40 Alumni students. With more than two years under our belt, our Alumni base has reached 90. Our support includes personal relationships with the student, parent, Big and contacts at their institution. This is executed through visiting students on campus at least once an academic year, regular phone calls, e-mails, and of course text messaging! The support is focused on helping students make a smooth transition from high school to college, acclimate to college life and be successful in their course work. In the past year we have cultivated and maintained over 100 college contacts. Our contacts span from admission representatives, financial aid counselors, academic advisors, TRIO/Students Support Services staff, Dean of Students and University Presidents. Our partnerships began early, we have invested heavily in the last 10 years into partnering with elementary and secondary schools. We created an early warning system (ABCToday) that alerts our team when a child has concerns in attendance or behavior.

Our organization commits to exposing children to a variety of career fields in their journey toward making a decision about their future career path. We do this through monthly activities focused on career exposure, Behind the Scenes. The STEM areas have become a recent focus for our team at the request of Littles and Bigs. To that end, we will work back with companies to create engaging and hands on opportunities. During the Big Futures inaugural year, we collaborated with a local hospital and invited students to the facility to learn about an array of health care fields including, but not limited to nursing, pharmacy, radiology, and sonography. Hospital staff shared their personal journey and life's obstacles and how they overcame them; informed students of the education background and field experience requirements for their specific career field, and offered words of encouragement and advice to students.

This year we will focus on partnering with the following companies: Sigma Aldrich, Monsanto, MasterCard, and Express Scripts, to expose our students to STEM careers. As we expand our efforts and focus here, targeting elementary and middle school aged Littles, our students will begin to express an interest in the sciences at an early age which in turn will increase the student's career aspirations. We estimate that these activities will reach over 125 children.

We offer college tours to both local and state-wide colleges including overnight experiences. Our visits expose students, Bigs, and parents to an array of post-secondary institutions including community colleges, trade schools, and four year public and private institutions. Over the last year we have provided 25 opportunities for over 200 Littles, Parents and Bigs to visit and learn about colleges and universities. Aside from educational focused opportunities, other activities have centered around highlighting a variety of careers and workplaces to ignite our students' interests and expose them to uncharted career fields.

Activities are in motion for the upcoming school calendar year including five campus visits this fall. We also encourage our matches to visit campuses on their own when it is most convenient for a more individualized and targeted experience. We promote local and national college and scholarship fairs through our weekly emails and communications with parents and Bigs. We communicate public events and activities on college campuses to our matches such as open houses and showcases, guest speaker series, homecoming weeks, plays, and concerts both through targeted outreach, social media posts, and mass emails. It is imperative that we as an Agency committed to serving the underserved create unique and memorable experiences for students in order to create a college going culture.

**Plans to Sustain Progress:** We know the college completion rate for the population we serve is merely 9% and we fully understand the reality that students are most successful throughout their college career when they have a strong sense of belonging on campus and a solid support system in place before they set

foot on campus. As our annual college entrance rate increases, we will continue to work back with current Friends of the Agency to help identify additional faculty and staff committed to students' overall success. We will continue to connect students to campus advocates, schedule campus visits with students to celebrate bright spots and talk through challenges while students develop their retention and success plan.

Recently we interviewed a number of master's level social work students interested in completing their concentration practicum work with our Agency. Hiring social work practicum students will enable the agency to expand its support to Alumni enrolled in college, provide additional wrap around services, manage a growing Alumni base, and advise students and help them make informed decisions regarding their education including college fit and academic major. In 2016, we will begin piloting a new curriculum to help train our students to advocate for themselves on campus and identify adults in their life that can be mentors. We have recognized our students have a lack of ability to advocate on campus—this can be a severe handicap as we know they will face challenges and need to connect with people on campus that will help them through these challenges. While there is still a lot of work to be done, we feel these elements of support have shown early success.

By continuing to have a fully dedicated team to this initiative we will continue to build our growth in this area, we have hired two additional staff for our ABCToday team this year and will continue to build our Big Futures department to support our growing Alumni base. This year will be serving 150 youth post-high school graduation—this number is expected to raise by 70 each year, as we graduate a high school senior class each year.

Through our expanding infrastructure we will focus on building and strengthening partnerships in this area. Our relationships on campus can continue to grow state-wide. Also we expect to grow in the depth of our relationships with colleges and universities. For example, within the last month we have begun a new –in-depth- relationship with the community college campuses in our area by partnering with their School and Community Partnership Team. This will allow us to provide better service to our students as we work hand in hand with our colleagues on their campus. Also, this year we will begin to expand our partnerships into the Financial Education realm, as we see our students struggle in this area we know that through positive partnerships we can help our students be successful and fiscally responsible young adults.

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Our core model is building 1:1 relationships between children ages 5-18 and caring adults which sustains the progress of encouraging access to education every day. Our program has served children in this way

for over 100 years in our service area and we intend to continue to build our model. We know through the research of Big Brothers Big Sisters that each time we surround a Little with caring adults, we foster an environment that encourages and supports our Littles' success. Compared to similar youth, Littles teamed up with a Big Brother or Big Sister are 52% less likely to skip school, 37% less likely to skip a class, 46% less likely to begin using drug and 27% less likely to begin using alcohol. Teachers working back with Littles in the classroom have also reported that 64% of the students developed a more positive attitude toward school, 58% achieved higher grades, and 62% were more likely to trust their teachers. These statistics alone prove that the power of trusting relationships are transformative!

We intend to continue to grow our services in this community, this year we will serve over 2,000 children in the community and estimate an additional 3% growth each year going forward. To continue to expose our Littles to positive educational opportunities, we must take a two-prong approach, both continuing to focus on creating and maintaining trusting and enduring relationships between our Littles and their Bigs, as well as providing new activities and events for our matches to participate in throughout the year. We anticipate more of our matches talking about education including past and present experiences along with future goals and plans earlier in their match, while developing a true mentoring relationship. We also will continue to build partnerships with area colleges and universities, in order for our Littles to foster new mentoring relationships with key individuals on campus who will help them persist and graduate.

## Blue Engine

Blue Engine in collaboration with 7 NYCDOE high schools

**Original Commitment:** Blue Engine has committed to providing an additional 10,000 students with rigorous, small-group instruction over the next 5 years. Blue Engine partners with high school teachers to accelerate academic achievement in college gateway skills, including math competency, and uses an innovative human capital model that helps to elevate levels of college readiness in low-income communities while training a new wave of educators to enter the profession.

**Progress Made:** Last year, the number of Blue Engine students that met passing and college ready benchmarks on state exams increased – the latter of which exempts students from remedial coursework once they get to college.

**Plans to Sustain Progress:** Blue Engine was founded to address one of the most challenging problems in American public education today: increasing college readiness rates among students most at risk of never attaining postsecondary degrees. We accelerate student learning in the public education system through team teaching, preparing greater numbers of high school students for postsecondary success and simultaneously building a local pipeline of effective educators within historically oppressed communities.

Teams of Blue Engine Teaching Assistants currently support 1,555 students in grades 9-12 at seven NYC schools. Blue Engine plans to continue growth in New York City over the next two years, and expand to one new region in fall 2018. Since our launch in 2010, we have been testing our model and establishing proof of concept. With encouraging results in hand, we are now focused on demonstrating replicable proof points across multiple environments.

In the long-term, Blue Engine aims to fundamentally re-architect public school classrooms to better meet the needs of all students. We envision a future in which classrooms across the country are accelerating student achievement and training teachers via team teaching. Ultimately, our goal is to facilitate the systemic adoption of team teaching such that financial resources required to fuel the model are embedded in school budgets at the local, state, and federal level.

## Bottom Line

Bottom Line in collaboration with 16th Floor.

**Original Commitment:** Bottom Line made a commitment in the fall of 2014 to accomplish the following:

- 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 post-secondary plan by June 1<sup>st</sup>.
- 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 in Chicago 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.

Bottom Line will actively train our team, community partners, and destination colleges where our students decide to matriculate. We define an affordable college as one that requires the student to take on a bill for unmet need of no more than \$5,000/yr. Bottom Line will increase engagement with high school seniors to ensure that 80% have a post-secondary plan on or before graduation day and we commit to supporting those in our Success Program for up to six years or until they graduate.

**Progress Made:** Bottom Line's mission is to help low-income and first generation students get into college, graduate and go far in life. We are dedicated to increasing the # of college graduates in the cities where we work and operate. This year we are working with 1,109 high school students in our Access Program to help them get accepted quality colleges and make good choices about where to enroll and attend. 97% of our Access students have submitted at least 1 college application (our average student submitted 11.7) and 99% of our Access students have filed the initial FAFSA. These steps will help ensure that we are increasing the percentage of students who make an affordable college choice by 50%, that over 80% of our high school seniors have confirmed a post-secondary plan by June 1st, and that 98% of students who enroll on or by June 1st are on their respective college campuses three months later; all commitments we made as a part of this initiative.

Once students are enrolled in college, Bottom Line's College Success Program begins in the summer and is designed to provide our students with on-campus 1-1 guidance from a Bottom Line counselor for up to 6 years or until they graduate. We have regular meetings to review progress and address challenges in the following categories (Degree, Employability, Financial Aid, and Life). Each semester we assess student progress to determine which students are in need of additional support.

Bottom Line continues to believe that our College Access Program plays an integral part of our mission. As we continue to grow, the # of high school students whom we are supporting has increased in each of our cities. As Bottom Line is an intensive community-based program that focuses on personalized 1-1 support, our Access counselors dedicate all of their time to serving a manageable caseload of students. In addition to our own programs we work closely within each school district to share our expertise with school counselors and counselors from other community-based organizations. One of the key items we

share is affordability data we compile annually on regional colleges to which our students typically apply and/ or attend. This data is extremely helpful in ensuring that students and counselors have the best information available to make informed decisions about college costs, and a students' ability to meet the financial obligations once enrolled.

Among several of the metrics we track in our Access Program, these three tend to be most helpful in working with our students: On Time College Application and FAFSA form completion & submission, College Acceptance rate, and College Enrollment rate. Last year, over 99% of Bottom Line College Access Students were accepted to at least one 4-year college and over 96% enrolled in college the following fall semester.

**Plans to Sustain Progress:** In 2014, Bottom Line opened an office in Chicago to expand to serve students from 3 major cities. In the 2nd year, our Chicago office has grown from serving 150 high school and college students to 347 students (102 high school and 245 college students). In this current school year, Bottom Line overall is serving 4,951 students in 4 regional offices (Boston & Worcester, MA, New York, NY, and Chicago, IL). Over the next 5 years we are planning to open additional offices to serve students in new cities and we will grow and serve a total of 9,250 students (7,500 of whom will be college students) by 2020. We will continue to look for partnerships and explore program innovations to help students persist and ultimately graduate college, ready for a career and equipped with the skills to succeed.

This past year, we completed the design and implementation of our 5 Program Objectives and 15 Key Performance Indicators used by all counselors and staff to evaluate progress inform student service plans for the following semester. The objectives were designed in alignment with our DEAL rubric and ensure we'll have a consistent and long-term evaluation process to sustain our progress as we continue to serve a rapidly growing caseload of students.

Bottom Line is also exploring two program innovations that if proven to be successful will accelerate our growth and expand our services to students we have not traditionally served. First, we are running a limited Community College Success Program Pilot. In this program we are working with low-income and first-generation students attending local community colleges and provide "college success program" support similar to what we provide to students attending 4-year colleges. Our goal is to help these students succeed, earn their Associate's Degree, and then help them transfer to or enroll in a 4-year college and support them until they earn a Bachelor's Degree. Second, we are exploring a "lite" program model that will enable us to provide limited support to students from our cities that attend a college too far away (geographically) for us to provide support in an efficient manner. This model features fewer in-person meetings, and relies more on technology to maintain contact and facilitate the mentor/mentee relationship developed between a student and their counselor. If these pilots are demonstrated to be effective, this will greatly impact our ability to both increase the # of students whom we serve and sustain our progress for years to come.

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In addition to the efforts we're making to sustain progress we've made in increasing the number of college graduates, Bottom Line feels that our College Success Program actually begins in high school. While there are a growing number of schools, community-based organization (CBOs), and other programs dedicated to helping students get into college, Bottom Line still feels that our Access Program is critical to our long term success and a significant % of students from our Access Program in each of our cities, continues to work with Bottom Line throughout college in our College Success program.

As we continue scale and expand to more cities, Bottom Line sees our Access Program as an integral component of our model and brand and we will continue to dedicate significant resource and talent to operate and grow our Access Program in each of our current cities and all of our planned expansions. We have learned that the successes experienced by running an effective college access program, influences our ability to connect with potential students, build relationships with schools and CBOs and more broadly share our best-practices with other practitioners, further expanding our impact.

Additionally, Bottom Line is currently undergoing an independent random control-trial evaluation led by Professor, Benjamin Castleman from the University of Virginia - Curry School of Education to determine effects of Bottom Line counseling services on students. The evaluation is designed to follow a treatment group and control group of students for up to 7 years starting the summer before senior year of high school. As results become available we intend to share this information and use it to sustain our progress and the progress of the community at-large.

## Breakthrough New York

**Original Commitment:** In 1999, Breakthrough New York (BTNY) opened to serve a high achieving low-income students. Now, BTNY is a non-profit organization that transforms the lives of motivated, low-income students by preparing them for college graduation so that they can succeed in the world.

**Progress Made:** In 1999, we were simply a program that supported middle school students. Now, 15 years later, we have opened a high school and college success program to follow-through on our commitment to support students to be successful in the work force and helping to end cycles of poverty. Since our original commitment, we have opened two new sites in New York City boroughs. We have implemented one-on-one supports in the application process and increased the number of applications to selective schools. In addition, we have reevaluated our programming to support students in developing skills to be independent learners, thinkers and innovators in and out of the classroom. Recognizing the

power of STEM education, we have encouraged more of our students by bringing in guest speakers (especially to talk to our girls) about careers in STEM. In addition, we use our summer program to train young college students to be STEM educators.

**Plans to Sustain Progress:** One of our major efforts is the college success program. This program provides individual support for our college students throughout the year, helping to keep them informed about different deadlines and providing support through the moments that are toughest for low-income first-gen students. In addition, we have implemented career readiness and placement programming starting in middle school. This provides students skills, resources and opportunities to be more successful in career placement post college graduation.

## Bryn Mawr College

**Original Commitment:** In October of 2014, Bryn Mawr College made the commitment to increasing by 4 percent the number of undergraduates with weak mathematics preparation completing STEM degrees through implementation of a specialized mathematics course. This short-term goal is in line with the long-term trajectory to have students with weak math preparation completing STEM degrees on par with students who enter with strong math preparation.

Beginning in 2013 and in each of four subsequent years, Bryn Mawr College will enroll overlapping “STEM Posse” cohorts of ten students from underrepresented groups with strong aptitude and interest in math and science. The program will increase the participation and persistence of nontraditional STEM majors by providing innovative curriculum, early research opportunities, comprehensive mentoring and leadership development. The new STEM Posse Scholars will serve as highly visible role models for other students, especially those from underrepresented minority groups, thereby helping to recruit additional students into science and math majors at Bryn Mawr.

Beginning in fall 2014, Bryn Mawr will independently fund the Community College Connection (C3) program to increase the number of community college transfer students from underrepresented backgrounds who successfully transfer to Bryn Mawr to complete their undergraduate degree. We are also expanding the C3 program by including all two-year institutions.

To improve the transition to college and to better retain first generation and low-income students, Bryn Mawr College will create a new orientation program that addresses all students’ needs in transitioning to campus life. Topics particularly relevant to first generation and low-income students, such as balancing obligations and study/exam-taking strategies will be addressed.

**Progress Made:** I. We have designed and developed high quality, interactive online fundamental math review modules on two platforms: 20 lessons using the resources of Khan Academy (KA) and 17 supported by the MyOpenMath (MOM) platform. The modules are organized according to an area of fundamental math review and provide an opportunity for students to practice the skill and demonstrate proficiency. Students get online hints, watch instructional videos, and have access to coaching. Each module has a designation of its relevance to physics, chemistry, and calculus.

In fall 2015 we piloted the project at Bryn Mawr. Of the ~250 students enrolled in the target courses, a total of 70 worked with the MOM and KA modules. Faculty instructors who made module completion part of a required assignment had better student participation compared to those who simply encouraged their use. The coaches and instructors experimented with tactics for increasing student engagement including email campaigns, highlighting the connection between course topics and modules, and class visits from coaches.

In spring 2016, the modules are being offered in a half-credit, blended course assisted by faculty coaches in each of the three, targeted areas to further develop the effectiveness of the modules. A total of 9 students from Calculus, Chemistry and Physics are enrolled. The course format, with its increased accountability, is providing extremely detailed student feedback on all of the modules, which we are using to finalize the materials we will share with our partner institutions. Implementation will go full-scale in AY16-17 and AY17-18.

The first STEM Posse Scholars are juniors; 80% major in STEM with summer research placements at BU, Bryn Mawr, Haverford, Mass General, MIT, Penn, and UCLA. One received 1st prize at a large undergraduate research symposium. Nine of ten Scholars in the second Posse major in STEM. Eight have had research experiences or internships. All ten Scholars in the third Posse still plan to major in STEM. 70% will conduct summer research this summer and two are on the Posse honor roll. With each successive Posse, we learn how to better support and promote their academic success and adjust our program.

Since the inception of the C3 program, the enrollment of community college transfers has averaged from three to 10 students per year. The average College grant for these students is \$45,419, representing approximately 76% of all grant aid received. We successfully expanded the program beyond Philadelphia; 66% of applications for fall 2016 come from schools throughout the U.S. Of the newest cohort, 33% are underrepresented students of color, 33% are first generation college students, and 100% are Pell grant eligible, compared to 8%, 15%, and 13%, respectively, in our entire freshman class.

Since 2014, we have offered a seminar-size alternative to our large lecture style Wellness course for entering students. It is designed for first-generation, under-prepared, and insecure students and has been very successful. In both years, participants give it high marks for satisfaction; additionally each cohort has had a 100% retention rate.

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Bryn Mawr will welcome the fourth and fifth STEM Posse cohorts in Fall 2016 and Fall 2017, respectively, and continue to support current cohorts through their respective graduations. We will



review the program next year and engage in conversation with the Posse Foundation about extending our relationship to make STEM Posse cohorts an ongoing program of the College.

Meanwhile, Bryn Mawr has submitted a pre-proposal to the Howard Hughes Medical Institute to fund a task force of Bryn Mawr faculty, staff and students, facilitated by a professional Educational Researcher, to develop, implement, assess and document a multi-pronged strategy to deploy and institutionalize our best educational practices across the College's STEM departments. This initiative aims to eliminate disparities in achievement and persistence in STEM after graduation by employing high-impact innovations such as blended learning, culturally inclusive teaching and cohort programs to reach students in all STEM courses.

In addition, inspired by their experience with the STEM Posse, faculty have devoted time to thinking about new ways to help students who are under-prepared in STEM. In the upcoming summer immersion program, a biology professor will pilot pedagogy designed to teach incoming STEM students how to learn. If successful, this pilot has the potential to expand college opportunity so that more students are served. Bryn Mawr plans to continue its efforts to recruit transfer students from community colleges as they provide the best pipeline for non-traditional age students, who further diversify our student body and represent an important population in expanding college access.

For the past two years, Bryn Mawr successfully piloted a seminar-size Wellness course alternative for students who are first-generation, under-prepared, or otherwise insecure students. These students gained the skills and confidence they need to succeed at Bryn Mawr. Because of its small size, discussion format, and talented instructor, participants bonded into a meaningful cohort and developed a relationship with a caring mentor. Since part of the program's magic success derives from the fact that students opt into it, we do not believe that placing every first-year student in such a course would be effective. Currently, we are revising the required lecture-based Wellness course that the vast majority of first-year students take in order to achieve many of the same goals. We are replacing most of the lectures of 100 students with small interactive workshop groups of 20, led by skilled members of the staff. Additionally, the course will be 10 weeks in duration instead of six. The revised course will address meaningful issues, create cohorts, and enable each student to connect with a caring member of the staff. We will assess the revised course in spring 2017 and fall 2017 to determine retention rates and the program's effectiveness, but believe the new program will make a significant difference in students' ability to thrive at the College.

## Bunker Hill Community College

### **Original Commitment**

At the first White House Day of Action event in January 2104, Bunker Hill Community College committed to attain the following outcomes by 2016:

- Successful completion of developmental coursework prior to college entry for at least 500 entering students per year.
- Increase in percentage of entering students completing at least fifteen credits in their first year to 25%.
- Reduction of racial, gender and income disparities in first year completion of fifteen credits by 10%.
- Increase in the six-year "Achieving the Dream" success rate (graduation, transfer and persistence) to 48%.

At the Day of Action event in December 2014, BHCC added the commitments below:

- Develop a STEM Pathway Early College High School that connects key sectors of the community and business to promote high school graduation, college completion, and workforce development.
- Expand the College's Learn and Earn paid internship program, implemented in partnership with business and industry leaders along with measuring the effects of the program on student success and career readiness.

**Progress Made:** The number of students completing a Bunker Hill Community College credential jumped by 7% from 2013-14 to 2014-15, from 1,392 to 1,495, with 1,521 and 1,606 credentials awarded respectively. The following initiatives are aimed at increasing the number of college graduates and improving career and transfer readiness:

- Learning Communities – Students enrolled in the College's Learning Communities are more likely to complete developmental education, persist in their studies, and earn more credits. The program has grown by 77% since 2011, enrolling an unduplicated headcount of 5,463 students in 2014-15.
- Accelerated Pathways – The College is scaling curricular models that accelerate developmental education and gateway math and English completion. BHCC students enrolled in accelerated clusters that compress two math or English courses into one semester are more than twice as likely to successfully complete both courses consecutively compared to non-accelerated students. As of fall 2015, more than 700 students have enrolled in accelerated math or English clusters.
- Learn and Earn – Launched with the support of the Massachusetts Competitive Partnership in 2012, Learn and Earn provides paid internships in a corporate immersion experience. As of spring 2016, 436 BHCC students across 36 academic programs have participated. Since fall 2014, Learn and Earn 2.0 has doubled its reach to serve over 100 students per semester working 16 to 40 hours per week, supported by 17 company partners. 208 students (50%) have had extended internships and 53 students (13%) have landed jobs. Transformative student success is reported in boosted confidence, self-growth, network connections and career readiness.

Since 2006, BHCC has utilized dual enrollment (DE) as an effective method for providing high school students with first-hand exposure to a college setting to ease their transition into higher education.

BHCC launched the STEM Starter Academy in 2015, to support first-year STEM students in completing developmental math courses, and starting to pursue the STEM degree or certificate of their choice. The Academy utilizes the Learning Community Cluster model, providing two levels of developmental math concurrently, free of charge to students, to accelerate progress and enable them to pursue coursework in their concentration more quickly. The Academy also provides facilitated study groups and introductory workshops to orient students to their chosen program. BHCC STEM offerings include Engineering, Biotechnology, and Environmental Science. The STEM Starter Academy is funded through a combination of state grant funds and institutional funds, and has served more than 203 students to date with an 88% course completion rate.

BHCC is a leader in developing innovative models in Information Technology. The College's Computer Information Technology department offers three levels of stackable credentials. "Fast Track" certificates can be completed in one semester, and prepare students for entry-level employment in a range of IT fields including data management, IT security and computer forensics. Fast Track programs flow seamlessly into BHCC's one-year certificate and two-year Associates degree programs, which prepare students for

next-level employment in the Boston region's growing IT workforce, as well as transfer to four-year degree programs.

BHCC also is a Cisco Systems Networking Academy, providing industry recognized curricula and instruction in networking. The College's networking certificate and degree programs enable graduates to qualify for positions as network technicians, and prepare them for the Cisco CCNA Certification Examination(s).

In addition to the college pathway programs described in the "Enhancing College Readiness through K-16 Partnerships" section above, BHCC is engaged in two major activities to expand college access:

**Curricular Alignment** – BHCC faculty are working closely with faculty from local high schools to better align Math and English Language Arts curricula in 9th and 10th grade, to promote college-readiness. Faculty teams work jointly to integrate college readiness standards into 9th and 10th grade curricula, to prepare high school students more effectively for college level work. With some partner high schools, this enables students to take dual enrollment courses for college credit beginning in 11th grade. For instance, as part of the Pathways to Prosperity Initiative, BHCC and Boston Public School faculty teams have aligned Math and English Language Arts curricula and course objectives for 9th and 10th grade, so that students are able to begin introductory college level coursework in nursing and health through dual enrollment in the 11th and 12th grades.

**Transition Program** – Since 2013, this program has provided eight-week "Bridge" classes, primarily during the summer, free of charge to entering students with assessed developmental need in mathematics and English, enabling them to progress through developmental levels prior to their first semester through intensive review and instruction. The program serves entering adult students, as well as students transitioning from high school. Summer Transition programs served a total of 357 students in 2015. Bridge course success rates were 67%, and 85% of student served enrolled in BHCC for fall 2015.

**Plans to Sustain Progress:** BHCC continues to expand the breadth and depth of its student success initiatives, with a focus on building accelerated pathways to success; fostering the success of diverse student populations; and providing faculty and staff with robust, student-success oriented professional development.

**Accelerated Pathways to Success** – Even as the College scales its proven learning communities and accelerated models, institutional data show that almost half of the students who stop out have accumulated at least 30 credits towards a program of study. To sustain the momentum of students in this credit range, faculty are creating capstone learning experiences that integrate high impact educational practices, including internships and service learning. To support students from pre-enrollment through graduation and transfer, the Title III-funded LifeMap Initiative (2013-2017) is providing students with a roadmap to success that features clear curricular pathways, guideposts, support systems and integrated curricular activities. Major academic departments are in the process of embedding LifeMap components into their courses. Over the five years of the grant, a comprehensive electronic repository of curricular resources will be developed.

At the same time, the LifeMap Commons now offers a cohesive and comprehensive suite of services, including virtual, one-on-one, and small group academic, career, financial, and transfer coaching; workshops and seminars; technology and multi-media options; and support for departmental curricular integration. Staff includes "navigators" who steer students to appropriate online and onsite resources, as

well as professional tutors, peer mentors, and faculty—all collaborating to create a 360 degree support system.

**Culturally Inclusive, Community-based Learning** – As a minority-serving institution, BHCC is committed to fostering the success of diverse student populations through culturally inclusive, community-based learning. A deepening partnership with the Museum of African American History is providing students with access to an African-American past that demonstrates the capacity to build institutions that support community life and promote social change. In 2014-2015, 30 BHCC faculty integrated Museum resources and scholarship into their courses, and 18 class tours introduced 337 BHCC students to the Museum, with plans to expand the reach of the program across the curriculum. The College is collaborating with UMass Boston's Asian American Studies Program to integrate Asian American studies content into 25 humanities-based Learning Communities with the support of a three-year NEH Bridging Cultures at Community Colleges grant. In partnership with the Gateway City of Chelsea and UMass Boston and with support from the Massachusetts Department of Higher Education Vision Project, BHCC has embarked on a Latino Student Success Initiative that is laying the foundation for increased completion and baccalaureate transfer among underserved Latino students.

**Professional Development** – Robust professional development is critical to expanding the reach of BHCC's student success initiatives. In 2014-2015, more than 250 faculty, support staff, administrators and student leaders participated in onsite, student-success oriented professional development. To sustain and build upon these efforts, the College launched the Teaching and Learning Institute in 2015. The Institute promotes a culture of inquiry and evidence, deepens the foundation of the study of teaching and learning, and reinforces pedagogical practices that foster inclusive excellence.

BHCC has made a long-term commitment to sustaining and expanding college readiness activities. BHCC's dual enrollment program is directly linked with the College's mission to support open access to post-secondary education and serve the diversity of the urban community. BHCC has a strong and long-standing commitment to dual enrollment, and has allocated College funds for this purpose. Further, BHCC has invested in the permanent positions of a Dual Enrollment Coordinator and a staff assistant, both full-time positions, to work with the high school staff and students, manage the recruitment and enrollment processes, and provide program oversight to maximize student and program success. BHCC has longstanding partnerships with several districts and high schools, with the most robust partnerships in Boston, Cambridge, Chelsea, Everett, and Malden. The DE high schools assist by providing space and resources needed for the DE classes offered at high schools, help with student recruitment and advising by guidance counselors, and other program support as needed. The College anticipates expanding DE partnerships and creating MOAs with high schools in the near future.

BHCC's STAND program also has been institutionalized, with a permanent full-time Program Director and assistant funded by the College. BHCC also has committed to accepting all STAND students into the College's Associate degree in Nursing program, who successfully complete all prerequisite courses.

BHCC provides institutional support to sustain the Talent Search program, fully funding one of two full-time College Coaches that serve students at Chelsea High School. Chelsea Public Schools support the partnership by fully supporting costs for instruction and textbooks for all students in the Early College program. BHCC and Chelsea Public Schools are committed to sustaining and growing the program, to enable Chelsea students to earn up to a year's worth of college credits in high school.

BHCC is collaborating with Jobs for the Future (JFF) and other partners to expand the Pathways to Prosperity model, which guides efforts with STAND and C-Town Tech. Most recently, the College has embarked on a new collaboration with JFF and Charlestown High School to create "C-Town Business,"

which will provide classroom instruction, internship opportunities, and entrepreneurial project-based learning in the area of business and entrepreneurship. The program is due to launch in fall 2016, and will involve a new educational partner, BUILD, an education non-profit that promotes entrepreneurship by teaching high school students the business development process through hands-on projects. In addition to the college pathway programs described in the “Enhancing College Readiness through K-16 Partnerships” section above, BHCC is engaged in two major activities to expand college access:

**Curricular Alignment** – BHCC faculty are working closely with faculty from local high schools to better align Math and English Language Arts curricula in 9th and 10th grade, to promote college-readiness. Faculty teams work jointly to integrate college readiness standards into 9th and 10th grade curricula, to prepare high school students more effectively for college level work. With some partner high schools, this enables students to take dual enrollment courses for college credit beginning in 11th grade. For instance, as part of the Pathways to Prosperity Initiative, BHCC and Boston Public School faculty teams have aligned Math and English Language Arts curricula and course objectives for 9th and 10th grade, so that students are able to begin introductory college level coursework in nursing and health through dual enrollment in the 11th and 12th grades.

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Curriculum alignment activities have been supported through a combination of grant and institutional funds. Curriculum alignment is a district-by-district, and school-by-school undertaking, and many additional partner high schools and community organizations have sought to engage BHCC in this effort. BHCC will continue to allocate institutional funds for high school-college curriculum alignment, and to seek external grant funds, as well as staff and funding commitments from partner school districts, to reach and engage more schools in the College’s service area in this important work.

The Transition program has been funded through a combination of state grant and institutional funds. BHCC is committed to sustaining the Transition program as a free option for entering students. Following the 2016 program, BHCC will have four years of participant data. The College will analyze program impacts on college enrolment and retention. Data will be disaggregated to assist with decisions on targeting students and program scale going forward.

One of the most important access issues for BHCC is the fact that the College is, and has been for many years, the most affordable institution of higher education in the state. BHCC is strongly committed to keeping tuition and fees as low as possible, to ensure the College is accessible to lower income residents who would not have other higher education options.

## C2C Network

C2C Network in collaboration with Partners: Jackson Community Foundation President & CEO Monica Moser, Baker College President Patty Kaufman, City of Jackson City.

**Original Commitment:** 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.

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%

**Progress Made:** 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.

## California Polytechnic State University (Cal Poly)

**Original Commitment:** California Polytechnic State University (Cal Poly) recognizes the importance of increasing its four-year (40%) and five-year (70%) graduation rates to better meet the need for highly-skilled professionals for the state of California. The University has set a goal to raise these completion rates to 80% and 90% over the next ten years. A strategy to assist in accomplishing this goal is to expand the “Earn by Doing” model.

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. Sponsored by private donors, the paid positions provide opportunities for students to interact with industry professionals. There are approximately 30 to 50 of Earn by Doing students on campus.

As part of Cal Poly’s Capital Campaign to raise \$500 million, the university is committed 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.

**Progress Made:** In 2015, Cal Poly’s four-year graduation rate reached 46.6%. The University’s five-year graduation rate rose to 77.1%. Cal Poly’s six-year graduation increased to 79.4%. Additionally, the University’s one-year persistence rate of first-year to second-year students increased to a high of 93.1%.

**Plans to Sustain Progress:** Cal Poly remains committed to investing in its Earn by Doing Program, especially at the College of Engineering. Since 2014, the College of Engineering has added additional Earn by Doing positions in its engineering laboratories, manufacturing facilities and shops, and an addition position dedicated to safety across the college. The College increased private support funding to 24 Earn by Doing students. Support for these positions has been provided by individuals and companies such as, Chevron, Fluor, Intuitive Surgical, Keiser Corporation, Solar Turbines, and PG&E.

## California State University

**Original Commitment:** The California State University will commit \$8 million to hire 70 more professional staff advisors on campuses and to leverage work already underway with e-advising technologies that provide “real-time” advice for students as they navigate college life. First-generation and underserved students will benefit in particular from this effort. The CSU will also add \$8 million to expand its Early Start summer program, which will help incoming CSU freshmen attain college readiness in math and English before arriving on campus and support underserved students. Students from low-income communities as well as other underserved students will receive the most benefit from this initiative.

The CSU will expend \$12 million to ramp up high-impact practices including service learning, undergraduate participation in applied research, internships, study abroad, and first-year student learning communities that support persistence to degree completion. The CSU has found that such practices – which include “high touch” alternatives to traditional lectures, more direct freshman/faculty contact and engagement in projects that tie students to the university-are especially helpful to persistence rates and performance for underserved students.

The CSU will improve access and degree completion of community college students within two years through a host of new campus and system-level strategies including admissions preference. CSU is providing prospective transfer students with clear, unambiguous, efficient pathways in the twenty-five most popular majors. This initiative will provide a direct positive benefit for community college students, who originate disproportionately from low-income and underserved communities.

**Progress Made:** Our commitments were to make significant investments in advising (\$8 million) and high-impact practices (\$12 million) to improve student success and boost achievement gaps. In the time since the White House Summit the CSU has exceeded all of these goals, owing to a recurring investment by the Chancellor of \$7.2 million for high-impact practices, and another \$38 million in new, ongoing state support for student success in six areas, including advising and high-impact practices. Because our system is very large this support, while welcome, doesn't meet the system's needs. We are hopeful it may grow again with the next state budget.

**Plans to Sustain Progress:** Because these are ongoing funds, sustaining progress will rely not on additional dollars but on careful reporting and evaluation of these investments across our campuses. We have established an annual reporting routine through which we will track campus spending in the different student success categories, and compare the impacts over multiple campuses and interventions and for different populations of students.

## California State University Bakersfield (CSUB)

**Original Commitment:** 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.

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. 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.

**Progress Made:** CSUB has been strategic in its efforts to increase college graduates and has identified and developed a number of high impact practices (HIPs) that will improve CSUB’s student success, retention and graduation rates. The campus’ efforts are based on the following hypotheses: 1) Having to enroll in remedial courses increases the time it takes students to complete their degrees and is associated with a decrease in the likelihood they will graduate. More than half of CSUB’s first-time freshmen are not ready for college-level English (67%) and math (52%) resulting in multi-tier remediation before gaining the skill level for credit-bearing courses. CSUB recognizes that successful remediation in the first year allows more students to complete the baccalaureate degree in a time manner. Participation in early intervention activities (e.g., Early Start) will ultimately improve a student’s chances of successful completion of a college degree. 2) For continuing students, academic advising and early intervention programs are key contributing factors toward improving student success, retention and graduation. Under the leadership of the Provost, an On-Track for Success Committee was established and charged with shaping an institutional approach to identifying how well students are achieving their academic goals towards graduation by determining what things are, or needed to be, in place, along a typical “progress towards graduation” timeline for first-time freshmen and for transfer students. The key questions were the following: What are the critical indicators that let us know students are “on-track”?; Do we currently collect/track that information? If yes, who collects it, where is it housed, and who and how is it used? What needs to be collected?; Who does what and when for a) those on track; b) those not on-track?; How do we know if what we do is successful for those not on-track?; What strategies are in place for different groups of students? Are there gaps, if so, what needs to be done?

CSUB continues cultivate strong high school level partnerships within the Kern High School District (KHSD) which is evident through 75% of KHSD students participating in CSU Early Assessment Program and related activities. The California Student Opportunities and Access Program (Cal-SOAP) under the Enrollment Management Division provides quarterly trainings for all division college access professionals deployed at various high schools in the San Joaquin Valley. The professional development sessions are designed for all outreach-related programs to become familiar and prepared to represent each other at their respective high schools. The goal for this division cross-training is to decrease duplication of services. Topics covered during the Fall training include 1) College Preparation and Readiness Programs Review of Benchmarks and Goals, 2) Overview of annual activities timeline, 3) Transcript



Review & A-G vs. High School Graduation Requirements, 4) Systems of Higher Education Admissions Requirements and Application Processes, 5) Financial Aid and Scholarship Applications which include the Free Application for Federal Student Aid, California Dream Act Application, and Middle Class Scholarships.

Additionally, Cal-SOAP also conducts an annual financial aid-focused professional development “train-the-trainer” curriculum for Kern County’s high school counselors. They have developed institutional policies, procedures, and expertise at partner high schools and/or district(s) to offer and sustain college and financial aid advising to large numbers of low-income students. All counselors in targeted high schools and key district staff were trained on the critical financial aid processes.

In the 2015-2016 academic year, CSUB had 204 first-year engineering students, an increase of 17 percent over the previous year. This is compared to a 9 percent increase in undergraduate students in all STEM majors and a 6 percent increase in the overall undergraduate student body at the university. In this year’s entering class, 68 percent of engineering students are underrepresented minorities. The Fab Lab has been integrated into the engineering curriculum at the upper levels. It is used as the medium of instruction during class time in a variety of courses, and upper level students use the Fab Lab on class and individual projects during regularly scheduled Fab Lab open hours. At the introductory level, Introduction to Engineering I and II (the first courses taken by engineers) have been redesigned as described in the University commitment to include project-based learning experiences in the Fab Lab, industry guest speakers, and other university-industry collaborations. These courses will be offered for the first time in Fall 2016, and assessments will be conducted on their effectiveness in achieving desired student learning outcomes with respect to career awareness, knowledge of various areas of engineering, the role of engineers in society, and engineering ethical principles.

CSUB’s enrollment growth has included an increase in transfer students, primarily from our 5 feeder community colleges – Bakersfield, Taft, Cerro Coso, Porterville, and Antelope Valley. Because there is a shared responsibility for the success of transfer students, these partner campuses have provided dedicated transfer student advising centers where CSUB Transfer Specialists provide onsite advising services to their student. CSUB staff also provide additional support in the admission application process and host financial aid workshops to ensure a smooth transition to the university. CSUB and BC staff work collaboratively in providing CSUB Onsite Admission Days twice a semester. One of the significant outcomes of these community college partnerships has been the increase transfer students’ interest in Science, Technology, Math and Engineering (STEM) fields and better prepared STEM majors for transfer to CSUB. Staff provide prospective and current STEM students with personalized admission information, academic counseling in General Education, and STEM major degree requirements.

**Plans to Sustain Progress:** The On-Track for Success Committee consisted of two groups – Academic Advising and Technology. The Advising group focused on student-based interactions, activities, and data leading towards identifying and intervening with an at-risk student. The Technology group focused on the available resources, tools, data repository and distribution, methods of tracking, and training gaps to support the development of the Early Alert and Intervention Plan. The following are some of the “On-Track for Success” strategies that were identified and implemented to increase student persistence and graduation rates.

- Strengthened Kern High School District (KHSD) Partnership to increase number of college-ready students.
- Enforced Early Start/Late Start Programs (initially launched at CSUB in 2007; now mandated by CSU for all campuses).

- Developed Early Intervention Program (incl. Intrusive Advising).
- Established Student Success Measures.
- Targeted programs for students identified as “high-risk”.
- Academic Advising, Monitoring and Tracking Systems (e.g., GradesFirst).
- Facilitating Graduation Initiative.
- Senate Resolutions to support Student Success.

The Committee focused on developing an early intervention plan to:

- Increase retention of first year freshmen and;
- Improve the academic success of CSUB’s “at-risk” students. The Committee also developed a definition of “at-risk” as well as identified the data used for the definition. The proposed CSUB “at-risk” student definition was discussed and was supported by research data provided by the Office of Institutional Research, Planning and Assessment (IRPA). An incoming Fall student is determined to be “at-risk” using three data points that are available: High School GPA, English/Math Remediation Status, and, scores in the College Student Inventory (CSI).

The scores on the CSI focus on three areas:

- College Dropout Proneness,
- Predicted Academic Difficulty, and,
- Work Hours.

The adopted definition of an “at-risk” student is “An incoming freshman student needing remediation in English, math, or both; or having below a 3.10 GPA from high school, or a CSI score of 7 or above in the areas of dropout proneness, predicted academic difficulty, and work hours.” Therefore, any student meeting two or more of these criteria is identified as “at-risk” and participate in the Early Intervention Plan.

Effective academic advising and monitoring is another key contributing factor toward improving student success, retention and graduation and is another strategy CSUB has used to keep students on track for graduation. Based on recommended staffing level standards provided by the NACADA 2011 National Survey of Academic Advising, a proposal was approved to hire additional staff academic advisors to better advise, track and monitor student progress and facilitate graduation. The proposal included steps to design, plan, implement and coordinate academic advising strategies, initiatives and activities through a core of knowledgeable, experienced Academic Advising Coordinators assigned to each of the schools and the Academic Advising and Resource Center. This plan would ensure consistency in academic advisor roles, advising strategies, programs and initiatives facilitated by formal academic advisor training. Students identified as “at-risk” who participate in the Early Intervention Program receive one-on-one, customized advising. Other activities include placement into an Early Start Course(s), auditing of their schedules to ensure appropriate course enrollment based on placement, requirements and risk; placement into specialized CSUB 101 Learning Communities that focus on identified needs, regularly scheduled meetings with an academic advisor, monitored “mandatory” attendance at appropriate Student Success Workshops and tutoring/study hall. Monitoring and tracking support is provided through technology (including advising appointments, advisor notes and a means to communicate with students (e.g., GradesFirst, Hobsons, Pyramid Analytics, and eAdvising College Scheduler). CSUB has also focused on advising and graduating “Super Seniors” with 200+ units.

Early Start (ESP) continues to be a high impact practice for CSUB. ESP was first offered to students at CSUB seven years ago and was designed to provide students with multiple opportunities to address remediation the Summer prior to their first quarter at CSUB. Two-week sessions are offered beginning in mid-June and run until late August. Each session runs Monday-Thursday, four hours/day and are offered in the morning and afternoon to better accommodate students' schedules. Due in part to CSUB's success, the program was mandated across the system by the CSU Board of Trustees in 2010 and requires incoming first time freshmen who do not demonstrate readiness for college-level math and/or English to begin remediation during the summer before coming to the CSU.

CSUB's enrollment growth has included an increase in transfer students, primarily from our 5 feeder community colleges – Bakersfield, Taft, Cerro Coso, Porterville, and Antelope Valley. Because there is a shared responsibility for the success of transfer students, these partner campuses have provided dedicated transfer student advising centers where CSUB Transfer Specialists provide onsite advising services to their student. CSUB staff also provide additional support in the admission application process and host financial aid workshops to ensure a smooth transition to the university. CSUB and BC staff work collaboratively in providing CSUB Onsite Admission Days twice a semester. One of the significant outcomes of these community college partnerships has been the increase transfer students' interest in Science, Technology, Math and Engineering (STEM) fields and better prepared STEM majors for transfer to CSUB. Staff provide prospective and current STEM students with personalized admission information, academic counseling in General Education, and STEM major degree requirements.

Enrollment growth has been, and will continue to be, impacted by the Student Transfer Achievement Reform Act (SB 1440 – Padilla) signed into legislation on September 29, 2010. A California Community College student who has earned the Associates in Arts degree for Transfer (AA-T) or the Associate in Science degree for Transfer (AS-T) will be granted priority admission to the CSU into a similar baccalaureate (BA) degree program with a guarantee of junior standing as long as the student meets all prescribed admission requirements. Once admitted, the student will only be required to complete 90 additional prescribed units to qualify for the similar baccalaureate degree. Because CSUB is one of the CSU campuses that is not impacted, many of these qualified students are being redirected to our campus. To ensure that each student with a transfer degree is able to complete their degree within 90 quarter units at CSUB, students must meet with an appropriate transfer academic advisor to create an individual educational roadmap that outlines how this can be achieved. These students are tracked to ensure successful completion of the program. All transfer students are assigned to an academic advisor within the student's major area with an early focus on confirming or further refining a written academic plan. In the future, we will be developing an Orientation program tailored specifically for transfer students, including segments that address concerns such as transfer of credit, finances, major-related internships, and meaningful work experiences. We also plan to provide programs beyond the usual classroom and advising services that connect transfer students to faculty, staff, and native students within academic or co-curricular interest areas. Transfer students are encouraged to use all academic support services available (e.g., tutoring, MyWritingLab, etc.). Academic advising, monitoring and tracking systems are in place for monitoring the retention and graduation rates of transfer students.

## California State University, Long Beach

**Original Commitment:** Our chief initial commitment was and is to produce 4,400 more baccalaureate graduates by 2025 over the number expected from our baseline graduation rate.

**Progress Made:** We have already increased the number of graduates by 884 compared to baseline in just two years. This is about 20% of our 10 year goal. We won a \$24 million BUILD grant from the National Institutes of Health to strengthen our preparation of biomedical STEM undergraduates. This work is well underway. We increased our enrollment target about 2.9% in the past two years, which creates access for about 1,200 additional freshmen and transfers. We are also investing heavily in innovative pedagogies such as flipped and hybrid and online instruction that have the potential for increasing capacity at reduced cost.

**Plans to Sustain Progress:** We have institutionalized our change process with the Highly Valued Degree Steering Committee and with subcommittees on Time to Degree and on Reimagining the First Year. We are engaged in a close, active partnership with our local community college and school district. We are very advanced in implementing electronic tools such as e-advising, degree planners, and predictive analytics. We increased our enrollment target about 2.9% in the past two years, which creates access for about 1200 additional freshmen and transfers. We are also investing heavily in innovative pedagogies such as flipped and hybrid and online instruction that have the potential for increasing capacity at reduced cost. The increase in enrollment is permanent unless state funding falters. We have invested heavily in leadership, staffing, and infrastructure for digital learning.

## California State University Long Beach (CSULB) Long Beach Unified School District (LBUSD), and Long Beach City College (LBCC)

**Original Commitment:** 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.

- 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.

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.

**Progress Made:** The Long Beach College Promise is already producing results in terms of increased graduation rates. At Long Beach City College, the goal is to increase the three-year associate degree attainment rates from 2% to 15%. For students participating in the College Promise Pathways program, they are on track to complete at a rate of 14%. At Long Beach State University, the goal is to increase by 5% the six-year bachelor's degree attainment rate for freshman to 65% by 2020. Based on current increases in the six-year graduation rate, the partnership is on track to meet this goal too.

Over 63,000 Long Beach Unified students have taken the Long Beach College Promise pledge, and thousands more do so each year. That pledge, along with other preparation tools listed below, is increasing the college readiness of students. Improved counseling is an integral part of encouraging preparation and seamless transition for students between institutions. In high school, students are encouraged to participate in advanced placement courses and are now being provided significant amounts of financial aid to assist with advanced placement exams. For example, Long Beach Unified School District has changed the exam fee from \$90 to \$5 through grant funding from the State of California. This resulted in a 20% increase in advanced placement exam takers in 2015.

Upon entering Long Beach City College, students within the Promise Pathways cohort are provided additional counseling through the development of educational plans and receiving early alerts on progress weaknesses. These efforts should lead to increased retention and completion rates, thus increased transfer rates to Long Beach State University.

**Plans to Sustain Progress:** Increasing completion and graduation rates is the primary metric that ensures success within the Long Beach College Promise. The partners will continue to focus efforts on completion/graduation through the tuition assistance, increased counseling systems, and constant communication and coordination among the partner institutions.

Part of college readiness is creating a college-going culture. In order to do this, students are asked to make their own promise to attend college in the 6th grade through a pledge form. This pledge follows college tours of Long Beach City College in the 4th grade, and of Cal State Long Beach in the 5th grade.

A key measure to determine college readiness upon high school graduation is assessment in math and English. In order to best determine college readiness, the Long Beach College Promise has implemented Promise Pathways, which creates a mechanism to assess students' skills through a variety of elements instead of just placement exams. Those elements include exams, prior course work, internships through the "Linked Learning" model, and concurrent enrollment in college courses while still in high school.

Through all the elements of the Long Beach College Promise, the ultimate goal is additional college access and completion. This is occurring through increased outreach and counseling, more affordability through a free first year of tuition at Long Beach City College, priority registration and additional coaching, and more efficient access and progress by designing curriculum/career pathways. Future reporting will be able to capture detailed data on student progress within the Long Beach College Promise program.

## California State University, Los Angeles

**Original Commitment:** In 2014, California State University, Los Angeles, committed to increasing the number of STEM degrees awarded to underrepresented minorities. Cal State LA serves as a gateway to higher education in East LA where over 95 percent of residents are Hispanic and more than 25 percent live below the poverty line. More than 70 percent of our students are underrepresented minorities. The enrollment of freshmen in STEM majors has more than doubled, making improvements in STEM retention and graduation rates a priority.

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 comprehensive first-year experience for students, including a 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 individualized comprehensive developmental advisement plans for each student. 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, Biology faculty have recently launched course redesign projects for their gateway introductory 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.

**Progress Made:** Cal State LA has improved its graduation rates for freshmen and transfer students. In 2012-2013, the university awarded 3,435 degrees, 49% (1676) were awarded to under-represented students (URM). In 2014-2015 (the last year for which we have complete data), we awarded 3,902 degrees—an additional 476 degrees (a 14% increase). The gain for URM students was even greater. We awarded 2,235 degrees to URM students in 2014-15, a 33.4% increase that resulted in an additional 559 URM students earning degrees.

These gains are even more impressive as they occurred during a period of dramatic budgetary declines. They reflect increases in retention and graduation rates. In 2008, only 74% of Fall 07 freshmen returned for their second year, by 2009 that increased to almost 83% and, for Fall 14 freshmen, is now at 84%. Graduation rates have similarly increased. Only 37% of Fall 05 freshmen graduated in six years, but almost 46% of Fall 2009 freshmen graduated. We graduated 459 of our Fall 05 freshmen and 851 of our Fall 09 freshmen—awarding an additional 392 degrees.

The news is similarly good for transfer students. While only 58% of Fall 07 transfer students completed their degrees in four years, over 62% of Fall 09 transfer students did, and last year, we awarded more than 71% of Fall 11 transfer students their degrees. We graduated 1062 of our Fall 09 transfer students by 2013 and 1,699 of our Fall 11 transfers by Fall 2015—a gain of more than 600 degrees.

Cal State LA has recently seen significant improvements in first year retention rates for freshmen, including STEM students from under-represented backgrounds (URM). Only 64% of Fall 08 STEM URM freshmen persisted into the second year. We have made substantial improvements since then and 75% of Fall 13 URM STEM freshmen and 79% of Fall 14 STEM URM freshmen returned for their second year. What makes this increase even more remarkable is that enrollment increased significantly during the same period—there were 227 additional URM STEM freshmen in Fall 14—so the gain in real

numbers is quite substantial. We retained 375 Fall 14 URM STEM freshmen, effectively retaining 72 additional students than we would have at the Fall 08 retention rate.

We have seen similar increases in STEM degrees awarded. In 2012-13, we awarded 140 STEM degrees to URM students. In 2014-15 (this is the last year we have complete data for), we awarded 244 STEM degrees to URM students, a more than 74% increase. Some of the gain is attributable to enrollment growth, but we also saw an increase in STEM graduation rates. Only 30% of Fall 05 Natural Sciences students earned degrees within 6 years, but 40% of Fall 09 Natural Sciences students earned degrees. Only 38% of Fall 05 Engineering students earned degrees within 6 years, this improved more than seven points for Fall 09 Engineering students (45%), while the size of the cohort increase by 74 students.

**Plans to Sustain Progress:** California State University, Los Angeles, serves one of the largest populations of under-represented, low income and first generation students in the CSU system. With close to 28,000 students, we are acutely aware of our responsibility to produce more college graduates. We have implemented a series of initiatives to accomplish that, including student-centered enrollment management, strategic budgeting, comprehensive and proactive academic advising, improved student services, course redesign to improve student learning, and curricula reform. With recent investments in senior leadership for resource planning and enrollment services, we are improving access to the courses needed to make timely degree progress and to strengthening enrollment services.

We recently hired new staffing to ensure that every college has a director of Student Success & Academic Advising on their leadership team. These professionals will work together with faculty and staff professional advisors in their colleges using data provided by new electronic advisement tools to implement early alert and intrusive advisement strategies and mandatory advisement for all students at specific milestones in their academic careers. Each college will draft an advising plan detailing how certain expectations will be met: first-year advising for new students, advising interventions for students identified as off track, and regular degree progress checks for majors. We will also invest considerably in new eAdvising tools to enable this work (for example, the Education Advisory Board's Student Success Collaborative and Degree Planner).

The Center for Effective Teaching and Learning has several initiatives directed at improving student learning and course completion. Faculty Learning Communities devoted to implementing innovative pedagogical approaches to ensure active learning have focused on integrating technology, flipping the lecture model, using peer mentors, and restructuring assignments and faculty feedback. We recently partnered with ACUE to pilot an online faculty development program composed of 27 modules designed to help faculty develop engaged pedagogies and teaching strategies focused, in particular on part-time faculty. A recent assessment of these programs demonstrated clear improvement in course grades and course completion.

The conversion from quarters to semesters (effective Fall 2016) facilitated a lot of curricula reform. The university will implement a new general education program in the fall, focused on student writing and civic engagement. Many departments used this opportunity to streamline or modernize their curricula, embedding more experiential learning opportunities. Results to date have been promising. Efforts for the near future will continue to focus on enrollment management, student services, academic advising and student learning.

## California State University Monterey Bay (CSUMB)

California State University Monterey Bay (CSUMB) in collaboration with Hartnell College, Salinas, CA; President Willard Lewallen.

**Original Commitment:** California State University Monterey Bay, (CSUMB) makes a commitment to increase STEM graduates by 20 percent by participating in a special Computer Science (CS) 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.

The CS-in-3 program is developed as a collaboration between CSUMB and Hartnell as an opportunity for students to take advantage of a low-cost 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 with a networking concentration. In addition to improved retention, completion, and time to degree, CS- 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.

**Progress Made:** Our first CS-in-3 cohort with Hartnell College is approaching graduation. We expect the following results:

For our first CS-in-3 cohort, we started with 32 students. We still have 27 engaged in the CS program, and 22 are likely to graduate in SP16 (1.5 year transfer rate): 68%. 3 more on schedule to graduate in FA16: 78% 2 more on schedule to graduate in SP17: 84%. These rates are more than twice the institutional 2-year transfer graduation rate. Our overall 2-year transfer graduation rate has risen 10% since 2014. Our overall 6-year freshman graduation rate has increased 17% since 2014

**Plans to Sustain Progress:** We have admitted two additional cohorts, one of which has transferred to CSUMB in January 2016. A fourth cohort is being readied now for admission to Hartnell College in Fall 2016. Based on the program we have built with Hartnell College, we are exploring a similar agreement with Monterey Peninsula College, another feeder school for CSUMB. Additionally, we have taken elements of the program and expanded them to serve some of our native computer science majors in the hopes of increasing graduation rates. We believe both of these efforts will allow us to meet our target of a 20% increase in computer science graduates by 2025.

The computer science programs at CSUMB and Hartnell College have partnered with the CSUMB math department to hold math summer programs for rising 9th graders and 12th graders in the Salinas Valley. These efforts will improve college readiness for all STEM majors.

## California State University Northridge

**Original Commitment:** 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 by 2019 and an 8 percent increase in 4-year STEM graduation rate by 2021.

**Progress Made:** CSUN's Developmental Math Program partners with the Colleges of Science and Mathematics, and the College of Computer Science and Engineering to enroll approximately 200 of CSUN's first time freshmen STEM majors who need remediation into college credit mathematics courses in their first semester. During a six-week course of assessment, practice, and placement, each student's learning is guided by a blend of smart technology and culturally sensitive in person instruction.

BUILD@CSUN (now BUILD PODER, Building Infrastructure Leading to Diversity; Promoting Opportunities for Diversity in Education and Research) has trained 51 undergraduate biomedical underrepresented students in its first year through a JumpStart program to learn the basics of research and to understand the role of social processes in science through Critical Race Theory. Students taking advanced methods courses, work with faculty who are active in research, and present their mutual research at undergraduate and professional conferences. By the end of the Spring 2016 semester, we will have trained over 100 faculty members to be more conscious and active in empowering their students to identify research questions. In 2016-2017, the program will enroll up to 130 sophomores and juniors.

The AIMS2 program has supported an increase of 10 percentage points in the Hispanic and/or Pell grant recipient, transfer student three year graduation rate in engineering and computer science at CSUN.

These initiatives support the cutting the achievement gap in half and increasing the graduation rates for STEM majors by 6% for the class of 2019.

## California State University, San Bernardino

### **Original Commitment:**

Goal: increase the number of graduates by 25% in five years to nearly 800.

Actions:

- 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;
- an examination of the RPT process to facilitate changes that better support/reward/evaluate effective teaching;
- collaborating with the CSU Chancellor's Office to facilitate similar projects on a number of the other 22 CSU campuses.

Done in the sense that I was part of the STEM Education Task force that created a proposal for a statewide STEM Education Institute, the proposal has been approved, at least informally, by the CSU Presidents. The Institute is being sponsored by East Bay and San Bernardino.

**Progress Made:** Our goal was to increase the number of graduates by 25% in five years to nearly 800. The ultimate outcome came to be that our projected number of graduates from the College of Natural Sciences for 2015-2016 is 803.

- A course redesign institute for 12 STEM faculty members each year for three years;
- The first course redesign institute began in summer 2015 and will end in summer 2016. Fourteen faculty members are participating in the institute.
- The integration of EBTP into the two year orientation of new faculty members;

- An EBTP component, in the form of an institute, was added to new faculty orientation beginning in January 2016. Seven new faculty members from CNS are participating.
- An examination of the RPT process to facilitate changes that better support/reward/evaluate effective teaching;
- Six of the CNS departments have developed or are developing department level reappointment, tenure and promotion guidelines; of these three have received final approval and are in effect.
- Collaborating with the CSU Chancellor's Office to facilitate similar projects on a number of the other 22 CSU campuses.

The CNS Dean served on the system wide STEM Education Task force that created a proposal for a statewide STEM Education Institute, the proposal has been approved, at least informally, by the CSU Presidents. The Institute is being sponsored by CSU East Bay and CSU San Bernardino.

## Carnegie Foundation for the Advancement of Teaching

**Original Commitment:** The Carnegie Foundation for the Advancement of Teaching is committed to transforming mathematics from a gatekeeper to a gateway and in so doing to dramatically increasing the number of students who are able to successfully complete their college and career goals. In order to achieve this, Carnegie, working together with a network of practitioners and researchers from across the country, has developed two new math pathways – Statway and Quantway – that change what and how students learn. Statway and Quantway routinely achieve triple the success rate of the traditional system in half the time. For students of color, the increases are even greater.

Given the significant impact of this program, which is currently in place at more than 50 institutions in 14 different states, we must make this opportunity available to even more students. By partnering with the State University of New York and in working with leadership organizations in the state of California, we are learning how to institutionalize these programs state- and system-wide so that they become the default way that students learn math. Over the next three years, we will triple the number of institutions involved and enroll ten times as many students per year. That is, by 2019, more than 70,000 students per year across 150 institutions of higher education will no longer be waylaid by the status quo, and instead will have a real opportunity to learn and succeed in mathematics through Statway and Quantway and the resulting ability to continue in their education and careers.

**Progress Made:** Over the past year the Carnegie Foundation has formed a partnership with the State University of New York with the goal of dramatically increasing college completion, in part by addressing the alarmingly high failure rates in mathematics through the implementation of Statway and Quantway. SUNY has committed to bringing the Pathways to all 30 of its community colleges over the next three years, to implementing these programs at scale on their campuses, and in doing so serving more than 20,000 students per year. In partnership we are learning what is required to transform an entire educational system - from faculty governance and advising to institutional leadership – in order to create and sustain a new approach to learning and teaching. What we learn with our partners in New York has the power to transform systems across the country.

At the same time, we have worked with state policy leaders and institutional leaders across the higher education systems of California to create the enabling conditions for spreading Statway and Quantway. Articulation of these programs from 2-year to 4-year institutions had been a major hurdle to their expansion. Recent decisions by the University of California and the California State University systems now support transfer. Additionally, new funding in the state budget specifically supports community

colleges to implement and scale evidence-based practices like Statway and Quantway. This confluence of conditions makes it possible for Statway and Quantway to grow and thrive as ground-up, faculty-led initiatives – a key aspect of their long-term sustainability.

**Plans to Sustain Progress:** Statway and Quantway have strong evidence of success. However, to be effective in terms of helping a significant number of students, it is not sufficient for these programs to be offered as mere pilots in a handful of institutions. Instead, these programs must become institutionalized as the new default for how students encounter and learn mathematics. Toward that end, we are focusing our learning in two very different educational ecosystems – the more centralized SUNY system and the very loosely federated set of community colleges in California - to learn what is required in very different contexts to spread and scale innovation. As we learn from these two contexts we are identifying, prioritizing, and supporting additional institutions and systems to implement Statway/Quantway at scale.

Examples include: University of Wisconsin – Milwaukee, in which more than 20% of developmental math students enroll in Quantway; and LaGuardia Community College in which currently 50% of developmental math students enroll in Statway. Such expansion will inevitably lead to a tipping point in which these programs and others like them become the default for mathematics education nation-wide.

The Statway/Quantway programs are evolving to meet the needs of institutions as they scale. Most notably, we have developed a national network of mentors to support faculty across the country, and a regional model of faculty professional learning. Perhaps most importantly, leaders within the network itself have emerged to define and guide the future direction of the Pathways program as it continues to improve to support institutions at scale.

## Center for Companies That Care

**Original Commitment:** Center for Companies That Care commits to contributing to 2,235 additional graduates by 2020, and a total of 12,660 graduates by 2025.

Companies That Care will contribute to an additional 2,235 low-income minority students and students with disabilities who will earn four-year college degrees by 2020, with 1,700 of those students being low-income, first-generation, minority college students (and not just the cream-of-the-crop -- Companies That Care's programs are non-selective, accepting students from across the academic spectrum); the remaining 535 will be students with "invisible differences", disabilities that are not immediately apparent to the eye, such as Autism Spectrum Disorder, ADHD, mental health issues, and learning differences.

Companies That Care has provided college graduation programs since 2007 for vulnerable student populations who studies show are much less likely to earn degrees, and made a commitment to the White House in December 2014 to increase the number of college degrees earned by low-income, minority, first generation college students as well as students with special needs in the Chicago metro area. Center for Companies That Care remains committed to increasing the number of students who earn college degrees by 2020 and 2025, first in the Chicago area, and eventually across the nation when the program is scaled and replicated with fidelity nationally.

**Progress Made:** We expanded our college completion programs, serving 1,850 students:

AIM HIGH, a long-term, holistic, inclusive, structured college access, persistence, and graduation program built low income minority students' college success skills and social capital, and provided evidence-based high school-to-college graduation pipeline supports and experiences for 250 Chicago Public School students (9th graders-college seniors) plus 375 family members.

INVISIBLE DIFFERENCES served 150 students with special needs, plus their parents and high schools to increase the likelihood of college persistence and entry into a fulfilling career.

March to College ARCH promotes college completion for 1,200 K-12 students via a college fair and games plus a fun run.

FAST TRACK THROUGH COLLEGE: A COLLEGE SIMULATION attendance increased by 100%; 200 12th graders experienced the social, financial, and academic situations they will likely encounter through a half-day interactive game led by college students and young professionals.

SUMMER STRETCH & STEM INSTITUTE provided classes and internships for 50 students. They visited and learned about different careers, earned STEM certifications and gained work experience to build their resumes and remain engaged academically, professionally, and socially over the summer.

Key indicators and current data: 100% persistence in high school and 84% in college; 100% high school and 89% 6-year college graduation; 100% college acceptance and 95% college enrollment with 78% at selective, or more/most selective schools; 100% of School Administrators who chaperoned students at the College Simulation said it was a worthwhile learning opportunity and would recommend it to other schools. Too many indicators are tracked to list here.

**Plans to Sustain Progress:** We are on-target—right where we expected to be in 2015-16. We continue to expand the number of students served by each of our programs by recruiting students from currently partnering schools, add new schools, reach out to new audiences, and implement new strategies to promote college persistence and graduation.

In addition to the relationships we have with schools, we continue to seek relationships with new partners whose students would benefit from our unique programs. To the best of our knowledge, we are the only college access, persistence and success program for students with neurobehavioral disabilities, learning disabilities and mental health disorders. College graduation rates for this group lag far behind their non-disabled peers. To expand nationwide, we talked with Eric Waldo and his team at Reach Higher to brainstorm ways that we can collaborate with other organizations and/or support Reach Higher's college counselor trainings by providing the Invisible Differences' competencies for counselors who work with students with disabilities, plus conduct a College Simulation just for counselors.

First generation students are typically the children of employed parents. Therefore, we have begun reaching out to manufacturing employers. Companies That Care now provides college graduation programming for the teenage children of employees. Magid Glove, a Chicago manufacturer, has a large, but mostly high-school educated workforce. Their children are low-income, and will be the first in their families to graduate from college.

After School Matters touches 30,000 Chicago high school students; over half of them participate in arts programs. ASM isn't a college access or graduation program. We follow and support ASM's high school students through college. We designed AIM High for Actors for ASM's acting students. AIM High for Actors helps low-income students pursue theater degrees.

Added Persistence and Graduation Strategies:

1. Emergency Fund: Given the rise in unexpected college fees not covered by financial aid packages, we created an emergency fund. For less than \$3,000 AIM High was able to keep five students in college this year who would have otherwise dropped out and never returned.

2. Family Engagement – We encourage parents/guardians to attend the College Onboarding Colloquium that we run for students during the summer before their Freshman year in college. By introducing parents to potential college pitfalls and discussing how we can help students overcome them, we have increased the number of students who call us for help. This enables us to problem-solve before the student drops out.

3. Support for at least 4 Years -- We learned that we can work with students, even starting as late as senior year in high school and follow them through college to improve the likelihood they will earn a college degree. The key is to stay in close touch throughout college. Returning Sophomore year is an inadequate persistence metric and not a good indicator of college graduation.

## Center for Companies That Care

**Original Commitment:** Center for Companies That Care commits to contributing to 2,235 additional graduates by 2020, and a total of 12,660 graduates by 2025.

Companies That Care will contribute to an additional 2,235 low-income minority students and students with disabilities who will earn four-year college degrees by 2020, with 1,700 of those students being low-income, first-generation, minority college students (and not just the cream-of-the crop -- Companies That Care's programs are non-selective, accepting students from across the academic spectrum); the remaining 535 will be students with "invisible differences", disabilities that are not immediately apparent to the eye, such as Autism Spectrum Disorder, ADHD, mental health issues, and learning differences.

Companies That Care has provided college graduation programs since 2007 for vulnerable student populations who studies show are much less likely to earn degrees, and made a commitment to the White House in December 2014 to increase the number of college degrees earned by low-income, minority, first generation college students as well as students with special needs in the Chicago metro area. Center for Companies That Care remains committed to increasing the number of students who earn college degrees by 2020 and 2025, first in the Chicago area, and eventually across the nation when the program is scaled and replicated with fidelity nationally.

**Progress Made:** We expanded our college completion programs, serving 1,850 students:

- Aim High: a long-term, holistic, inclusive, structured college access, persistence, and graduation program built low income minority students' college success skills and social capital, and provided evidence-based high school-to-college graduation pipeline supports and experiences for 250 Chicago Public School students (9th graders-college seniors) plus 375 family members.
- Invisible Differences: served 150 students with special needs, plus their parents and high schools to increase the likelihood of college persistence and entry into a fulfilling career.\
- March to College: Promotes college completion for 1,200 K-12 students via a college fair and games plus a fun run.
- Fast Track Through College- A College Simulation: Attendance increased by 100%; 200 12th graders experienced the social, financial, and academic situations they will likely encounter through a half-day interactive game led by college students and young professionals.
- Summer Stretch & Stem Institute: Provided classes and internships for 50 students. They visited and learned about different careers, earned STEM certifications and gained work experience to build their resumes and remain engaged academically, professionally, and socially over the summer.

Key indicators and current data: 100% persistence in high school and 84% in college; 100% high school and 89% 6-year college graduation; 100% college acceptance and 95% college enrollment with 78% at selective, or more/most selective schools; 100% of School Administrators who chaperoned students at the College Simulation said it was a worthwhile learning opportunity and would recommend it to other schools. Too many indicators are tracked to list here.

**Plans to Sustain Progress:** We are on-target -- right where we expected to be in 2015-16. We continue to expand the number of students served by each of our programs by recruiting students from currently partnering schools, add new schools, reach out to new audiences, and implement new strategies to promote college persistence and graduation. We have new targets to access underserved students. In addition to the relationships we have with schools, we continue to seek relationships with new partners whose students would benefit from our unique programs.

To the best of our knowledge, we are the only college access, persistence and success program for students with neurobehavioral disabilities, learning disabilities and mental health disorders. College graduation rates for this group lag far behind their non-disabled peers. To expand nationwide, we talked with Eric Waldo and his team at Reach Higher to brainstorm ways that we can collaborate with other organizations and/or support Reach Higher's college counselor trainings by providing the Invisible Differences' competencies for counselors who work with students with disabilities, plus conduct a College Simulation just for counselors.

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**Original Commitment:** In 2014, Central Michigan University prioritized two Commitments to Action: 1) Strengthen STEM education and 2) Improve access to highly-trained school counselors. In the area of STEM, specific action plans for strengthening STEM education included: design and scaling of on-campus discovery experiences for rising 7th graders in science, technology, engineering, arts and math (STEAM). Camp Central for College Candidates (CCCC) has created opportunities for underserved students to discover college/career opportunities and envision their academic/employment future. CMU continues progress toward its commitment to expand STEAM partnerships with charter public schools and traditional public schools; which include tracking of college admissions, college attendance, indicated interest in (STEAM and non-STEAM areas of study) to further inform the project.

In the area of Counselor Education, CMU's commitment to improve access to highly-trained school counselors involved collaboration with Michigan's College Access Network to expand offerings for both new and practicing school counselors with the following action plans: Develop, offer, and require a core component graduate course that specifically prepares school counselors in understanding Career and College Readiness (CCR); Develop and offer an online professional development course for in-servicing 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.

**Progress Made:** In collaboration with Michigan College Access Network (MCAN), Central Michigan University (CMU) continues its work to expand course offerings for both new and practicing school counselors. In 2015-16, CMU added two new counselor education faculty members who are invested in providing CCR opportunities for Michigan youth. CMU's progress to help prepare secondary 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 continues. Progress-to-date on CMU's action plans includes: 1) CMU received grant funding through MCAN and developed a course (CED-615 Postsecondary Planning for School Counselors) which 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 course. 2) Collaborations with the Governor John Engler Center for Charter Schools have focused on the professional development needs of school counselors in charter schools, increasing their capacity and impact. An additional fixed term faculty member was hired to specifically address this opportunity, to begin June 2016. 3) Increased graduate assistant and student worker support was allocated to provide faculty with the resources needed to develop and launch these programs.

In 2015, Camp Central for College Candidates expanded its collaboration with other university partners and shifted the program to include more cross campus synergies and academic departments to offer STEAM education enrichment, leadership education, career explorations and diverse experiences among the camp staff. Camp mentors represented multiple disciplines and campus involvements and faculty and staff from various departments and academic colleges assisted with STEAM sessions, camp mentor training, and other camp related activities. The program received a \$20,000 sponsorship donation from the Skilling and Andrews Foundation that helped fund a 3-day on-campus experience for 150 rising 7th grade students (46% female) from 8 underserved, charter school communities in Flint and Detroit and a CMU Native American Mentor Program. Program evaluation surveys of students and parents reported high levels of satisfaction (90% loved or really liked camp) and expressed intent to go to college (94% definitely or very likely plan to attend college). The following new partnerships include: Total of 8 Charter Schools (Flint and Detroit); CMU Nijjkewehn Native American Mentoring program; Great Lakes Bay Region Alliance STEM Network of K16 public schools/colleges/universities; Local Flat Mountain

Mechanics FIRST Robotics Team; and Dow Chemical Corporation. Through CMU's newly formed Center for Excellence in STEM Education (CESE), more offerings have been provided to strengthen STEM teaching and provide opportunities for middle school students. In 2015, CESE conducted a summer institute for 50 teachers and launched a STEM Education Scholars program for 11 teacher education students.

## City University of New York (CUNY)

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

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.

**Progress Made:** The City University of New York (CUNY) is committed to raising graduation rates in its associate programs by scaling several successful programs and strategies. The key driver is CUNY's plan to increase enrollment in Accelerated Study in Associate Programs (ASAP), a program first established in 2007 and now in place at 9 CUNY colleges. ASAP combines a number of features, including intrusive advisement, required full-time attendance, block scheduling, tutoring, and financial support to create a highly effective matrix of support. To date the 3-year graduation rate for ASAP participants is 53% compared to 23% for a comparison group and 16% for urban community colleges nationally. Between fall 2014 and fall 2014 CUNY scaled up ASAP from 4,240 to 6,331. Anticipated enrollment for the 2016-17 academic year is 8,016.

Along with ASAP expansion CUNY has focused on improving outcomes in remedial education to raise graduation rates. In the CUNY Start Program, students with deep remedial needs defer matriculation for a semester to take intensive instruction in their area of need. A second program, Math Start (formerly Summer Start) will be offered in 8-week cycles year round to support fall and spring entrants. A total of 1,000 students will be served in FY 2017, 2,000 in FY 2018, and 4,000 in FY 2019. CUNY has also



encouraged its community colleges to offer students alternatives to convention elementary algebra if they plan to pursue a major that does not require advanced mathematics. Several CUNY colleges have adapted the Quantway and Statway models, accelerating student progress through remedial sequences and raising success rates after completion of remedial instruction. In academic year 2014-15 Borough of Manhattan Community College enrolled almost 900 students in Quantway, and 556 students enrolled in LaGuardia Community College's course modeled on Statway. Success rates in these courses are substantially higher than in the regular course sequence leading through elementary algebra.

**Plans to Sustain Progress:** CUNY is committed to maintaining its progress toward raising graduation rates well beyond 2025. With the necessary funding already in place (at least \$84 million when fully scaled up), the ASAP program is on track to enroll 25,000 students by 2018-19. At that time, ASAP enrollees will comprise 22% of first-time freshman associate students. We project that due to the impact of CUNY's ASAP program alone, the CUNY-wide 3-year graduation rate will rise from 12% to about 21% for each entering cohort, an increase of about 1,700 degree recipients per entering cohort. In addition, beginning fall 2017, the program will be expanded to include all eligible students at a single college—Bronx Community. Planning for this project is well advanced, involving a cross-functional team with deliverables from all units of the college. Last fall ASAP was introduced for the first time to a four-year college—John Jay College of Criminal Justice—with an initial cohort of 262 students. Finally, with additional support from New York City, the CUNY-wide program will recruit a growing percentage of STEM students, increasing this percentage from 29% in spring 2016 to at least 33% by 2018/19. Because evaluations of ASAP show that the program has been especially effective for students from racial groups that are under-represented in higher education, CUNY anticipates that, over time, racial gaps in educational attainment for students who begin in associate programs will diminish.

In the past year, CUNY's commitment to improving outcomes in remedial education has become even deeper. In fall 2015, Executive Vice Chancellor Vita Rabinowitz established a Task Force on Remediation and charged it with a comprehensive review of CUNY's policies related to placement of students, standards for exiting remedial instruction, and the alignment of remedial curricula, particularly in mathematics, with intended field of study. It is anticipated that the work of the Task Force will at a minimum further incentivize colleges to place students more accurately, create more options for students who require remedial instruction, and enhance support for students who are not yet well prepared for credit-bearing course work. Better success in remedial instruction will lead to higher graduation rates.

Looking forward to 2025 and beyond, CUNY will have in place a number of robust options to prepare students for college and speed their progress to degree completion. Advisors will help students choose from among self-paced instruction CUNY Start, Math Start, Summer Immersion (intensive 5-week summer and winter courses that compress remedial instruction), and ASAP. Tutoring and other forms of support will be available to support students in challenging courses from high school well into the student's academic career at CUNY.

## College Advising Corps (CAC)

### **Original Commitment:**

- 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 adviser at least once

**Progress Made:** Since submitting our commitment to improving school counseling in 2014, College Advising Corps has selected, hired, trained, and placed two cohorts of near-peer college advisers for a year of full-time service in underserved high schools. Additionally, CAC is embarking on year two of an innovative eAdvising initiative utilizing technology to connect advisers and high school students. In the 2014-2015 year, 456 in-school advisers served 136,800 students in person, and eAdvisers served 1,000 students throughout the nation. In the 2015-2016 academic year, 517 in-school advisers serve 160,000 students in 14 states, and 15 eAdvisers serve 5,163 students across 20 states. Both in-school and eAdvisers completed rigorous pre-service and in-service training to add college counseling capacity to school counselors' sizable caseloads. This training includes a "college match and best fit" advising model that builds knowledge among students and their families about college choice, the college application process, financial aid, and the concept of best academic match. CAC's college match model seeks to increase the rate at which students apply to, are admitted to, enroll, and persist in colleges that fit their academic profile and meet their financial and personal needs. Advisers track student activities and milestones (our key performance indicators) on the pathways to explore, apply, and enroll in postsecondary institutions of best fit. An external analysis has found that students served by CAC persist at a rate of 74% from their first to second year of college. Low-income students tend to persist at only 67% compared to the national average of 72%. CAC's model bridges the gap between high school and college by partnering with public school systems and institutions of higher education to support students in their journeys to and through college.

CAC partner universities share a commitment to increasing the number of low-income, first-generation college, and underrepresented students who succeed in post-secondary education, and thus commit both staff and resources to support this effort. Advisers complete a rigorous 4-6 week pre-service training program that is in part led by financial aid and admissions professionals with the latest information on grants and scholarships. Other topics include diversity, professionalism, the latest research in college completion, factors to weigh in matching a student with the best college for their career or academic interests and abilities, and how to help students interpret and evaluate college financial aid packages when selecting a college. Advisers continue to grow their content knowledge throughout their two years of service by participating in ongoing training, workshops, and webinars. Through strategic partnerships with national experts, CAC invites leaders from the field to share knowledge with advisers on topics including supporting students with learning differences, advising students in foster care, assisting undocumented students, and preparing students to submit national scholarship applications. In 2015, CAC designed a web-based data collection tool called GRACE (Getting Results and Creating Equity). Designing and adopting this sophisticated yet user-friendly tool allows advisers to collect data on core metrics including college entrance exam registrations and completions, college applications submitted, financial aid applications submitted, scholarship funds and institutional aid awarded, award letter comparison, and more refined data on student interactions and college enrollment milestones.

Many high-achieving, low-income, and underrepresented students who graduate from high school are well-prepared for college and are interested in STEM majors. Yet, a large number of these high-achievers plan to attend two-year colleges or non-selective four-year institutions where persistence and graduation rates are alarmingly low, and STEM major opportunities are limited. This trend is called "undermatching" and is examined closely in several studies that have informed our work and mission. CAC combats "undermatching" through the concept of "best match" and "best fit" by helping students apply to institutions that meet their academic abilities and financial need. More specifically, advisers help students with completing college applications, procuring fee waivers for the SAT/ACT, selecting rigorous courses including STEM classes, and completing FAFSA forms. Our advisers, over 150 of whom majored in STEM fields, are an excellent near-peer resource and understand the great opportunities available to

students in STEM majors. CAC, along with our evaluation team at Stanford University, is rigorous in its impact measurement. We track students as they enroll and persist in higher education and can see the impact of STEM advising, as many of our students are attending top science and engineering schools including NC State University (over 300 students), Virginia Tech (over 100), Georgia Tech, Texas Tech, and Missouri S&T.

Since 2005, CAC has worked to increase the number of low-income, first-generation, and underrepresented students entering and completing higher education. By placing recent graduates of partner institutions as college advisers in underserved high schools, we work in communities across the country to provide the expertise and support that students need to navigate college admissions. Advisers work full-time in high schools to help students of all academic and learning backgrounds plan their college searches, complete admissions and financial aid applications, and enroll at schools that will serve them well. CAC advisers focus on quantifiable indicators such as the percentage of students who take the SAT or ACT and the percentage of students who graduate. Over time, the goal of the College Advising Corps within schools, and especially the collaboration between advisers, school staff, and the community, is to create and sustain a college and career-ready culture. We also believe our advisers will create a new generation of leaders as they enter the workforce. 92% of CAC alum report intentions to attend graduate school, with 24% planning to study education/higher education, and 19% planning to study counseling. Their diversity and experience will create systemic change whether in a classroom, district, or boardroom.

**Plans to Sustain Progress:** College Advising Corps recently completed a strategic planning process led by the Bridgespan Group. Bridgespan's analysis identified 1.4 million low-income and traditionally underrepresented students who could benefit from a college adviser. Although CAC is the largest college access organization in the nation and currently serves 165,000 students, there remains a tremendous amount of unmet need. CAC is uniquely positioned to create transformational change for America's students and is exploring how in-school and virtual advising can be expanded to serve students regardless of geography. Additionally, CAC is testing innovative strategies to increase college enrollment and success; one example is a parental engagement texting project. In 2015-2016, CAC sent targeted text messages to 1,400+ parents of high school seniors in 22 New York City and Detroit high schools. Early indications of this cost-effective approach to engaging parents in the college admissions process are promising, with advisers reporting increases in the number of parent meetings.

Research affirms that first-generation, low-income students require additional support and resources in order to matriculate and persist to a degree. The complex steps necessary to navigate the college admissions process include formulating expectations about college and careers, preparing and submitting college applications, taking college entrance exams, completing college financial aid forms, and selecting an institution. If students are able to complete these steps, they are more likely to succeed in higher education and gain meaningful employment. CAC's operating model is extremely cost-effective and scalable. As a national service model, CAC is not only committed to increasing the number of low-income, first-generation, and underrepresented students who successfully enter and complete college, but also to developing college advisers as they prepare to become agents of change in their communities. The average cost to serve a student is \$164, far less than other college access programs. CAC is growing the program nationally through the addition of qualified, committed university and community partners.

Since 2005, CAC has worked to increase the number of low-income, first-generation, and underrepresented students entering and completing higher education. By placing recent graduates of partner institutions as college advisers in underserved high schools, we work in communities across the country to provide the expertise and support that students need to navigate college admissions. Advisers work full-time in high schools to help students of all academic and learning backgrounds plan their

college searches, complete admissions and financial aid applications, and enroll at schools that will serve them well. CAC advisers focus on quantifiable indicators such as the percentage of students who take the SAT or ACT and the percentage of students who graduate. Over time, the goal of the College Advising Corps within schools, and especially the collaboration between advisers, school staff, and the community, is to create and sustain a college and career-ready culture. We also believe our advisers will create a new generation of leaders as they enter the workforce. 92% of CAC alum report intentions to attend graduate school, with 24% planning to study education/higher education, and 19% planning to study counseling. Their diversity and experience will create systemic change whether in a classroom, district, or boardroom.

CAC's long-term strategy to ensure that the doors to higher education opportunity are opened for all of our nation's students is grounded in the continued growth and replication of our model. According to analysis by the Bridgespan Group, there are an additional 1.4 million low-income students today that could benefit from high-quality college advising. As the population of the country continues to grow, we anticipate this number will only increase. Our students are the future leaders of tomorrow, and it is critical that we invest in their education in order to create a robust and thriving economy. High-impact college advising, like that provided by the College Advising Corps, is a viable solution.

## College Board

**Original Commitment:** At the White House Day of Action on College Opportunity in January 2014, the College Board was pleased to announce a commitment to help low-income students access the postsecondary education opportunities they have earned through hard work. Studies by College Board researchers show that low-income students submit fewer college applications on average than high-income peers. This has a negative impact on their enrollment behavior, their ability to attend an institution that matches their academic qualifications, and their likelihood of graduating. With the help of our member higher education institutions, the College Board announced that every income-eligible student who takes the SAT would receive four fee waivers to apply to college for free.

The College Board invests significantly in expanding educational opportunities for low-income students by providing fee waivers for AP and SAT assessments. In 2013, the College Board provided a total of \$68.7 million in fee waivers to low income students. The College Board is also partnering with member institutions on the Access to Opportunity (A2O) Campaign. Launched in fall 2013, the campaign identifies high-achieving, low-income students and provides customized packets that include application fee waivers to eight colleges of the student's choice, admissions information, financial aid and graduation rates, and advice about applying to college. In addition, the Apply to 4 or More Campaign encourages college-ready, low-income students to expand their college search and consider a range of institutions to ensure a strong academic match and increase the likelihood of enrollment and completion. In October, approximately 70,000 students received packets modeled on the A2O campaign and 200,000 received electronic college planning information.

**Progress Made:** In August 2014, the College Board launched its delivery of four electronic college application fee waiver forms to all seniors who test using an SAT fee waiver. More than 2000 colleges and universities have agreed to accept these application fee waivers. The forms are personalized and easily accessible through a student's College Board web account. To ensure awareness and use, the College Board launched an extensive communications program that provides all eligible students with prominent alerts, reminders and emails at key interaction points, including SAT registration and SAT score delivery and score sending. In addition, the College Board is providing information to counselors and college advisors via email, webinars and fall counselor workshops, to help them guide students to the

waivers. As of March 2016, nearly 315,000 students had made use of their fee waivers so that they could apply to college.

Here is a link to a new study that looks at the impact of the policy change that made four additional free and flexible score sends available to students who take the SAT with a fee waiver:

[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2725693](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2725693).

Here are two key findings:

- Providing four additional free, flexible score sends to students taking the SAT with a fee waiver resulted in a 10 percentage point increase in the fraction of these students sending eight or more score reports to colleges and scholarship organizations.
- Inducing low-income SAT-takers to send one additional SAT score report results in a 5 percentage point increase in on-time college enrollment and a 3 percentage point increase in five-year bachelor's completion rates.

Additionally with the class of 2016, the College Board's Access to Opportunity program is continuing efforts in support of our commitment to help low-income students by further aligning our Realize Your College Potential campaign with the college planning process. Our goal was to send students information when they have to complete key tasks. Reaching approximately 80,000 students - including an expansion to first-generation students - our three packets include information on creating a college list, applying to college, and applying for financial aid. A subsection of these students also received an invitation for additional phone support on the financial aid process.

**Plans to Sustain Progress:** In August 2014, the College Board launched its delivery of four electronic college application fee waiver forms to all seniors who test using an SAT fee waiver. More than 2000 colleges and universities have agreed to accept these application fee waivers. The forms are personalized and easily accessible through a student's College Board web account. To ensure awareness and use, the College Board launched an extensive communications program that provides all eligible students with prominent alerts, reminders and emails at key interaction points, including SAT registration and SAT score delivery and score sending. In addition, the College Board is providing information to counselors and college advisors via email, webinars and fall counselor workshops, to help them guide students to the waivers. As of March 2016, nearly 315,000 students had made use of their fee waivers so that they could apply to college.

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The College Board is fully poised to serve more students as part of this commitment. In addition to the efforts described above, the Access to Opportunity program is engaged in several pilot projects to assess the efficacy of text/sms messaging as a channel to meet students where they are and drive sustained engagement. Working with various college access partners we expect to deliver information on high school planning, college planning, and academic support to more than 170,000 students in the classes of 2016, 2017, and 2018.

## College Forward

College Forward in collaboration with Lone Star College - North Harris; Concordia University; Sul Ross State University; University of Texas at Austin; NCAN.

**Original Commitment:** In December 2014, College Forward committed the following to produce significant gains in higher education attainment 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.

**Progress Made:** Since 2003, College Forward has focused exclusively on increasing the number of students that earn postsecondary credentials, particularly economically disadvantaged and first generation students. This year, we have made significant progress toward the goals outlined in our original commitment. In addition to the direct service we provide to students, we have also vigorously pursued our vision of building and sharing the most effective college access and completion resources in the country with our peers.

In collaboration with colleges and universities, College Forward implements intensive campus-based student mentoring programs, called Success Partnerships that increase retention, persistence, and graduation. Our wrap-around services embody the solutions that campuses need to increase college success for their most vulnerable students. Results from college partners have demonstrated an improvement in year-to-year persistence rates as high as 30%.

CoPilot, College Forward's industry-leading student information system available on the Salesforce App Exchange, gives postsecondary institutions, high school counselors, and other nonprofits a one-stop tool that contributes to student success. By providing a 360-degree perspective on every student's academic, financial, and socio-emotional status, CoPilot enhances efficiency, outcomes, and data analysis. Through licensing partnerships, College Forward works with dozens of institutions and organizations that currently support more than 150,000 students across the U.S.

Combined, these initiatives are putting our effective tools into the hands of peer organizations serving more than 150,000 students around the country. Collaboration is a central strategy of our organizational goal of enhancing college readiness and 'solving the problem.' College Forward works closely with dedicated partners, both locally and nationally, to share our expertise, gain new knowledge.

**Plans to Sustain Progress:** Many long-time supporters have made College Forward an enormously successful organization - highly stable and sustainable, able to plan big and achieve long-term goals. We are enormously grateful for the support, advice, and insight that these partnerships have yielded over the years. However, College Forward recognizes that to achieve transformative scale, we must not look to the philanthropic community alone for resources.

In our first eight years of existence, College Forward focused on a strategy of geographic expansion – growing each year to serve additional schools and cities. By 2011, we realized that the magnitude of the higher education crisis - over nine million students dropping out of college every year - can never be solved by an individual nonprofit organization, no matter how large its ambitions. We needed to take a radically different approach.

Since that realization, College Forward has shifted its focus from expanding the organization to expanding only our impact. We undertake every initiative, project, and effort with an eye towards developing and sharing effective solutions with other institutions and organizations that serve students. Using our Austin and Houston operations as bases of experimentation and innovation, College Forward is developing shareable tools, systems, models, and partnerships whose impacts are measurable and significant. Direct beneficiaries are school districts, colleges and universities, collective impact initiatives, and other nonprofits – all of which serve students directly.

It is partly for this reason that College Forward has developed Success Partnerships, our signature fee-for-service initiative, and CoPilot, our custom-built student information system. Partner organizations, school districts, and postsecondary institutions will pay a reasonable per-student fee for College Forward to deliver student success programming. Harnessing market forces will drive widespread scaling of our college access and completion solution. Income in excess of costs will be reinvested toward program scaling and organizational sustainability.

Growth in revenue from Success Partnerships and CoPilot, combined with increased efficiencies, will decrease College Forward's reliance on philanthropic support. We expect to be largely self-funded by 2020. These strategies will ensure that our efforts will expand college opportunity for students well beyond 2025. It is College Forward's intention to put ourselves out of business by 2040.

## College Greenlight

**Original Commitment:** 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. 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. 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.

**Progress Made:**

**Commitment:** Increasing the number of colleges utilizing College Greenlight to recruit low-income, underrepresented, and first-generation students

**Progress:** Currently 110 colleges are recruiting STEM students on Greenlight. Colleges include Princeton, Cornell, Carnegie Mellon, Dartmouth, Duke, Harvey Mudd, Howard, Lehigh, Morehouse, Northwestern, Pomona, Purdue, RPI, Swarthmore, Tulane, USAFA, USMA, WashU, Wesleyan, Vanderbilt. 150 total college partners.

**Commitment:** 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.

**Progress:** In December 2014, we had 19,900 students interested in STEM fields. We currently have 41,500 STEM students, more than double.

**Commitment:** Quadruple the number of Upward Bound Math & Science programs using College Greenlight from almost 20 to 80.

**Progress:** Doubled the number from 20 to 42. (Increased all Upward Bound programs from 120 to nearly 200.)

**Commitment:** 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.

**Progress:** Our scholarship database now contains 1,900 individual scholarship programs specifically related to STEM fields.

## College of the Ouachitas

**Original Commitment:** College of the Ouachitas has developed and implemented educational and financial coaching services, employment and career development initiatives, and wrap-around services



extending to public benefits and resources for low-income students that produce financial stability and break the cycle of generational poverty. Our remediation programs have matured over the past two decades to consistently achieve a greater than 70% pass rate.

College of the Ouachitas is committed to scaling up integrated student services for all students at the College. After examining student success and persistence data, the College is allocating resources dedicated to moving the needle to significantly improve our fall-to-fall retention rates, especially for our population of low-income students and students of color. The College also intends to extend its focus beyond completion and certificate/degree attainment to examine how to increase our students' employability utilizing the skills gained as college students.

**Progress Made:** The Registrar's Office proactively completes degree plans on every student who has reached a minimum of 30 hours to determine the student's credential eligibility to find already or nearly completed awards. Additionally, staff and faculty reach out to students to encourage them to complete required coursework in a timely manner. Faculty advisors encourage students to come in for early advising for the next term and complete graduation application paperwork in the same appointment when appropriate. The IPEDS graduation rate reported in 2014 for the 2010 cohort was 23.3% with a transfer rate of 15.1%; total rate of 38.4%. The graduation rate reported in 2016 for the 2012 cohort was 25% plus a transfer rate of 18.3% for a total rate of 43.3%; a 4.9% increase in two years.

The College utilizes the American Association of Community College's Voluntary Framework of Accountability to gain a better picture of outcome and completion rates. The six-year graduation rates reported in 2014 for the 2008 cohort were 36.3% and transfer rates of 21.4% for a total of 57.7%. Graduation rates reported in 2015 for the 2009 cohort were 40.4% plus a transfer rate of 19.3% for a total completion rate of 59.7%; a 2% increase.

Completions for 2013-14 were 661; 2014-15, 734 for an 11% increase. While the IPEDS and VFA data presented do not compare same cohorts, the data clearly demonstrates that two-year college students are completing at higher rates, just not in the 150% IPEDS reporting timeframe. College of the Ouachitas has developed K-16 partnerships funded by an Arkansas Works Grant. This grant provides the salary and supplies for two Career Coaches that serve Ouachita, Poyen and Glen Rose High Schools. College of the Ouachitas hosts an annual Counselors Breakfast each fall. At the breakfast, area middle and high school counselors connect with the college's key administrators, faculty and staff. Counselors receive information regarding new programs and opportunities that the College offers their students. We have partnerships with area high schools (Ouachitas, Poyen and Glen Rose) through the Arkansas Works Career Coaching program in which the Career Coaches work closely with the high school counselors to improve access to highly trained counselors. The annual Arkansas Association of College Registrars and Admissions Officers Articulation workshops give the College an opportunity to provide current information about admission, scholarships and programs statewide. The College employs a full-time faculty member and a retired high school counselor working part time as a liaison to the service area high school counselors and assists them with high school concurrent enrollment, admission processes and ensuring that they have current program and College of the Ouachitas information.

In addition to the Career Coach program expanding access to college for high school students, the College has also been intentional about strengthening access to college with GED and Adult Education programs. Our College and Career Access Program (CCAP) program provides remediation for students scoring less than 14 on the ACT entrance exam. Students enrolled in CCAP enjoy all the privileges and benefits of being a College of the Ouachitas student and take their classes on the main campus. The CCAP student uses no financial aid in the remedial process since the states adult education program covers their

tuition/fees. Being on the College's campus eases the transition into credit-bearing courses due to the student being familiar with support resources and having improved their study skills.

The College has also expanded the enrollment management plan to focus on nontraditional students, veteran populations, and dislocated workers. The College Career Center has been instrumental in providing educational and career information to people looking to retrain due to layoffs. In 2015, the College implemented Discovery Day so community members can visit the College and gain awareness of programs and services available. Also in 2015, the college implemented an "FYI Night" to better inform applicants and potential applicants of the resources, processes and requirements and needed to be successful specific to College of the Ouachitas. The College has participated in numerous high school parent teacher nights to inform both high school students and their parents of the admissions and financial aid processes.

**Plans to Sustain Progress:** Instruction is reviewing all certificates and degrees for alignment. Streamlining of programs will continue throughout the spring and summer. All but two of the certificates of proficiency earned by students in the high school career center lead to higher certificates and an associate degree. The Registrar will receive training this summer to update and implement degree plans into the College's student information system to automate the process of certificate/degree verification to improve efficiency. This implementation will also improve the faculty advisors and the students' ability to see their progress toward completion thereby encouraging them toward their goal. Moreover, the number of courses taken that do not lead to their award may decrease which, in turn, will improve graduation rates and reduce costs. In their annual fall meeting and in new faculty/adjunct orientation, faculty are encouraged to reach out to students exhibiting behaviors that may impede their progress. Faculty send Early Alerts to the College's Student Success Director who works to connect students with appropriate tutoring, financial, counseling, and/or community services to help them be successful in their coursework and in completing their degree. TRiO Student Support Services and Career Pathways are the first referral for students in need; often, relationships develop from this connection that supports the student toward completion. With over 70% of first-time entering students requiring math remediation and only 24% of those complete college algebra successfully, the College adopted Mathways Fall 2015 to reduce the number of steps through the traditional developmental sequence. A non-STEM transferable math course was also introduced: Quantitative Literacy. Students may now select from two transferable math courses. Data is not yet available to track improvement in completions. A one credit-hour supplemental instruction course is now available for students scoring just below the required English threshold for Composition I. Supplemental instruction coupled with the reduction in developmental math steps enables the student to complete faster and reduce their tuition/fees cost. The College has renewed the Arkansas Works grant to continue funding the Career Coaches and is tracking the required data to demonstrate impact.

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College of the Ouachitas is researching the feasibility of a partial tuition waiver for students matriculating directly from the high school career center. These students would be eligible to enroll in any program of study, not just the next level of their high school career center program. Recently, two corporations have announced impending layoffs in our service area. Student Affairs recruiting and admissions staff have already visited their facilities and will participate in their relocation/retraining efforts. Career Coaches, in conjunction with Discovery Days and FYI nights, will expand their reach to inform students and parents "how to do college." These efforts will include admissions, financial aid opportunities and FAFSA completion assistance, along with career exploration.

## College Possible

**Original Commitment:** At the White House College Opportunity Day of Action in January 2014, College Possible committed to expanding the number of low-income students who are supported as they seek access to college, and once enrolled, work to earn their college degrees. This was to be accomplished by expanding existing services in current operational sites, adding new sites, and building partnerships with colleges to significantly increase graduation rates. In expanding services, College Possible committed to increasing the number of students served in each of its four current sites by at least 10 percent, and adding services in Philadelphia, PA to serve at least 350 new students. In total, College Possible committed to expanding services by approximately 15 percent, growing from serving 15,000 to 17,000 high school and college students across the country. College Possible also committed to expanding the number of colleges with formal partnerships, focusing on increasing college access and success rates for students at those schools. College Possible had partnership agreements with five colleges in the Midwest; College Possible committed to creating at least four additional partnership agreements with colleges around the country to expand joint efforts to support college success for low-income students. These partnership agreements focused on expanding access for low-income students at partner colleges, and joint efforts to boost retention and graduation rates for those students once enrolled.

**Progress Made:** At the January 2014 White House College Opportunity Day of Action, College Possible pledged to expand the number of low-income students who are supported as they seek access to college, and once enrolled, work to earn their college degrees. To increase the number of college graduates, College Possible committed to the goals of expanding to Philadelphia and increasing the total number of students served by 15%, from 15,000 to 17,000. We have significantly exceeded both of these initial commitments. In addition to launching College Possible Philadelphia, which is now serving over 800 high school students at six partner high schools, we also launched our sixth site, College Possible Chicago, in fall 2015. In our launch year in Chicago, we are serving 286 students in 4 high schools, with plans to expand to 6-8 high schools in year two, and 8-12 high schools in year three.

We have expanded our core program in existing sites as well, growing from serving 15,000 students nationally in 2013-14 to being poised to serve 22,000 in 2015-16, an increase of nearly 50%. Additionally, 559 College Possible students have earned college degrees since 2013-14, helping build the

competitive workforce America needs for the future. Thousands more College Possible students are on track to earn college degrees between now and 2025, assisted by our ongoing coaching and support through graduation. Since the January 2014 College Opportunity Day of Action, College Possible has expanded partnerships with high schools and colleges throughout the country. 23 additional high schools have started partnerships to offer College Possible's high school program.

At the January 2014 College Opportunity Day of Action, College Possible pledged to increase the number of students served in each of its four current sites by at least 10 percent, growing from serving 15,000 to 17,000 high school and college students across the country. College Possible has exceeded these goals through growth in new and existing sites, and is now poised to serve 22,000 high school and college students in 2015-16. We surpassed our original goals by increasing the number of College Possible sites, growing from four to six since January 2014, and by forging new partnerships with high schools in the communities we serve. In 2014, College Possible was in 42 high schools across the country. Today, we are in 63 high schools, an increase of 50%.

**Plans to Sustain Progress:** Because the scope of the college access and success problem only continues to grow, College Possible underwent a strategic planning process with our Board of Directors and consulting assistance from Monitor Deloitte to find a way to more significantly address the degree divide facing our nation in the future. Approved by our board of directors in October 2015, our new strategic plan redoubles our commitment to being the best in the world at helping low-income students earn college degrees through our core high school and college programming.

By 2021, we will achieve the audacious goal of increasing our students' college graduation rate from 55% (the national average for students of all incomes) to 65%. To achieve this, we have identified several areas where we will invest our energy over the next five years:

First, in our high school programming, we will focus on scaling up our impact in College Possible's newest sites (e.g. increasing the number of students served in our locations where there is the greatest opportunity for growth and highest demand for our services), capitalizing on opportunistic growth in our established sites (e.g. expanding within established school partnerships in response to student demand, or establishing new school partnerships as opportunities arise), and testing scalable program delivery methods (e.g. a technology-based high school coaching model for students outside of our geographic footprint).

Second, in our college programming, we will focus on building the evidence base for our college model and implement predictive analytics to increase the college graduation rate of students served by the College Possible program. Conclusive evidence of the effectiveness of our programs continues to be of central importance. We want our programs to offer the best, most impactful interventions in the country. Additionally, we will introduce the use of predictive analytics, which will ensure we are providing appropriate, time-sensitive interventions for our college students to ensure they persist in college and ultimately earn their college degree.

In addition to redoubling our commitment to being the best in the world at helping low-income students earn college degrees through our core high school and college programming, our new strategic plans calls for implementing a transformational growth strategy, centered on deeper partnerships with colleges, to increase the number of low-income college graduates supported by College Possible in the coming years.

Beginning in 2016-17, College Possible will embark on a 5 year strategy to expand partnerships with identified colleges and universities. These partners will be provided capacity-building support from College Possible to build our proven curriculum into their infrastructure. College Possible will train and

support staff at universities to hire and manage near-peer coaches who are recent college graduates, thus utilizing their high-quality existing staff to implement the College Possible model and decrease duplicative efforts spent toward improving graduation rates. This model holds the promise to increase earned revenue and sustainability for College Possible through 2025 and beyond, while engaging colleges and universities in our common goal: finding a scalable solution to increase the number of low-income individuals who successfully complete a college degree.

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The need for College Possible's services stretches far beyond the urban core of the communities we serve, and several pilot programs launched since we made our College Opportunity Day of Action commitment in January 2014 have helped us expand college access for students often underrepresented in higher education.

In October 2014, College Possible was selected to join a new coalition, called CollegePoint, convened by America Achieves and Bloomberg Philanthropies, to increase the number of high-achieving, low- and moderate-income students who apply to and graduate from selective colleges and universities. As part of a nationwide virtual advising effort, College Possible has deployed a squad of virtual advisors to support high-achieving, low- and moderate-income students. Since 2013-14, College Possible's CollegePoint coaches have served nearly 2,000 students across the country.

For years, College Possible has received requests from rural areas, seeking our services for the low-income students in their communities. In 2015-16, we are piloting a tech-connected coaching model to serve students in smaller towns and rural areas of Minnesota (our flagship site), which traditionally lack robust college access programming. Coaches engage selected low-income students through email, text, social media, discussion boards, and virtual workshops –bringing the tried-and-true College Possible model to fruition through smart technology and web-based platforms. We plan to double the number of coaches and students served via the tech-connected model in 2016-17, with additional growth planned in each subsequent year. If this pilot proves successful, we plan to offer this programming in other states that hope to expand services beyond their metropolitan area.

## College Track

**Original Commitment:** In December 2013, College Track joined college university presidents, foundations, and nonprofits to engage in discussions on how to expand college opportunities for all students across the nation. With a focus on college completion, College Track made numerous commitments to ensure that with our work, we continuously increase the number of students from underserved communities who will graduate from four-year colleges.

Specifically, we committed that by 2016, we would double the number of high school and college students we serve to more than 3,000, while tripling our number of college and university partnerships to 30. By 2024, we pledged to continue to scale our programming to serve more than 10,000 students,

working to open one site per year in addition to increasing our impact at existing sites. In addition, we agreed to work to increase the number of our college graduates to more than 1,500 by 2024, while also committing to increasing our revenue from \$12M to \$50M by diversifying our revenue sources.

**Progress Made:** College Track has committed to serve dramatically more students and increase the number of students from underserved communities who will graduate from four-year colleges. Through our work, we have secured a four-year college acceptance rate of 94%. This number is even higher, 98%, when taking into consideration our students who enroll in a two-year college and work to transfer to a four-year institution to earn their bachelor's degree. Further, in continuously working to maximize our impact and scale, we have increased the number of college graduates from a total of 193 in 2014-2015 to an anticipated total of 253 in 2015-2016, more than a 30% gain. We celebrate these 60 additional college graduates this year, and share our excitement in the knowledge that our numbers will continue to compound as our nine program sites continue to mature, and all send students on to college.

In the United States, the college graduation rate for low-income students is a dismal 19.5%. College Track is raising that bar — our college students graduate at a rate 2.5 times the national average for low-income students, seven percentage points higher than all college students across the nation. Our high-touch, 10-year program has a proven track record of changing the lives of individual students by empowering them to earn a four-year college degree. Yet, the magnitude of what our students accomplish extends far beyond earning a degree, as they leave their campuses, not just as graduates, but as the new standard for their friends, families, and communities.

College Track worked to foster two new partnerships in 2015-2016, first with Colorado State University and another with the University of Denver. These relationships will support our current work and exciting expansion in the Denver area. College Track has worked diligently to meet our goal of doubling the number of students we serve to 3,000 by 2016. In 2014-2015, we served 2,099 total high school and college students; this year, we will have served a total of 2,400. We are excited that these numbers include expansion into two new communities, the neighborhood of Watts in Los Angeles, California and South Denver, Colorado.

Partnering with the Wasserman Foundation, the Housing Authority of the City of Los Angeles, Partnership for Los Angeles Schools, and Green Dot, College Track launched its eighth site in Watts this past fall. Beginning with 75 students from Jordan High School, College Track will add an additional 75 students each year, growing to 300 high school students by 2019. College Track Watts will provide students with the support and commitment they need to enroll in and graduate from college.

This summer, College Track will open its doors in South Denver, a community where fewer than 25% of high school seniors matriculate to college. At College Track's high school partner, Abraham Lincoln High School, a staggering 7.5% of students are expected to complete a college degree. Through a multi-year partnership with Denver Public Schools, College Track will begin recruiting students this spring and enroll the first cohort of 70 high school freshman at College Track Denver in June 2016.

**Plans to Sustain Progress:** In order to continue to better meet the diverse needs of our students, we are taking on a strategic initiative to invest in two critical areas we believe will support continued growth to our college completion rate. The two components include:

- Supporting our students who enroll in a community college as the first step in a pathway to transfer to a four-year university;
- Creating a wellness program that provides our students with better tools to handle the social-emotional challenges they face in college and beyond.

Not every low-income high school graduate is immediately ready for the challenges of a four-year college. Enrolling in a community college may be the ‘best fit’ for the next step in their quest to attain a bachelor’s degree. We have learned our students who choose to enroll in community college can successfully navigate the pathway to transfer to a four-year university when given the appropriate support.

To meet this need, we are launching a Community College Initiative designed to ensure our community college students have more intensive, customized support that allows them to succeed throughout these first two years, while providing them with the foundation for a successful transfer to a four-year university. This initiative calls for dedicated staff to work in collaboration with our community college students and their advisors at their community colleges to ensure there is a clear understanding of the academic requirements and financial aid application processes for the four-year institutions they hope to attend.

Further, in our continuous effort to increase college graduation rates, we must fully understand the reasons why some of our students cannot complete their four-year college degree. Through exit interviews with our students, we have learned that while a substantial portion of our resources are focused on improving academic skills and reducing financial obstacles, it is often not enough. Even when academic skills are well developed and financial support is provided, poor social emotional wellness can adversely affect academic performance and the ability to complete a four-year college education.

In 2016, we will pilot our Social Emotional Wellness Initiative, which will require an investment in hiring licensed mental health professionals to serve at our sites. These Wellness Managers will lead the integration of social emotional wellness support into all aspects of our program model and provide 1:1 counseling for students who experience acute trauma and social emotional distress. Specifically, the Wellness Managers will help students develop four key social emotional skills that are crucial for success in college: emotion management, relationships and social skills, stress management, and responsible decision-making.

The pivot in our approach to regionalize our model has allowed us to maximize our support for College Track students, as well as provided further benefits of partnership for the colleges and universities with whom we collaborate. We are currently working to even better understand the science behind our partnerships, including what inspires our partners to work with us, as well as what constitutes our best, most mutually beneficial relationships. In doing so, we’ll be putting together a Partnership Playbook, which will ensure the most effective replication of the program across the entire organization. We feel these efforts to identify and document our best practices will further augment our progress as we towards our goal of 30 total partnerships by the end of 2016.

College Track has worked diligently to meet our goal of doubling the number of students we serve to 3,000 by 2016. In 2014-2015, we served 2,099 total high school and college students; this year, we will have served a total of 2,400. We are excited that these numbers include expansion into two new communities, the neighborhood of Watts in Los Angeles, California and South Denver, Colorado. Partnering with the Wasserman Foundation, the Housing Authority of the City of Los Angeles, Partnership for Los Angeles Schools, and Green Dot, College Track launched its eighth site in Watts this past fall. Beginning with 75 students from Jordan High School, College Track will add an additional 75 students each year, growing to 300 high school students by 2019. College Track Watts will provide students with the support and commitment they need to enroll in and graduate from college.

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High School, a staggering 7.5% of students are expected to complete a college degree. Through a multi-year partnership with Denver Public Schools, College Track will begin recruiting students this spring and enroll the first cohort of 70 high school freshman at College Track Denver in June 2016.

By 2024, we aim to serve more than 10,000 students and increase our college graduates tenfold. Our commitment to our students is unceasing, and we are constantly working to expand the reach of our work. However, in doing so we need to ensure we are not only maintaining, but also increasing the quality of the programming we provide for our students. We live in this constant tension, working to ensure we are best able to meet our students' needs, while simultaneously working to support additional students and communities across the country. We are proud of College Track's expansion into the communities of Watts and Denver this year, and we will continue to seek opportunities to deepen the impact of our work and implement our program in additional underserved neighborhoods, ensuring we maintain both the quality and breadth of our programming.

College Track invests heavily in evaluation systems to understand our success. We recently made a significant talent investment that has positioned the organization to build an increasingly rigorous approach to understanding our impact and develop corresponding strategies to increase that impact. In October 2015, College Track hired Anee Brar to lead our evaluation and data strategy. As the first Director of Evaluation, Anee will oversee the creation and implementation of all data collection and evaluation strategies, increasing both the expertise and capacity to provide data about our programming and our students. Designing and monitoring a set of tracking tools that measure organizational performance based on stated expectations for student achievement, we ensure transparency and accountability through publication of a dashboard of tracked indicators every semester, including enrollment, retention, attendance, demographic information, college readiness, and academic performance.

## CollegeBound and the Baltimore Education Research Consortium (BERC)

CollegeBound and the Baltimore Education Research Consortium (BERC) in collaboration with Suite 300.

**Original Commitment:** At a fall 2014 college access retreat, CollegeBound and the Baltimore Education Research Consortium (BERC) introduced a college match tool housed in Naviance, an Internet-based college access tool. This was an effort to help counselors and college advisors more effectively match students with colleges based on their academic credentials and other components of their college match list. In collaboration with BERC, CollegeBound was to share individual school college enrollment data with Baltimore City public high school principals at a college access retreat in October 2015. CollegeBound, in conjunction with the Johns Hopkins School of Education's Counseling Department, would provide professional development for district counseling staff in December 2015.

**Progress Made:** At a fall 2014 college access retreat, CollegeBound and the Baltimore Education Research Consortium (BERC) introduced a college match tool housed in Naviance, an Internet-based college access tool. This was an effort to help counselors and college advisors more effectively match students with colleges based on their academic credentials and other components of their college match list. Through this effort, we were able to help 2100 students, district-wide, submit college applications during the 2014-2015 school year and 3000 students, district-wide, submit college applications during the 2015-2016 school year.



In collaboration with BERC, CollegeBound completed its commitment to share individual school college enrollment data with Baltimore City public high school principals at a college access retreat in October 2015. This data was shared with 25 high school principals and enabled them to gain a better understanding of their students' college-going trends.

CollegeBound, in conjunction with the Johns Hopkins School of Education's Counseling Department, completed its commitment to provide professional development for district counseling staff in December 2015. This training focused primarily on financial aid and scholarships.

## CollegeSpring

**Original Commitment:** 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.

**Progress Made:** In academic year 2014-15 and summer 2015, CollegeSpring served 3,222 students at 42 partner schools including 354 students from 6 public schools, an increase of 35% over the previous year. CollegeSpring added these new public school partners in multiple geographies. CollegeSpring is proud to have recently become an approved LAUSD vendor and is working diligently to form more public school partnerships across all regions. On average, 85% of CollegeSpring students enrolled in 4-year colleges have persisted to the expected year of college based on their college enrollment date. CollegeSpring has already seen some of its alumni successfully graduate and even come full-circle. CollegeSpring's first Academic Year cohort (high school c/o 2013) is expected to start graduating from 4-year colleges in 2016-2017.

College information and socio-emotional support help students decide which schools to aim for based on their GPAs and test scores. Nearly 50% of CollegeSpring students attend a college that is well-matched to their academic abilities compared to just 39% of students at the same schools who did not complete CollegeSpring. Research shows that students who attend more selective colleges and universities with more resources have better outcomes no matter the students' abilities.

In addition, 94% of CollegeSpring students attending a 4-year college persist past the first year of college compared to a national average of 76% and CollegeSpring's students' 3- and 4-year persistence rates are higher than the average 2-year persistence rates for similar students. During academic year 2014-15 and summer 2015, CollegeSpring served 3,222 students who improved their SAT scores by an average of 31% from baseline. This increase eliminates nearly half of the score gap between the CollegeSpring student baselines and the national baseline. These gains, particularly for students with lower GPAs, significantly impact students' acceptance and matriculation into four-year colleges and college generally. CollegeSpring students are 24% more likely to enroll in college (64% enrollment) and 50% more likely to enroll in a four-year college within two years of high school (45% enrollment) than the national average for similar students (53% and 30%, respectively), regardless of GPA.

**Plans to Sustain Progress:** CollegeSpring recently approved its Phase III strategic plan that will elevate the organizational focus from college readiness to college success. Over the next three years, CollegeSpring will make enhancements to its current program while launching two efforts to develop college transition and match services for high school seniors and support programs for CollegeSpring alumni and mentors in college. This heightened focus on college success will result in a stronger, more robust, nationally-focused organization whose expanded portfolio of services will impact the outcomes of thousands of students over the next ten years.

CollegeSpring will capitalize on the investment it's making with students in their junior year through its core programming and offer additional services during the students' senior year. The senior program will build on the junior-year curriculum to offer more in-depth supports around college exploration and matching, college applications, financial aid and transitioning from high school to college. By offering additional supports to students beyond their junior year, CollegeSpring's senior program will ensure that a higher percentage of participants are not only accepted to well-matched institutions with manageable financial aid packages, but that they have the knowledge and socio-emotional supports needed to show up on the first day of college and to persist and graduate.

The organization will continue to foster these relationships by building a CollegeSpring Network and Family for alumni and mentors that will offer support into and through college. By offering support after students' senior year, CollegeSpring will decrease summer melt and ensure that students have a successful transition into college. This network will provide students with the academic and socio-emotional support needed to persist to graduation. It will also serve as way for CollegeSpring to keep in touch with students into and through college, in order to gather longer-term data including indicators such as financial aid applied for/received, college match, college persistence and college graduation.

CollegeSpring expects to see an increase in four-year college enrollment from 43% to 50% for students participating in senior programming, and through efforts with seniors and alumni, ensure that at least 85% of students who enroll in four-year colleges persist to their second year. CollegeSpring will measure its impact with the following metrics by 2018:

- At least 80% % of students completing the Senior program will report that they were satisfied with their experience with the senior program
- At least 50% % of students completing the Senior program will enrolled in a 4-year college the fall after the program
- At least 70% % of students who completed the Senior program and enrolled in a 4-year college after graduation will report that they feel academically, financially, and socially well-matched to the 4-year college in which they enrolled
- At least 75% % of students or mentors who receive Alumni services will report that those services increased their access to supportive social networks for help with their academic and professional pursuits in college and increased their skills and knowledge in the domains covered by Alumni workshops (e.g., course selection, time management, resume building)

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CollegeSpring recognizes that the organization must adapt in order to meet the increasing need for its services and to impact as many students as possible. Enhancements to the organization's core programming will enable CollegeSpring to test new models and testing platforms. In addition to bolstering long-term sustainability with the introduction of cost efficient delivery methods, these changes will inform the national conversation on how to best serve students from low-income backgrounds.

CollegeSpring will continue to offer its SAT program for high school juniors and to recruit new partners nationally. The organization has already developed a new curriculum for the redesigned SAT which it rolled out in fall 2015. Students take four diagnostic tests throughout the program. Students recently completed diagnostic test three and preliminary results show that score increases are higher than the historical average between the first and third tests. Additionally, students started out at a higher baseline than the average for the old SAT, meaning that score increases will have an even more significant impact on students' college options.

In addition to the redesigned SAT curriculum, CollegeSpring is also developing an ACT curriculum and program. There has been some debate about whether low-income and disadvantaged students perform better on one test over the other. Running programs for both tests will not only give school partners a choice of which test they will offer their students, but will also allow CollegeSpring to collect data on both tests in order to analyze the impact on its student population. CollegeSpring will make an effort to share the results of this research widely within the college-readiness and -success landscape. Select partner schools will have their students take both the SAT and the ACT in 2016 in order to make data-informed decisions on which test to offer in 2017 when the full program is rolled out.

CollegeSpring will also offer two new, low-touch testing models that will allow the organization to reach more students outside of its current geographies while also increasing earned revenue. CollegeSpring Connect is a new offering for schools and districts that would like to provide SAT preparation and college readiness to their students with less on-the-ground support. With Connect, schools and districts receive the CollegeSpring curriculum for teachers and students and implement the program on their own. CollegeSpring connect includes all of the instructor curriculum from the full program but does not include mentor sessions or mentors. CollegeSpring Testing Suite is a new offering for schools and districts that would like to measure the performance and progress of their students on SAT or ACT practice exams. With CollegeSpring Testing Suite, schools and districts will receive support with implementing diagnostic testing and a robust suite of reports.

## Colorado Community College System (CCCS)

Colorado Community College System (CCCS) in collaboration with ACC, CNCC, CCA, CCD, FRCC, LCC, MCC, NJC, OJC, PPCC, PCC, RRCC, TSJC, and CCCOnline.

**Original Commitment:** In January 2014, CCCS made the commitment to reduce the time to completion and the cost of education for students needing developmental education. The redesign of developmental education integrates reading and writing, aligns career pathways with math courses, and mainstreams students into college level courses with co-requisite courses whenever possible.

- A key component of the redesign is providing students resources so that they can explore career options and choose a career path. CCCS also commits to align developmental education curriculum both to college level courses and to programs of study.
- Increase the success rates and number students who enroll in and complete college level courses. Redesign of developmental education eliminates the many exit points for students enrolled in developmental courses. Since most students can complete their developmental education requirement in one semester, they are more likely to enroll in and successfully complete the college level course.
- A fundamental principle of the redesign is that students can learn math in a more streamlined way if math instruction focuses on those skills needed to prepare for the college level course.

### **Progress Made:**

Since CCCS made our original commitment to expand access to college through a sustained commitment to degree attainment with the Degree with Designation (DwD) program, all 13 colleges in the system have made significant progress to expanding access to college by:

- We increased the number of statewide transfer agreements to all of the sciences, including biology, chemistry, and physics.
- Increased the number of DwDs offered from 20 to 32 in 2014. Overall, we have 12 Associate of Science DwD's and 20 Associate of Arts DwD's.
- We conferred 736 DWD's in FY 2014-15 and 2,047 since 2012-13.
- We likely will confer 10,177 DWD's over the next ten years.

**Plans to Sustain Progress:** Since CCCS made our original commitment to expand access to college through a sustained commitment to degree attainment with the Degree with Designation (DwD) program, all 13 colleges in the system have made significant progress to expanding access to college by:

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- We conferred 736 DWD's in FY 2014-15 and 2,047 since 2012-13.
- We likely will confer 10,177 DWD's over the next ten years.

Specific strategies and actions that will be undertaken to sustain the goals of the offering and increase in Degrees with Designation (DwD) into 2025 and beyond are as follows:

- Reviewing and revising procedures for identifying and monitoring students enrolled in DwDs in order to provide improved advising and support services.
- 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 AA and AS 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.

## **The Common Application**

**Original Commitment:** Since refocusing on why The Common Application exists almost two years ago, we have set out on a mission to change lives, families, and communities. For 40+ years, we have been a leader in access, equity, and integrity in the college admission process – the standard-bearer in the shared application profession. To be sure that under-resourced students anywhere indeed do have assured access to a college education, our organization is focusing on low-income students. It was only after our participation in the White House College Opportunity Day, did we know that our pledge is to continue in the new direction for The Common Application, and, in doing so, we can close the equity gap on a national scale.

**Progress Made:** Each year, about 900,000 students apply to college using the Common Application. During the past years, the number of first generation students has increased from 26% to 32%. There are many more students who never apply.

Along with improving access to high quality college advising through The Virtual Counselor, The Common Application has been dedicated to developing and delivering free resources designed specifically to meet the needs of high school counselors. Common App Ready, a powerful, flexible tool serves counselors as they introduce students and their families to the college preparation and application processes. The Virtual Counselor and Common App Ready were both created to address the fact that too many U.S. states have twice the proposed number of students to counselors.

Earlier this year, The Common Application partnered with researchers led by Dr. Ben Castleman at the University of Virginia in a FAFSA nudge project to encourage low-income and first generation students to complete the FAFSA early to maximize the amount of student aid received, and in turn, improve access to a broader range of high-quality, affordable colleges and universities. The FAFSA outreach used the unique connection to students that we have in place to provide personalized information and behavioral nudges via text messaging about college affordability, financial aid, and FAFSA completion on a national scale. This early intervention targeted approximately 350,000 Common App students who met one of three criteria: eligible for a need-based application fee waiver; first generation; or indicated that they planned to apply for need-based financial aid and attended a high school where 30-40% or more of the students qualified for free or reduced priced lunch.

Another collaboration, Scholarship Hub, made to advance college access by increasing awareness of financial aid opportunities was through the Michael & Susan Dell Foundation's Scholar Snapp technology, which allows students to quickly and easily find and apply for scholarship matches. When students fill out their Common Applications now, they may choose to receive scholarship information from Scholar Snapp, and by doing so, they are contacted by scholarship providers when eligible. More than 500,000 Common App students have opted-in to receive scholarship communication, and nearly 20,000 have completed Scholar Snapp profiles. Our research has shown that 65% of Common App students indicate an intention to apply for need-based aid.

**Plans to Sustain Progress:** The Common Application will continue pursuing strategic partnerships, engaging groups including the Association of College Counselors in Independent Schools (ACCIS) to expand The Virtual Counselor's content library. Through such collaborations, we will enhance the collection of engaging articles and videos developed with school counselors, teachers, admission officers, and college educators on topics ranging from high school course selection and extracurricular activities to planning for the SAT/ACT and paying for college. We will unite with more organizations that support students whose potential for college success may be lost in the admissions system due to poverty, language barriers, and being first of their generation to pursue a college degree.

Additionally, the CollegeUp event will travel to multiple cities across the country, working with schools, superintendents, and community-based organizations, to deliver peer and near peer mentoring, so that tens of thousands more underserved and underprivileged students realize their value, potential, and unique story that they can bring to life in their college applications, throughout their college career, and beyond. We want to inspire all low-income students to pursue the opportunities of a higher education that will change the trajectory of their lives.

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As The Common Application collects results of the FAFSA nudge research, we will investigate the different variations of student outreach, which will provide us valuable insights about the mechanisms through which early nudge interventions affect student decision-making and outcomes in education.

The Scholarship Hub will aid us in determining if an integrated approach improves college scholarship awareness and visibility, and increases the number of students applying for and receiving scholarship awards. We will be working to expand the number of scholarship providers to further connect more underserved students to the college or university that is right for them.

## Community College of Allegheny County

Community College of Allegheny County in collaboration with Braddock Hills Center (East West Project).

**Original Commitment:** The institution above commits to producing an additional 3300 undergraduate degrees by 2020. 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.

**Progress Made:** In 2015 there were 2,529 graduates from the Community College of Allegheny County. In 2016 2,678 students are on track to graduate, an increase of 3.2%

**Plans to Sustain Progress:** The EWP exists to support underprivileged, unrepresented and low income residents of the eastern suburbs of Pittsburgh to gain higher paying jobs by offering them the opportunity to complete a year-long training certificate at the West Hills Center. Addressing transportation issues for students is important to the success of the program, as are academic and personal supports.

The EWP plans to continue the certificate programs presently offered and to expand to offer additional certificate programs. The two programs to continue with newly-formed cohorts will be Residential Plumbing and Mechatronics. Welding and/or HVAC may be offered; contact information from potential students is being collected and maintained.

## Connecticut College of Technology's Regional Center for Next Generation Manufacturing (COT-RCNGM)

**Original Commitment:** In December 2014, the Connecticut College of Technology's Regional Center for Next Generation Manufacturing (COT-RCNGM), a National Science Foundation Center of Excellence, committed to sponsor and facilitate outreach initiatives that encourage female and underrepresented students to pursue a college education in STEM fields. High school manufacturing expos, guidance counselor workshops, and marketing materials featuring these populations as role models and introduced students to career opportunities available in STEM. Through these initiatives, students were able to see first-hand that STEM careers are for anyone who has an interest in the fields.

The COT is a statewide initiative that focuses on creating educational pathways for students to earn certificates and Associate and Bachelor of Science Degrees in Engineering Science and Technology Studies. The Technology Studies pathway has seventeen options available among twelve community colleges throughout Connecticut. The COT oversees these pathway programs that were created so students could transfer seamlessly after completing an Associate's Degree at a community college to one of eight public or private partner universities at the junior level to complete a Bachelor's Degree. The pathways ensure that students are not duplicating coursework which will save them time and money, factors that lead to students dropping out of college when a degree pathway becomes unclear.

The COT-RCNGM committed to impact over 8000 students who are in the process of deciding their educational and career pathways as well as those in their early college years. We expect to see an 80% retention rate with an emphasis on underrepresented groups.

**Progress Made:** The Connecticut College of Technology's (COT) first step for increasing the number of college graduates in STEM fields, with an emphasis on underrepresented populations, is to increase the enrollment of those populations in STEM fields. The number of students from these underrepresented populations rose 10% between fall 2014 and fall 2015. This is the highest yearly increase in the past eleven years. Initiatives such as high school STEM expos, local Mini Maker Faires, guidance counselor workshops and marketing materials featuring role models from underrepresented populations gave students exploring options for education and careers the confidence that they can succeed in STEM fields.

Professional development is also an important factor in the recruitment and retention of students. A team of six educators and student support staff participated in a national online training for improving the recruitment and retention of females in STEM programs. The training led to the development of a recruitment plan and a retention plan that can be shared with the eleven other community colleges that are a part of the COT.

Another professional development opportunity provided by the COT was a high school counselor workshop. Thirty counselors from fourteen schools were able to hear presentations from representatives from STEM programs at their local community college and local manufacturing companies. The workshop focused on increasing the knowledge counselors have on career opportunities in STEM fields to then share with their student advisees. Counselors also share marketing materials with students and arrange for student tours of colleges and industry.

**Plans to Sustain Progress:** Efforts to sustain progress and further increase the participation of underrepresented populations in STEM fields will include the continuation, expansion and development of successful outreach initiatives. The key factor in developing these initiatives and keeping them sustainable is maintaining and building new partnerships within STEM industries, professional organizations, and educational programs. These relationships will continue to provide opportunities for students, educators and other career influencers to communicate with representatives and role models from STEM fields. Another important element for increasing STEM enrollment, retention and completion in underrepresented populations is keeping in contact with alumni from College of Technology programs to mentor current students as well as speak at events for high school students, educators and counselors. These students can serve as peer role models, showing that education and career goals can be met within their own geographic region and socioeconomic status. Former students would also be able to address students who are undecided on a college major and may not be aware of what types of STEM programs are available for them to study.

The expansion of regional high school counselor workshops to an annual statewide workshop will allow high school counselors from around the entire state to learn about STEM programs throughout colleges and universities in Connecticut as well as the ability to interact with STEM employers. Breakout sessions during this event will give counselors the chance to brainstorm plans with each other for how to increase the knowledge of STEM educational and career pathways within high schools. School counselors will be contacted for feedback throughout the following academic year regarding implementation of marketing material and their efforts to educate students on opportunities in STEM fields.

The continuation of the Greater Hartford Mini Maker Faire, which hosted over 1500 attendees, 50 Makers, and 4 industry sponsors including Trumpf and Lego the first year, will also make families, as a whole, more aware of opportunities available in STEM fields and how and interest in technology in younger students can turn into STEM careers later. Being able to explain STEM careers to parents gives the opportunity to dispel stereotypes that are often associated with STEM careers and the types of people who enter those careers. Industry sponsorships serve as the financial support for Maker Faires further showing the importance of industry partnerships. Continued involvement in the Maker Movement overall provides examples of how STEM is involved in everything and having an educational background in STEM can open doors for people of any gender, race or ethnicity.

Detailed data collection regarding how students learned about a college, more specifically a STEM program in a college, and how they decided on a STEM major will give greater insight into the effectiveness of outreach initiatives. When coupled with feedback from each outreach initiative, the most effective initiatives can be identified as best practices and further expanded. These best practices will be



disseminated among the twelve community colleges in the Connecticut College of Technology as well as at national conferences and professional development initiatives.

## Cornell University

Cornell University in collaboration with Cornell Cooperative Extension and New York State 4-H Program.

**Original Commitment:** Cornell University began its project to enhance the transition of high-performing low-income rural residents of the state to New York to higher education in the spring of 2015. Our commitment is to use the state-wide offices of the Cornell Cooperative Extension, through which the 4-H Youth Development programs are offered throughout the state more intentionally to provide the information and access for rural youth to recognize themselves as able and prepare themselves to be ready for participation in higher education. Our goal is to double the number of New York state high-performing students who apply and then participate in higher education, in order to respond to a number of studies in the past few years that identified large numbers of qualified rural youth who do not even apply, or do not aspire to attend more challenging institutions.

In 2013, Cornell University began its Active Learning Initiative in the College of Arts and Sciences to bring effective active learning pedagogy to the STEM disciplines in order to enhance student engagement and learning effectiveness. Departments were invited to submit proposals and work began on course revisions and implementation strategies across the large introductory courses in Biology and Physics. These are key gateway courses to many STEM professions including engineering and medicine, and have often had a “weeding” effect on student aspirations in these areas. For both initiatives, substantial donor and grant funds have been solicited and commitments made to share outcomes research and best practices.

**Progress Made:** In both 2014 and 2015, Cornell submitted for substantial First in the World grants for this project and received favorable scores, but was not among the projects funded. The university was successful in raising private gifts that have allowed the project to get underway as a pilot in the summers of 2015 and 2016. Presentations about the New York State Opportunity Programs that support higher education access at a number of institutions, including community colleges, across the state of New York were added to the 4-H career days attended by 500 youth from across the state on the Cornell campus, and to Cornell’s Summer College. In addition, two high school youth from each of four selected 4-H program sites in Buffalo, Binghamton, the St. Regis Mohawk Reservation, and New York City were sponsored to participate in the six-week Summer College Program on the Cornell campus. The sites were selected because they already had programs encouraging higher education participation. Special programming and advising for these students, and others like them attending on other scholarships, was provided through the Office of Academic Diversity Initiatives. These new elements will be repeated in summer 2016. Because of the age of the high schoolers, it is too early to have outcomes measures on their college participation levels. 24 senior 4-H staff are undergoing training for inclusion this spring of 2016 to build capacity for these programs. In the summer of 2016, an enhanced number of Cornell student interns will be added in three state counties with appropriate diversity training regarding rural populations as a pilot measure.

A senior faculty member was appointed to direct the data gathering, measurement, and continued development and focus of the Active Learning Initiative this academic year. A number of the introductory Physics classes have gone through the initial iterations of active learning pedagogical enhancements, mostly involving “flipped” classrooms and peer-led study groups. We are working with

colleagues at other institutions who do extensive research in this area to develop robust learning analytics so that we are not simply measuring grades and persistence in the majors, but also real student mastery of material. Because these courses serve such large numbers of undergraduates with a wide variety of STEM aspirations, we would like to assess course-by-course learning outcomes. We are paying attention to gaps for students by gender, disability, income, and racial and ethnic identity throughout the process. We are also working with the initial instructors and making sure that the courses can be replicated under various course leadership, as well as studying which aspects, such as peer-led study groups and/or flipped classrooms are most effective in our experimental models of the various course iterations. The new format Biology courses are also coming on stream in the immediate coming semesters, and we have high hopes of being able to bring this methodology to additional STEM departments in coming academic years.

**Plans to Sustain Progress:** Because we are building capacity using existing programs in Cornell Cooperative Extension, 4-H, the Career Days, the summer college, and on-campus initiatives including “Engaged Cornell”, we are confident that as we develop tools, experience, and materials, these will become embedded practices. Most of the programs of 4-H and Cooperative Extension operate on grant money, so as the staff across the state become aware of successful higher education participation projects through the annual Youth Development Conference held on the Cornell campus, these grants and proposals can be shared and extended. The Summer College is also committed to continue to raise the funds in order to provide the scholarships that bring the campus experience to high school students across the state who then can share with their peers their experiences. The research shows how important it is for students who come from regions and populations with low higher education participation to learn from peers whom they regard as like themselves, as well as from trusted local adults. Our project is designed to build directly on this research, and the state-wide conferences and structures already in place will allow for us to gather data and continue to inform practice.

## Council for Opportunity in Education (COE)

### **Original Commitment:**

- **Recruitment:** Increase efforts by COE’s 900 member institutions, which include 2- and 4-year colleges, to recruit low-income students by utilizing more effectively the college access programs on campus.
- **Retention & Graduation:** Increase efforts by COE’s 900 member institutions to study and improve their records of retaining and graduating low-income students, particularly low-income students from local communities.
- **Remediation:** Work with COE’s 900 member institutions, particularly the 2- and 4-year institutions, to expand offerings of existing retention and graduation programs on campus (e.g., TRIO Student Support Services) to serve additional low-income students in need of support.

Each year, COE provides over 200 professional development opportunities to college access and success professionals to improve service delivery for low-income students. COE partners with the GE Foundation to promote collaboration between secondary schools and the public and private sectors to boost college access in various cities. COE also tests new models for community collaboration through its i3 grant.

**Progress Made:** There were 54 new college success and retention programs funded in 2015 that are devoted to producing more career-ready college graduates. That is an increase of 2,800 students over the 202,000 students who are currently receiving support, counseling, and tutoring to complete a two- or four-year college degree or credential by 2025.

COE has provided more than 200 professional development opportunities to college access and success professionals to improve service delivery for low-income students. COE also provided more than 15 specific professional development sessions on the use of student tracking data and data sharing and disseminated the “Using Student Tracking Data Brief,” information, and reports to strengthen communication between institutions and local high schools to more than 375 institutional members.

COE has shared strategies about how institutions of higher education have successfully engaged with other partners (secondary schools, non-profit and community-based agencies, etc.) to boost college persistence and completion rates among low-income students. There will be 44 new college access programs funded in 2016 that are devoted to increasing college enrollment of low-income students. That is an increase of 50,000 students over the 499,000 students currently receiving support, counseling, and tutoring. Thousands more students will gain access to high quality college advising through the training of more than 5,000 new college access counselors and advisors. COE offers: 1) the CSU-COE college access and success graduate certificate program, and 2) professional development seminars.

In partnership with Colorado State University, COE’s 15-credit graduate certificate program focuses on enhancing professional foundations and practice in pre-collegiate preparation and postsecondary support programs for underserved student populations. The courses are designed for working professionals, counselors and graduate students. The courses are asynchronous so participants can engage the material weekly, on their own time, learning anytime, anywhere across all time zones. Faculty possess relevant academic credentials, represent geographic and other diversity, and have work or personal experience with access and success support programs targeting underrepresented students.

Spring 2015 coursework included courses such as “College Access and Success Pre-Collegiate Program Models and Design,” “Foundations of Educational Access and Opportunity Programs,” and “Organizational Behavior and Student Success.” Faculty included academics from institutions such as the University of Massachusetts-Boston, Bristol Community College, the University of South Carolina, and Colorado State University.

Additionally, COE has created training for new practitioners in college access and success programs that includes:

- An individual and team consultation to identify the staff member’s most pressing professional development needs.
- A full-day, on-site professional development seminar to build professional relationships and forge connections with faculty who will serve as mentors.
- A series of individually-selected online modules.

Over 9,000 more students are on a pathway to obtain degrees in science, technology, engineering, and mathematics (STEM) fields in the 37 new SSS STEM programs. These programs tie together academic expectations, student support systems, and community resources to aid student STEM endeavors and foster student engagement and learning.

COE launched three communities of practice at the 2015 Annual Conference, including the STEM Community of Practice (CoP). This platform will facilitate communication and the sharing of resources within each community. STEM CoP Webinar presentations included “Utilizing MIT Blossoms STEM Lessons” offered by MIT and “Math Mindset” offered by Stanford University professor Dr. Jo Boaler. Both webinars were well attended with more than 80 registrants.

COE sponsored two local collaborative STEM Fairs in 2015. In Atlanta in April, 400 students attended the event in partnership with Atlanta Metropolitan Community College and 10 Georgia state college access and success programs, and the October event in Chicago attracted more than 400 students in partnership with 29 Chicago area college access and success programs.

Promoting college recruitment of low-income students is a key strategy. As previously discussed, COE communicates to its membership the importance of college fit (connecting more low-income students to the college that is right for them), retention and graduation, college preparation, college advising, SAT/ACT test preparation, and strengthening remediation. COE encourages its 900 member institutions, which include 2- and 4-year colleges, to increase efforts to recruit low-income students by utilizing more effectively the college access programs on campus. Our goals include:

- Engaging admissions officers of member institutions and sharing best practices culled from campus-based college access programs on their campuses.
- Offering professional development opportunities to admissions and financial aid professionals to learn how to partner with college access and success programs to recruit low-income student populations.
- Offering professional development opportunities to college access professionals to assist them in working directly with admissions officers and other institutional leaders on specific methods of outreach to and engagement with low-income students. More specifically, COE will work with administrative leaders at the Department of Education Legislation and Regulations Teams training, 2016 Annual Conference and other professional development seminars in the near future.
- Organizing local alumni of college access programs (e.g., TRIO, GEAR UP, etc.) to sponsor information sessions and activities to boost interest in college for students and families in low-income communities.

**Plans to Sustain Progress:** Progress will be sustained through participation in more than 20 regional and state meetings, as well as through two annual professional development conferences. Topics for professional development include: College Fit, Using Student Tracking Data, and, in partnership with the Lumina Foundation, the Beyond Financial Aid Toolkit.

COE continues to disseminate information and share strategies to:

- 1) Enable engaged parties to help low-income students appropriately target for college choice; and
- 2) Enable institutions to conduct effective self-assessments of retention/success of accepted low-income students, including methods that work.

Recognizing the link from college to work, COE also disseminates information about available internship opportunities for college access and success students enrolled at COE member institutions, such as the ACT Summer Internship program, made available to low-income and first-generation undergraduates at ACT's headquarters in Iowa City, IA. ACT provides a very competitive stipend and housing allowance for students selected and the available positions cover a range of disciplines.

COE also partners with the GE Foundation and the Lumina Foundation to promote collaboration between secondary schools, colleges and universities, and the public and private sectors to boost college access and success in various cities.

COE has also tested new models for community collaboration through its i3 grant and continues to engage partners in sustaining that effort.

COE will maintain partnerships with ACT and the University of Pennsylvania's Graduate School of Education. Additionally, new partnerships are being cultivated. One is with The Century Foundation's convening on Increasing College Completion for Low-Income Students. COE's Pell Institute is drafting a paper discussing lessons for U.S. financial aid policy that can be derived from the practices of other countries, particularly as they relate to effects on college completion.

COE will continue to work with its 900 member institutions, particularly the 2- and 4-year institutions, to expand offerings of existing retention and graduation programs on campus (e.g., TRIO Student Support Services) to serve additional low-income students in need of support.

COE will continue to provide guidance (including best practice models) for establishing summer bridge and extended orientation programs to better prepare low-income students for the first year of postsecondary education. COE plans to partner with college access and success programs to provide no-cost methods of reducing the numbers of students in need of remediation prior to postsecondary enrollment.

Promoting college recruitment of low-income students is a key strategy. As previously discussed, COE communicates to its membership the importance of college fit (connecting more low-income students to the college that is right for them), retention and graduation, college preparation, college advising, SAT/ACT test preparation, and strengthening remediation. COE encourages its 900 member institutions, which include 2- and 4-year colleges, to increase efforts to recruit low-income students by utilizing more effectively the college access programs on campus. Our goals include:

- Engaging admissions officers of member institutions and sharing best practices culled from campus-based college access programs on their campuses.
- Offering professional development opportunities to admissions and financial aid professionals to learn how to partner with college access and success programs to recruit low-income student populations.
- Offering professional development opportunities to college access professionals to assist them in working directly with admissions officers and other institutional leaders on specific methods of outreach to and engagement with low-income students. More specifically, COE will work with administrative leaders at the Department of Education Legislation and Regulations Teams training, 2016 Annual Conference and other professional development seminars in the near future.
- Organizing local alumni of college access programs (e.g., TRIO, GEAR UP, etc.) to sponsor information sessions and activities to boost interest in college for students and families in low-income communities.

COE has expanded its internal staff to include an Alumni Relations Consultant. It has also invited alumni and current college access program students to participate in 100 Days of Celebrating of the 50th Anniversary Celebration of the Talent Search program. Celebrations have taken place across the nation.

COE's mission, established in 1981, is dedicated to furthering the expansion of college opportunities for low-income, first-generation students, veterans, and students with disabilities in all 50 states, Washington, D.C., the Federated States of Micronesia (FSM), Palau, Guam, and Puerto Rico. Through its numerous membership services, the Council works in conjunction with colleges, universities, and agencies that host college access and TRIO programs to specifically help low-income students enter college and graduate. COE remains true to this mission and is committed to pursuing it through 2025 and beyond.

## Davidson County Community College

**Original Commitment:** In December 2014, Davidson County Community College committed to producing an additional 7,820 graduates by 2020 and an additional 3,910 graduates between 2020 and 2025, totaling 11,730 by 2025.

To reach this goal, the college committed to developing or expanding a number of strategies to support completion. The college planned to scale its summer bridge program partnership to all school districts in the college's service area. The college planned to provide structured pathways for all students. The college committed to leverage technology applications to provide clearly articulated, responsive academic plans to keep students on track to complete credentials, with all new students having an electronic version of the structured pathway and a detailed course schedule from entry to completion. The college planned to build on the existing early alert system by adding a more advanced feature of predictive analytics to allow identification of risk factors and proactive intervention. At that time, the college was developing an outreach and communication plan for retaining students that would allow for tailored communications for certain populations of students based on the preferences of certain student subgroups. The college planned to implement a newly developed self-assessment instrument to better address the variety of financial issues facing low-income students. The college committed to pilot required labs to English and math courses for students at risk for failure in college-level courses. The college also planned to expand current mentoring efforts to all programs to foster relationships between students and faculty and strengthen connections to the college.

**Progress Made:** Based on an existing campus culture of student success, Davidson County Community College has implemented a number of practices that have led to increased student success and completion. From entry to completion, data points have yielded encouraging results indicating improvement in success outcomes over time. Early connections through summer bridge programs and expanded relationships with high school partners have allowed more students to arrive at our doors college-ready. Through the use of Multiple Measures for Placement (MMP), approximately 30% more students are being placed directly into curriculum-level courses. To assist those students who may need additional support entering college-level courses, DCCC has implemented required, co-requisite skill support labs for students entering with a high school GPA of  $2.6 < 2.99$  for all gateway math and English courses. Additionally, developmental education has been redesigned to decrease the amount of time students must spend remediating prior to entry into programs of study. Program redesign has further streamlined curriculum pathways and placed gateway English and math courses earlier in the student's educational plan. These changes have resulted in acceleration into and through programs of study and led to improvement of a number of metrics related to student success. Data indicates increases in completion of credential-bearing credits during students' first term and first year, as well as significant gains in the percent of students successfully completing gateway math and English within the first year on their first attempt.

**Plans to Sustain Progress:** Davidson County Community College has engaged in a variety of efforts to advance student persistence and completion. By redesigning strategies that forge initial connections to the college, providing streamlined entry into programs of study aligned with career paths, engaging students actively both in the classroom and across campus to support progress, and supporting students' transition to the labor market or additional educational opportunities, DCCC students are reaching their goals in larger numbers than ever before. To assist students' with financial resources needed to complete college, DCCC provides a financial literacy program that helps students make the most of their money through personalized financial education and has implemented Loans Like a Paycheck, a multiple-

disbursement approach to student loans that allows students to receive their aid in intervals to support their needs throughout each academic term. Placement into programs of study has been accelerated by implementing Multiple Measures for Placement (MMP), with mandatory support skill labs for students at risk of struggling in curriculum level math and English courses. Additionally, DCCC has redesigned developmental education, decreasing the time that students placing into developmental coursework must invest prior to enrolling in curriculum courses. In Fall 2015, the College Transition Center was launched, redesigning our approach for the lowest levels of developmental education to provide extended support to students needing the most remediation without depleting students' financial aid resources. Further, tutoring and non-academic supports have been implemented to assist struggling students in managing the personal and cognitive demands of college.

DCCC will expand existing efforts and implement new strategies to support student persistence and completion. To enhance connection and entry, students' front door experiences are being refined to provide a customized path for each student from the point of connection to the college that includes personalized communication, guidance and support. In an effort to ensure that each student has a clearly defined pathway that leads to the student's goal, technology will be leveraged to provide a digital academic plan that keeps the student on track to completion. Using mobile technology, students will be able to access registration, records, financial services, and other resources in a manner that streamlines processes and supports progress toward completion. Excellence in teaching and learning is valued and supported by all areas of the college. To support completion in the classroom, faculty-led professional development opportunities will enhance the learning environment leading to increased student engagement and progress toward completion.

## Denver Public Schools (DPS)

Denver Public Schools (DPS), City of Denver, Denver Scholarship Foundation, Community College of Denver, Metropolitan State University of Denver, and University of Colorado Denver in collaboration with Michael Hancock, Mayor, City of Denver; Tom Boasberg, Superintendent, Denver Public Schools; Everette Freeman, President, CCD.

**Original Commitment:** In November 2014, Denver Public Schools (DPS), City of Denver, Denver Scholarship Foundation, Community College of Denver, Metropolitan State University of Denver, and University of Colorado Denver made a plan to increase college attainment for Denver high school graduates. By 2016, the improvements expected are as follows:

- FAFSA Applications: DPS seniors completing the FAFSA will increase from 48% (Class of 2014) to 53% of the Class of 2015 and to 58% for the Class of 2016.
- College Applications: The percentage of DPS seniors who apply to at least one college from 12 of the largest DPS high schools will increase from 87% from the Class of 2014 to 92% for the Class of 2015 and to 95% for the Class of 2016.
- College Enrollment: DPS graduates enrolling in college the fall immediately following graduation will increase from 46% for the Class of 2014 to 53% for the Class of 2015 and to 60% for the Class of 2016.
- Enters College Ready: By 2020, DPS will double – from 1,100 to 2,200 – the number of DPS students who graduate from high school as college and career-ready. Incremental milestone growth will show that more than 1,283 DPS graduates will be college-ready for the class of 2015 and 1,466 for the Class of 2016.

- Other Goals: More than 50% of DPS seniors from participating high schools will apply for at least one scholarship for the Class of 2015; that will increase to 55 percent for the Class of 2016.

**Progress Made:** The Denver College Attainment Network (DenverCAN) emerged in the summer of 2014 during the charter planning process for the Lumina Foundation’s Community Partnership for Attainment (CPA) initiative. Over the course of two months, leadership from the City, Denver Public Schools (DPS), and the Denver Scholarship Foundation worked closely together across 12 campuses that serve 20 schools to increase access to college. Those campuses include Abraham Lincoln, Bruce Randolph, East, George Washington, John F. Kennedy, Manual, Martin Luther King, Jr. Early College, Montbello, North, South, Thomas Jefferson, and West. In commitments devoted to applications to college and scholarships, goals were set across the 12 campuses. The remaining commitments regarding FAFSA completion and enrollment to college were set district wide. The Denver community has made a commitment to improve college access by focusing on the following: 1) Applications to college; 2) Applications for at least one scholarship; 3) FAFSA completion; 4) Enrollment in college. At the time of the initial commitment, 87% of the Class of 2014 applied to at least one college. 1) For the Class of 2015, 89% applied to at least one college. This increase indicates growth of 151 students who applied to at least one college. 2) We met the commitment that more than 50% of class of 2015 would apply for at least one scholarship (51% applied). 3) FAFSA completion district wide increased to 50%. 4) College enrollment for Class of 2015 saw modest decrease from 46.6% to 46.1% (less than 1% with a slight increase of actual numbers-42 students due to a larger graduation class) in comparison to the Class of 2014. Enrollment remains an area of focus for all partners, with summer melt activities through collective impact initiatives ramping up this year.

**Plans to Sustain Progress:** In December 2015, leaders from CCS and DenverCAN made the strategic decision to merge, effectively creating Denver’s first 9-16 postsecondary access and success network. This merger allows the network to leverage both its leadership and talent into one collective impact strategy. It also presents an opportunity to expand Leadership Team representation, consolidate Action Teams, and better align staffing and data reporting. In the long-term, the merger will help the network achieve sustainability. More than 25 non-profit and public sector organizations are now ready to increase readiness for even more underrepresented students who feel like college is out of reach. As this newly merged entity builds its Leadership Team and maximize its Action Teams, the impact across Denver will be evident in the outcomes of college ready students.

To date, DenverCAN/CCS has focused much of its efforts on asset mapping among college access and success efforts. This work began during the start-up phase for both initiatives prior to the merger and has continued into early implementation. In addition to assessing the community organizations and institutional programs involved in postsecondary access and success work, mapping efforts have given the Leadership Team and Action Teams the ability to leverage resources, promote existing programs, and increase the availability of student success programs.

At the Leadership Team and Action Team levels, DenverCAN/CCS continues to grow the network in terms of organizational (25-plus) and individual participants (100-plus). As a whole, the network has a diverse and inclusive array of participants and partners across specific population(s) or demographic(s) served, mission, sector, and size. The Leadership Team membership is dedicated to providing financial resources to the DenverCAN/CCS network. In fiscal year 2015, the total network support was \$59,500. The network support is expected to grow each year to ensure organizations and individual participants continue to provide quality support to DPS students 9-12 and access to postsecondary programs as college ready students. Recently, the network has been invited to compete for a grant by the Colorado Department of Higher Education to support collective impact efforts to increase college attainment rates



across Colorado. To sustain progress, the team will continue to develop strategies to support student success in collaboration with K-12 and higher education partners, as well as other community-based organizations. As the DenverCAN/CCS network increases its outreach to enhance the college going and college completion rates for underrepresented students, the impact beyond 2025 will be seen through coordinated support across partners to continue to increase access to college. Each of the partners in the collective impact initiatives have made commitments to increase college readiness and the number of students applying to college, submitting FAFSA applications and enrolling in college. The members of the Leadership Team and Action Teams will strengthen their commitment to work together to increase college enrollment and success for Denver students.

- Leadership Team Organizations: City and County of Denver, Colorado Nonprofit Development Center, Community College of Denver (CCD), Denver Public Schools, Denver Scholarship Foundation, Emily Griffith Technical College (EGTC), FirstBank, Goodwill Industries, Metropolitan State University of Denver (MSU Denver), Mile High United Way, University of Colorado Denver (CU Denver). Note: The Leadership Team will likely expand in 2016.
- Action Team Participants (includes representation from Leadership Team member organizations): Better Business Bureau Foundation, Colorado Challenge, Colorado GEAR UP, Colorado UpLift, Council for Adult and Experiential Learning, Cyclus Break, Denver Kids, Denver Urban Scholars, DREAMers United, Educational Opportunity Center, Forward Steps, Girls, Inc., Goodwill Industries, INSPIRE, Junior Achievement, Latino Community Foundation of Colorado, Mi Familia Vota, Mi Casa Resource Center, Padres y Jovenes Unidos, Project VOYCE, RISE, STEAR, STRIVE Prep, Teach For America, The Bridge Project, Transform Denver, and Zero Dropouts.

Specifically, the Denver Scholarship Foundation is strengthening its partnerships with community-based organizations that will provide deeper foundational support for DPS students in grades 9 through 11. This will allow DSF advisors to work with students entering 12th grade more strategically--focusing on all college fit factors for each student, which includes reviewing academic programs, financial fit, and social-cultural fit. DSF works most closely with Denver Public Schools to increase college access by connecting students with resources and support provided by the various members of the DenverCAN/CCS network to ensure more students are included in the college and career exploration and planning process each year. Denver Scholarship Foundation has official partnerships with 25 of these organizations, which outline specific shared goals such as FAFSA completion, college applications, college enrollment, and persistence.

With the new FAFSA opening three months earlier than in previous years, students can use prior prior year tax information for the FAFSA. These additional months will provide a longer period of time to work with students and families to secure funding for college and increase the number of students who apply. DSF is working closely with CBOs, the district, and our 32 college partners to ensure that this change in FAFSA timing has a positive impact on students and families

## Dominican University of California

**Original Commitment:** Dominican University of California commits to doubling our STEM graduates by 2020 by fulfilling the promise of the Dominican Experience, a program at the heart of our students' education. The Dominican Experience fosters success and equity for an increasingly diverse student population and is permeated with teaching methods proven to be most effective for student learning. It

integrates the curriculum with the co-curriculum, student activities, and student experiences beyond the classroom and connect the students' experiences with preparation for vocation and life. The successful implementation of the Dominican Experience will ensure the graduation of diverse students with highly-qualified degrees.

Approximately 25% of our undergraduates are in STEM fields. In Fall 2013, over 82% of them are women and over 56% come from underrepresented minority groups. Dominican's commitment to providing our students with internships and intense undergraduate research opportunities has contributed to a four-year graduation rate of over 70%.

The Dominican Experience provides students with mentors upon admission and an innovative advising structure called Integrative Advising, which supports students individually in making a meaningful whole of their education. Integrative advisors will coordinate a student's peer mentor, alumni mentor, and faculty advisor. Similar to case management, each student will have a web of support, which the Integrative Advisor manages. In knowing students' curricular and co-curricular choices, Integrative Advisors serve as meaningful consultants as students' develop their e-portfolios, important aides in navigating the transition to college, and critical directors of their overall college experience.

**Progress Made:** In FY16, a new mentoring program provided all incoming 1st year students with an advanced students as a mentor. In FY17, those who entered in Fall 2015 will be given new mentors: members of the senior administrative team. Dominican will be piloting alumni/community member mentors in FY17 so that all students who entered in Fall 2015 will get an alumni/community member mentor in their 3rd and 4th year while at Dominican.

Faculty have also been engaged in the development of Institutional Learning Outcomes, which will help inform the Dominican Experience and help integrate the curriculum with co-curricular activities. Ratification of the ILOs is expected Spring 2016.

## Double Umoja Student Development Corporation

**Original Commitment:** 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

### **Progress Made:**

- The percentage of students indicating understanding of the college application process increased 23% from pre- to post- survey results (average across schools).
- 92% of seniors applied to three or more colleges (average across Senior Seminar schools)

### **Plans to Sustain Progress:**

- The percentage of students indicating understanding of the college application process increased 23% from pre- to post- survey results (average across schools).
- 92% of seniors applied to three or more colleges (average across Senior Seminar schools)

Umoja is continuing to expand and are looking to serve an additional 200 students through our Senior Seminar model in 2016-17. Through a combination of investing in our best practice curriculum to our internal staff development we are on target to continue to grow our work in Chicago.

## Evanston Scholar

**Original Commitment:** Ensure that 80% of Evanston Scholar enrolled in college are still on pace to earn college degrees within six years.

- Ensure 100% FAFSA completion for all applicable Scholars.
- Ensure that 100% of graduating seniors are enrolled in a 4-year college or university.
- Provide an average of 25 hours of individualized college counseling for each scholar in HS.
- Provide an average of 15 hours of individualized college counseling for each scholar in college.
- Increase ACT scores by 3 points for each Scholar to increase college options.
- Make sure that each HS senior Scholar applies to at least 9 good fit schools.
- Improve college transition curriculum for incoming college freshmen.
- Devise enhanced intervention techniques for college upperclassmen.
- Search for more ways to reach and onboard HS students earlier.
- Implement new programs to prepare students to overcome the academic, nonacademic, and financial hurdles in college.
- Increase our Financial Literacy and Awareness Program.
- Strengthen students' nonacademic skills.

### **Progress Made:**

- 94% of Evanston Scholar enrolled in college are still on pace to earn college degrees within six years.
- 100% FAFSA completion for all applicable Scholars
- 100% of graduating seniors enrolled in a 4-year college or university
- Provided over 25 hours of individualized college counseling for each scholar in HS
- Provided an 15 hours of individualized college counseling for each scholar in college
- Increased ACT scores by 3.4 points for each Scholar to increase college options
- Each HS senior Scholar applied to an average of 10 good fit schools
- Improved college transition curriculum for incoming college freshmen
- Improved intervention techniques and strategies for college upperclassmen
- Will now start with Sophomore year in HS to reach HS students earlier
- Implemented new programs to prepare students to overcome the academic, nonacademic, and financial hurdles in college
- Increased our Financial Literacy and Awareness Program
- Each College Scholar received over \$101,000 of debt-free scholarship for 4 years at the school they attend
- Strengthened students' nonacademic skills

**Plans to Sustain Progress:** We have created a college preferred list of over 200 schools, with the primary criteria of college graduation rates and affordability. We have also created a POD system in high school for individualized counseling, better organization, and peer mentoring. We have implemented more of a College Success Curriculum earlier -- not just preparing students with surface skills and general advice; instead, we have students explore financial feasibility earlier in the college application process by using the EFC and Net Price Calculator. We have Scholars complete resumes, find jobs in the summers of HS, and set up bank accounts with the local bank -- all in the attempt to have students save more money for college.

We have added more resources (staff, curriculum, communication system, peer mentors) to improve interventions for college scholars. We supply financial aid analysis for all Scholars and families to compare the bottom line \$ for each accepted college. We have also increased our Financial Literacy and Awareness Program by instituting a College Affordability Program that is spread out over three years of HS.

And throughout the entire culture of the organization, we have strengthened students' nonacademic skills by instituting a PERRC's Program -- Pillars of Success that stand for Persistence, Engagement, Responsibility, Resourcefulness, Connectedness.

## Excellent Schools Detroit

Excellent Schools Detroit in collaboration with Detroit College Access Network (DCAN).

**Original Commitment:** Excellent Schools Detroit (ESD)/Detroit College Access Network (DCAN) identified students' access to trained and effective College and Career Readiness (CCR) counselors and advisors as a critical gap in Detroit. On January 14, 2014, ESD and DCAN made a commitment to improve access to highly-trained school counselors and advisors in Detroit. We also committed to the following:

- 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%

**Progress Made:** Our goals was to increase the number of counselors and advisors who complete appropriate CCR training and ensure that 35 of Detroit's 57 (60%) high schools have full-time, dedicated high school counselors or college advisors that have completed CCR training by 2016. We proposed to utilize two strategies to address this gap. The first strategy was to increase the number of counselors and advisors who complete appropriate CCR training. Our second strategy was to improve the effectiveness of current counselors and other college planning personnel by providing high-quality ongoing CCR professional development opportunities.

Strategy One: Increase the number of counselors and advisors who complete appropriate CCR training.

In partnership with Michigan College Access Network ensure that more Detroit counselors have access to their School Counselor Postsecondary Planning Training (SCPPT) course. With 11 already trained or in the pipeline (in 2013), our goal was increase the number of high school counselors who have completed the course to 24 by 2016. Currently, 12 Detroit counselors have completed the CCR course and 27 are currently enrolled.

- 2013-14: 11 enrolled/ 4 completed

- 2014-15: 10 enrolled/ 8 completed
- 2015-16: 27 enrolled

Increase Number of Fulltime College Advisers in Detroit: In addition to the 7 college advisors current in Detroit high schools in 2014, our goal was to place an additional 6 college advisors in Detroit high schools by 2016. We successfully reached this goal. In the fall of 2015 DCAN partnered with MCAN's AdviseMI program to embed well-trained, dedicated, near-peer college advisers in high schools that serve significant numbers of low-income and first generation college-going students. The advisers were recent college graduates from partner colleges. After an intensive 5-week training, advisers are poised to help students navigate the complex college exploration process, retake college admissions tests, apply to colleges that are a good match/fit, complete the FAFSA, secure financial aid, and matriculate to college. These game-changing advisers serve as experts, mentors, champions, and guides to the students they serve. They also play a transformative role in the buildings in which they are placed by fostering a college-going culture in partnership with school staff and by providing needed supplemental support to overstretched school counselors. The goal of the advisers is to increase the number of high school students who enter and complete postsecondary education, which aligns with our goals and desired outcomes. DCAN made a commitment to support the placement of AdviseMI advisers in Detroit schools by providing a 50% cash match to support the required local match for the first year of the program.

Strategy Two: Improve the effectiveness of current high school counselors and other college planning personnel by providing access to ongoing, high-quality CCR professional development opportunities. In the Fall of 2015 we launched bi-monthly professional development opportunities that we call Lunch & Learns. The purpose of the Lunch & Learns is to provide college access personnel with access to local and national best practices that will support them with creating an effective college-going culture in their schools. Between 75 and 150 participants attend the bi-monthly Lunch and Learns. During the Lunch and Learns national, local, and statewide presenters discuss national and local best practices. The Lunch and Learns have helped build partnerships with our schools and local college access organizations.

Lunch and Learns schedule and content is below:

- October: Supporting Your Students with College Applications.
- Hosting a Successful College Application Season, MCAN and Local Counselors and Advisers.
- Supporting Your Students with College Choice Decisions through Match and Fit, Michigan Future Schools.
- Preparing for SAT & College Board Tools for Supporting College Access & Success, The College Board.
- November: Supporting Your Students with Attaining Scholarships.
- Getting Students Ready for Scholarships, Local Counselors and Advisers.
- Detroit Scholarship Fund 4-Year Expansion, Detroit Scholarship Fund.
- Local Scholarship Opportunities, Local Community Organizations.
- National Scholarship Opportunities, United Negro College Fund.
- January: Beyond FAFSA: Financial Aid & Literacy.
- Utilizing NSC & Student Pathways Data/Mischooldata.org, Michigan Center for Educational Performance & Information (CEPI).
- FAFSA 101 & Supporting Sub-Populations, Henry Ford College.
- Connecting Local Workforce Demand To Postsecondary Enrollment, Workforce Intelligence Network for Southeast Michigan.
- FAFSA Best Practices, Local Counselors and Advisers.

- March 2016: Supporting Students with their Transition to College.
- May 2016: Alleviating Summer Melt

## Flathead Valley Community College (FVCC)

**Original Commitment:** Flathead Valley Community College (FVCC) committed to increase the number of graduates transferring from FVCC into four-year STEM programs by 15% in the next two years. While a large proportion of our strategies to accomplish this goal involve the expansion of relatively recent initiatives in the STEM arena, there are two key new strategies that we committed to pursue.

First, FVCC committed to 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. Previously, faculty who successfully competed for grants were not compensated for the additional work required to develop and manage grants. This change was proposed to the FVCC administration by the STEM Research Committee. The amount of release time is commensurate with the duties required by the grant. FVCC believed this strategy would encourage more faculty to pursue research grant opportunities that benefit existing STEM students and increase the attractiveness of FVCC's STEM programs to new students.

Second, FVCC committed to increase its institutional commitment to undergraduate research by increasing the compensation for STEM faculty who teach undergraduate research courses. FVCC recognized that setting up an undergraduate research course and mentoring aspiring scientists requires more time and effort than a typical course demands. We wanted to make compensation commensurate with this effort.

**Progress Made:** FVCC followed through on its two commitments to improve STEM education. First, we are now giving release time to our faculty to pursue and manage STEM research grants that involve student undergraduate research. We have four faculty members currently managing STEM grants. Second, we have changed the way we compensate our faculty for their work on mentored undergraduate research. Faculty are now paid at their regular rate, rather than at a much lower "directed study" rate, for mentored research courses. Mentored research projects are now vetted against a rubric heavily weighted towards the student's learning experiences. We are already seeing a substantial jump in both the quantity and quality of mentored research taking place on our campus. Specifically, we've seen the number of students participating in mentored research jump from 26 to 38 in the past two years.

## Florida A&M University

**Original Commitment:** 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.

**Progress Made:** The Florida Information Technology Career (FITC) Alliance team at Florida A&M University has further developed a student ambassador program in which Computer and Information Sciences (CIS) majors participate in outreach activities throughout the Florida Panhandle. Through this program the CIS Department is able to provide daily outreach activities throughout the Tallahassee community in addition to high school visits throughout the Panhandle. Some of the outreach activities provided by student ambassadors include tutoring and mentorship at local teen community centers as well as high schools. These activities provide an invaluable service to the community by increasing technical literacy in underserved communities. Our ambassadors provide coding experience, professional

development, mathematical tutoring, and a wide array of other services to high school and middle school students, particularly in the Tallahassee community.

Members of the FITC team have also participated in mentorship activities and interactions with other educators on a statewide and national level through academic partnerships in Florida and the development of a strong partnership with the National Urban League. Thus far the efforts established by the FITC initiative, along with other factors, have resulted in a 69% (169 students) increase in upper-division enrollment in the 2014-2015 Academic Year as compared to the Academic Year 1 enrollment numbers of 2013-2014 (100 Juniors/Seniors). Through these efforts we hope to emphasize the importance of the early development of technical skills for our youth as well as the opportunities that are available for future careers in fields related to computer technology.

## Florida College Access Network (FCAN)

Florida College Access Network (FCAN) in collaboration with Florida School Counselor Association.

**Original Commitment:** Florida College Access Network (FCAN) committed on October 31, 2014, to increase training opportunities for Florida school counselors, direct service providers, volunteers, and mentors to deliver college and career readiness supports to students. FCAN committed to working with SREB and other partners to train at least 96 school counselors, direct service providers, mentors and/or volunteers affiliated with at least 30 schools and/or nonprofit organizations or other entities that serve students in high need schools or neighborhoods (e.g., Title I schools, schools with high percentages of students receiving free/reduced rate lunch, schools with low rates of FAFSA completion and college enrollment, etc.). Counselors, direct service providers, mentors and volunteers were to receive training in some or all of the following subject areas: building a college going culture for all students; college, career, and academic planning; and financial aid and college applications. Trainees will then utilize their training to deliver college and career readiness assistance to the students and families they serve.

Florida CAN also committed to tracking FAFSA completion and college enrollment rates at the schools served, with an aspirational goal of a 5% increase in FAFSA completion and a 3% increase in college enrollment rates within 18 months of high school graduation for the initial cohort.

**Progress Made:** FCAN has provided live trainings to 145 counselors and other service providers affiliated with 140 schools and 4 districts. FCAN has also hosted several webinars on college and career readiness topics for a total of 445 attendees.

In 2015, 43 schools from 11 districts participated in FCAN-coordinated College Application Month. Per 22 schools that reported on their activities, at least 1979 college applications were started or completed. 15 schools in 2015 participated in Florida College Decision (Signing) Day and approximately 50 are expected to participate in 2016.

In 2016, FCAN launched the Florida FAFSA Challenge with the goal to increase FAFSA completion rates by at least 5% over last year. FCAN launched an updated Florida FAFSA Finish Line data dashboard, viewed over 2,500 times since February 2016. In 2015, FCAN's FAFSA completion campaign contributed to a 1.3% increase in FAFSA completions in Florida, the sixth-highest improvement of any state in the country. As of March 11, 2016, however, there has been a 4.4% decrease in FAFSAs submitted and an 8.4% decrease in the number of FAFSAs completed. This disparity reflects a national trend related to complications surrounding the new FSA ID.

FCAN also partners with Florida School Counselor Association (FSCA) to provide training to counselors, for example, by presenting three separate sessions at FSCA's 2015 convention. FCAN also supports

FSCA's advocacy to require college and career readiness training for school counselor certification. FCAN helped FSCA coordinate the statewide College and Career Readiness Coalition and with members, reviewed counselor training modules created by Southern Regional Education Board and explored program delivery options, with the goal to make SREB's comprehensive training broadly available.

## Florida International University

Florida International University in collaboration with Miami Dade County Public Schools.

**Original Commitment:** Florida International University will become a model institution for evidence-based instruction in STEM. Evidence-based practices will become a core institutional identity that will be leveraged in order to attract, prepare, and graduate diverse students from across the socio-economic spectrum. Thus FIU will develop a sustainable culture for effective STEM education, guarding against a return to traditional, unsubstantiated instructional practices. This commitment integrates demonstration projects underway at FIU that have created a foundation from which to bring evidence-based practices to scale.

Transition to a fully evidence-based practices STEM education model will be accomplished through interlocking strategies including prioritizing the transformation of critical gateway courses, intentional professional development of faculty, aligning faculty evaluation to promote evidenced instructional practice, and providing feedback to faculty and the institution through effective classroom assessment and evaluation.

FIU, with over 11,000 STEM majors and over 80% of which are from historically underrepresented groups, will continue to grow as the institution is projected to expand by 11% by 2020. 50% of the STEM majors will experience evidence-based instruction in at least one course within a year, and all students will experience evidence-based instruction in at least one course in three years. All undergraduate STEM programs will have the majority of courses taught using evidence-based instruction within 5 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 graduation rates.

**Progress Made:** FIU has continued to make significant progress on establishing the culture of evidenced-based instructional practice in STEM. Significant forward has been made in expansion of the undergraduate Learning Assistant (LA) program, opening up new active learning classrooms, expanding faculty professional development, and attracting external grants to facilitate institutional change. Simultaneously, we are expanding our research and evaluation efforts to capture that change and provide continuous feedback to the students, faculty and institution.

Expansion of the LA program was accelerated through the Provost's LA Initiative that provided increased resources and fidelity of the model starting in Fall 2015. In Fall 2014, we had 165 LAs that served in 95 sections of classes across 7 departments and impacting 4,723 student enrollments. We rapidly expanded to 239 LAs serving in 155 sections in ten STEM disciplines, impacting 10,075 student enrollments. This represents a 133% increase in the number of students impacted by the LA program alone.

FIU's committed to establishing active learning classrooms across campus to "prevent faculty from lecturing." The most recent classrooms to open embrace this design, including both a 100-seat and 50-seat flexible classrooms in Fall 2014, Four new classrooms seating from 50-174 students in Fall 2015, and additional classrooms to open in Fall 2017. These classrooms have been vital, as they both entice and reward faculty for their commitment to instructional change. The classrooms have been filled to capacity from their opening. Identifying and tracking active learning on campus is being improved through the



addition of flags to our campus database to indicate presence of active learning as well as presence of LAs.

## Florida International University, Booker T. Washington High School (BTW) and the Lennar Foundation

Florida International University, Booker T. Washington High School (BTW) and the Lennar Foundation in collaboration with Miami Dade County Public Schools.

**Original Commitment:** FIU will partner with Booker T. Washington High School (BTW) and the Lennar Foundation to accelerate BTW's movement toward a high performance school through a series of in-school and community actions to build a college going culture, and solid employer engagement within high-demand STEM industries. The partnership will model the current university-community school partnership in Liberty City, Miami that embraces a collective model to support 100 percent graduation from high school and ensure every student be college and career ready.

FIU will also redouble its efforts towards low-income student populations, incorporating key strategies including dual enrollment, and foster-youth success by creating a framework of support for the physical, emotional, social and academic needs of current and former foster care and homeless youth attending FIU.

**Building on Existing Efforts:** In 2010, FIU established "ACCESS," an innovative partnership with MDCPS, our nation's fourth largest school district. Chaired by the Superintendent of MDCPS and the President of FIU, ACCESS is now made up of 20 strategic workgroups, each with its own unique vision and goals, which are overseen by leadership from MDCPS and FIU.

**Progress Made:** FIU is committed to reversing the national statistics that less than 10% of foster care youth enroll in college and less than 3% graduate with a degree. FIU strengthened its efforts in fall 2013 to assist former foster care and homeless youth by creating Fostering Panther Pride, a comprehensive program that provides customized services that will help students succeed academically and graduate from a top-tier research institution. Students are supported by professional staff, including a dedicated Success Coach who meets frequently with students to ensure their emotional, social, and academic needs are being met.

FPP has received support from various community organizations, and currently serves over 100 former foster and homeless students navigate their way through the university system and increase the likelihood that they will reach graduation and pursue meaningful careers. Some of the accomplishments of FPP include 300K annual state funding, book and housing scholarships, and a four-fold increase in donors who contribute to this program.

The FPP holistic approach includes:

- Navigating university policies/procedures pertaining to admissions, financial, aid, registration, and housing.
- Making referrals to FIU resources (i.e. academic advising, tutoring, counseling services, mentors, and internships).
- Linking students to community resources

- Engaging students in educational enrichment activities and workshops focused on study skills, career development, financial literacy, internships and job placements, and networking, among others.
- Securing scholarships (i.e. housing, First Generation, books)
- Assessing and mitigating barriers preventing timely degree completion.

Achieving Community Collaboration in Education and Student Success, ACCESS, the nationally recognized partnership between the nation’s fifth largest public research institution, Florida International University, and the fourth largest school district.

Note: FIU has several efforts to improve access to school counselors, but not as a direct result of the commitments submitted for College Opportunity Day of Action. Some of these include: create a seamless transition from high school to college by implementing summer programs and field trips at FIU and tracking student participation, partnership with feeder pattern elementary and middle schools, create a comprehensive strategy to collect data on student performance, early warning indicators, and behavior from elementary, middle, and high schools, develop a communication mechanism for information sharing and educational opportunities programs for target schools.

The Education Effect is a creative and strategic partnership that serves as a solution to an ever changing educational landscape. The Education Effect is mutually beneficial to a broadening P-20 system, impacting preschool through feeder pattern schools (elementary, middle school and high school) and postsecondary institutions. The preparation of students for academic, social, and economic success “to and through” college completion is essential for all university campuses. Furthermore, partnerships and collaborations create seamless approaches to readiness and success, allowing students to master the demands of higher standards and transition easily into higher education and career opportunities. The Education Effect, as a placed based university community school partnership will be further enhanced to provide additional resources in the Liberty City; Miami Northwestern + feeder schools and Overtown: Booker T. Washington + feeder schools. Since 2011, The Education Effect has demonstrated success at Miami Northwestern by the following:

- Supported the school in achieving a “B” grade, up from its historical “D/F” grade – 2012.
- Increased the percentage of students earning a 3.0 GPA or above from 15% to 30%.
- Increased graduation rate from 64% to 82% (long-term goal is 100% graduation).
- Engaged over 1,000 elementary, middle and high school students in visits to FIU.
- Assisted 93 students to enroll at Florida International University.
- Created a network of more than 40 community partners to address school and community needs
- Tripled the number of college credit courses available to Northwestern students and quadrupled the number of students participating college readiness and career preparation.

**Plans to Sustain Progress:** The FPP group will continue to work with community partners to seek funding for counseling/mentoring positions that will provide direct, specialized support services to secondary students in foster care. Additionally, the group will conduct training with Student Services Chairpersons at the senior high school level to implement required activities in which counselors and CAP advisors will monitor and track career/postsecondary planning for students in foster care. Efforts include collaborating with M-DCPS' Parent Academy to provide parenting sessions focused on improving academics to families at local homeless shelters which will incorporate information about FIU's Fostering Panther Pride. [Please note that we have not provided indicators at this time as we cannot attribute causal outcomes to the treatments undertaken by the commitments. The urgency of improving student success has led to multiple, parallel treatments undertaken through the commitments as well as by other entities,

thus it is not possible to deconvolute the outcomes of this specific commitment. FIU is committed to developing and implementing effective metrics and will follow the recommendations of the National Academies of Sciences, Engineering & Medicine Committee on Indicators, chaired by President Rosenberg. For further clarification, please do not hesitate to contact Laird Kramer, Director of the STEM Transformation Institute at Laird.Kramer@fiu.edu / 305.348.6073]

FIU plans to expand the number of DE courses and students in additional high schools in the school district. Impact of the program will be tracked monitor the process for M-DCPS/FIU DE students on the high-school campus to rate/evaluate the DE course on the high school campus. Additionally, monitor oversight of DE courses through faculty mentors –increase number of faculty members and visits and/or professional development activities. Furthermore, the university and school district plan to design curricular dual enrollment engineering, computer sciences, and robotics that has potential to scale and address M-DCPS need in STEM course offerings.

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The Education Effect will track and monitor shared outcomes (performance indicators) through the implementation of Core Essentials. The Core Essentials are learning objectives and content deliverables that focus on a service delivery plan that are a mix cognitive strategies, content knowledge, transitional knowledge and skills, and learning skills and techniques for academic, sociocultural, personal, economic and civic development. Common metrics include:

- Number of students served by The Education Effect
- Attendance for students participating in outreach programs
- Academic Performance
- Attendance
- ACT/SAT Scores
- Dual Enrollment
- Number of students applying to college

- Number of students participating in internships
- Number of students participating in Service Learning
- Number of Top 10% of High School Graduating Class (MNW and BTW)
- Number of students enrolling in college (Postsecondary Enrollment)
- Number/Percentage of Postsecondary Retention
- Number of Postsecondary STEM Degree
- Number of Associate Degree completion
- Number of Bachelor's Degree Completion
- Number of Parents participating in Education Effect programs
- Number of agencies working with The Education Effect
- Number of teachers participating in The Education Effect teacher institutes
- Number of grants for The Education Effect
- Number of contracted affiliate/memorandum of understanding for partnership with The Education Effect

## Foothill College

**Original Commitment:** 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.

**Progress Made:** The 2014-15 STEM enrollment in the physical sciences, mathematics and engineering increased 5.9% because of the synergistic programs. The Math Summer Bridge Program assists entering basic skills students refresh math knowledge and place into higher courses, minimizing time to completion. Over 60% of participants are minorities, and nearly 78% place into a higher math class. College-level science courses offered at local high schools, including at socioeconomically struggling communities, have broadened the scope of our outreach efforts. Additionally, Foothill College hosts an annual STEM summer camp for middle and high school students (2,000) to engage students in hands-on science, with over 20% of participants coming from socioeconomically challenged districts.

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To support the transition to college, multiple resources are advertised including NSF S-STEM scholarships, which provide sufficient funding for students to be full-time status. Through Foothill's Science Learning Institute students are offered paid internships at the University of California at San Francisco, San Jose State University, and Silicon Valley start-ups. Seminars for STEM students cover a broad range of topics to develop power skills as well as master technical content. They include: how to ask for letters of recommendation, completing scholarship applications, mindset, note taking skills, multiple choice testing strategies, homework writing, time management, office hours etiquette, stress management, exploring career opportunities, understanding transfer requirements, and first-person accounts of university experiences by faculty.

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**Plans to Sustain Progress:** Foothill’s Family Engagement Institute (FEI) utilizes a systemic and integrated model to engage families, educators/providers, and communities in a mutually supportive manner. Working along an educational continuum of early childhood to college, FEI provides programs and educational opportunities to underserved children, parents/caregivers, and the educators/providers who serve those students. The dual generational model will be a component of participating in the College Promise that also addresses four of the President’s goals for the College Opportunity Day of Action:

- Increasing the number of college graduates.
- Enhancing college readiness through K-16 partnerships.
- Strengthening STEM education.
- Expanded access to college.

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## Franklin & Marshall College

Franklin & Marshall College in collaboration with Bloomberg Philanthropies, College Advising Corps, Jack Kent Cooke Foundation.

**Original Commitment:** In 2014, Franklin & Marshall College committed to playing a leading role in a new 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 with strong graduation rates and financial aid policies. The initiative—called College Point—has since launched, and is designed to help tens of thousands of students. Bloomberg has invested \$10 million over two years and additional funds over the following years based on initial results. The investments are supporting a group of well-trained advisors from the College Advising Corps, College Possible, Strive for College, and Matriculate tasked with providing 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. They use a broad range of virtual interaction and communication to reach students at scale and in rural areas, as well urban centers, across all 50 states. These advisors are matched with high-achieving, low- and moderate-income students, identified by the College Board and the Jack Kent Cooke Foundation. F&M leads the Pennsylvania College Advising Corps, which has expanded as a part

of this new initiative. As a part of this work, F&M co-facilitated a task force of leading college presidents and experts convened by the Aspen Institute in 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.

**Progress Made:** In year one, College Point has served nearly 10,000 students from across the country. Franklin & Marshall College has supported the effort by expanding its commitment to the College Advising Corps through the hiring of five additional advisors who have served students virtually through the College Point initiative since Fall 2015. In Spring 2015, F&M successfully helped to lead a task force of leading college presidents and experts convened by the Aspen Institute. The task force included leaders from top private and public colleges and universities, prominent college access organizations, and foundations, and its goal was to develop strategies for how top colleges can expand access to high-achieving low- and moderate-income students. The work of the task force is informing the development of new and expanded initiatives by Franklin & Marshall College, the Aspen Institute, and Bloomberg Philanthropies to address this national challenge.

## George Washington University

**Original Commitment:** In January 2014, The George Washington University (GW) committed to launch new efforts to increase access to higher education for low-income students in the District of Columbia by intensifying direct support to local students, their parents, and the teachers and counselors who serve them, thereby increasing the number of students who enter the college pipeline. These efforts include workshops to provide assistance completing college applications and essays, shadow days on campus for high school and middle school age students and workshops to demystify the college process held in local libraries and with community partners.

GW's commitment builds on extensive efforts to increase access to higher education for D.C. students, including the Stephen Joel Trachtenberg Scholarship celebrating 25 years of offering full scholarships for top D.C. students, our Early College Program with D.C.'s School Without Walls and partnerships with community based organizations to provide campus visit and mentoring opportunities. In December 2014, GW's commitment was to establish new strategic initiatives over 4 years to aim to double the number of underrepresented students majoring in STEM disciplines and increase the engineering graduation rate of these students by 10 percent.

GW's strategic 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 GW to hire faculty prominent in STEM education to lead initiatives in the field and strengthen STEM education.

**Progress Made:** GW's Graduate School of Education and Human Development (GSEHD) was selected to partner with the organization 100Kin10 which unites top educational institutions, nonprofits, foundations and government agencies to train and retain 100,000 science, technology, engineering and mathematics (STEM) teachers to train and educate the next generation of learners. GSEHD will prepare 50 new math and science teachers ready to engage students in meaningful inquiry using the many museum, community, and STEM resources in our nation's capital and 48 STEM Master Teachers who exemplify high-quality STEM teaching, serve as leaders and advocates for STEM in their schools, and mentor the next generation of math and science teachers. The National Math and Science Initiative awarded \$1.45 million grant to the GSEHD and Columbian College of Arts and Sciences with an

invitation to join a national network of universities in the UTeach STEM teacher preparation program. GW received a \$1.45 million grant to implement the GWTeach program. With a National Science Foundation's Noyce capacity building grant, GSEHD is developing curriculum and experiences for STEM professionals and recent graduates to gain deeper disciplinary and pedagogical understanding of how to recognize and facilitate math and science practices among 7-12th grade learners.

The STEM Academy has several projects and programs that are externally sponsored that strengthen STEM education. One of the projects is the Opportunity Structures for Preparation and Inspiration (OSPri) research which examines opportunity structures provided to students by Inclusive STEM-Focused High Schools with an emphasis on studying schools that serve students from underrepresented groups. The university continues to work on implementing strategies to strengthen its efforts to increase college access for students who are traditionally underrepresented. More than 60 percent of GW students received some form of financial aid and the number of GW students receiving Pell Grants has increased from 9 percent in 2008-09 to 15 percent in 2014-15.

President Knapp formed a university-wide Task Force on Access and Success to develop recommendations to modify and adopt strategies, policies and practices that build on our existing efforts to provide college access opportunities. One of the recommendations from the Task Force that GW adopted was a test-optional policy, which no longer requires most freshman or transfer applicants to submit standardized test scores for admission. This was done to strengthen and diversify an already outstanding applicant pool and broaden access for outstanding students who have been underrepresented at selective colleges and universities. As a result, GW has seen a 35 percent increase in the number of applications from first-generation students and a 30 percent increase in applications from underrepresented multicultural students.

The Office of Undergraduate Admissions continues to participate in College Application Week activities with DC public school students. In addition, over the course of the fall, admission staff visited approximately forty public, charter, and independent schools within the District. Activities during these visits included application workshops, discussions about financial aid opportunities and answering general questions. From Fall 2014, GW has seen a 50 percent increase in DC high school graduates enrolled in the Fall 2015.

**Plans to Sustain Progress:** The university continues to work on implementing strategies to strengthen its efforts to increase college access for students who are traditionally underrepresented. More than 60 percent of GW students received some form of financial aid and the number of GW students receiving Pell Grants has increased from 9 percent in 2008-09 to 15 percent in 2014-15.

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As GW looks to expand its efforts to serve more students, the university partners with several national and community based organizations that provide funding and scholarship opportunities to students who are traditionally underrepresented in higher education. GW rewards exceptionally qualified students from a range of backgrounds with academic scholarships. GW's Power & Promise fund has raised more than \$100 million for scholarship in the past five years.

In 2015, GW accelerated its efforts in providing college opportunities to traditionally underrepresented students by announcing a partnership with the POSSE Foundation, a nationwide college access and youth leadership development program offering full-tuition leadership scholarships to exceptional Atlanta area public high school graduates. Each year beginning in 2016, 10 POSSE scholars will join GW. After four years, there will be a total of 40 on campus. Posse scholars generally achieve a 90 percent graduation rate.

The university is partnering with Say Yes to Education to provide full-tuition scholarships for outstanding public high school students from participating chapters in New York and North Carolina whose annual family income is at or below \$75,000.

In 2016, GW and The Siemens Corporation & Hearst Foundation partnered to fund opportunities for underrepresented D.C. public school students to participate in pre-college programs in the STEM and Arts fields. GW partners with several other foundations to support summer study opportunities for underrepresented high school students. Other programs and awards that provide college opportunities to DC high school students include the District Scholars Award, a grant launched in December 2015 that will expand college access to outstanding D.C. high school students who meet specific criteria including having an annual family income at or below \$75,000. This will enable GW to meet the full demonstrated need of qualifying students. Through the Stephen Joel Trachtenberg Scholarship, GW awards selected incoming freshmen from D.C. a scholarship that covers tuition, room and board, books and fees. Students are nominated and go through a rigorous interview process; once enrolled, they must also meet requirements and participate in campus activities to maintain the scholarship.

In 2015, GW alumnus Gilbert Cisneros, BA '94 and his wife, Jacki, established the GW Cisneros Hispanic Leadership Institute to help qualified students attain academic success, build leadership skills, develop professionally, and engage in a long-term commitment to making a difference within the Hispanic community. The institute provides scholarship/mentorship support as well as public and academic programming, including the Cisneros Speaker Series and site visits to organizations engaged in Hispanic-related policy issue and research. The Institute also offers a full-scholarship pre-college program called Caminos Al Futuro, to high school juniors, who are committed to leadership and service within the Hispanic community. The Institute seeks to address the issue of under matching to increase opportunities for academically talented students to enroll in post-secondary institutions that match their accomplishments. Selected students will enroll in a course which explores social, political and economic transformations within Hispanic communities while engaging with national and local leaders, with the goal of developing a pipeline of future leaders. Further, high school seniors applying for admission to GW who have demonstrated commitments to leadership, community service and giving back to the Hispanic community, will be considered for Cisneros Scholarships, a four-year scholarship that includes mentorship and support.



The Native American Political Leadership Program (INSPIRE) offers a full scholarship, pre-college program to Native American, Native Alaskan and Native Hawaiian high school students. Recipients spend three weeks at GW in the summer and complete a full undergraduate course.

## Georgia Gwinnett College

**Original Commitment:** 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 (URE).

In one focus of the URE, 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. In a second focus, faculty have developed a variety research and internship 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. 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.

These authentic research experiences will engage students early and often in their STEM courses. We expect this to increase STEM retention, that is, retain students in STEM majors. GGC's goal is to achieve STEM retention rates that are equal to or greater than the within-major retention rates of GGC's non-STEM majors.

**Progress Made:** Given GGC's absolute mission-driven commitment to providing excellent education to a high-need population, the faculty within the School of Science and Technology have been highly focused on reimagining STEM education so that it is both accessible and rigorous. Drawing from research showing that active learning and involvement in research contribute strongly to success, GGC's STEM faculty have been working collaboratively over several years to redesign classes and laboratory exercises to involve students in authentic research every semester of undergraduate enrollment beginning with the laboratory component of class in the first STEM course and building toward an independent or directed research project prior to graduation, known on campus as the Four-year Undergraduate Research Experience (URE). These experiences range from individual lab exercises to study-abroad data collection and analysis opportunities. In addition, a service learning course that engages GGC STEM students with local K-12 teachers and classrooms is now offered every semester along with academic internships. Progress for this initiative is measured by tracking the extent to which the curriculum efforts impact students and involve them in active and authentic learning experiences. The joint STEM URE effort at GGC has been firmly established as part of the institution's programs. For the 2015 academic year, 38 faculty are working on actively developing course elements in 35 separate courses and 96 class sections. Combined with other courses with established URE elements, this program directly impacts 5717 individual (unduplicated) students in the current academic year.

## Georgia School Counselor Association

**Original Commitment:** The Georgia School Counselor Association commitment targeted policy and procedure regarding school counselors in Georgia in an effort to impact FAFSA completion and college enrollment rates.

**Progress Made:** GSCA worked in collaboration with the Georgia Professional Standards Commission (PSC) to create a task force that is presently working to revise school counselor preparation and certification requirements in Georgia. Additionally, GSCA worked with legislators to create a Study Committee on School Counseling that has resulted in the creation of a Georgia DOE task force to create a statewide school counseling model and evaluation to ensure that school counselors are being utilized appropriately to assist students in college and career readiness.

## Georgia State University

Georgia State University in collaboration with Georgia Perimeter College; University Innovation Alliance.

**Original Commitment:** Georgia State University, a public research university in downtown Atlanta, committed publicly and in writing to raise its graduation rates by 25% by 2021 while eliminating all achievement gaps based on race, ethnicity and income level. Through implementing its Graduation and Progression Success (GPS) Advising program in 2013, the university has made significant progress towards reaching these goals. Much like the GPS in your car keeps you on course to your destination, GPS Advising is designed to keep Georgia State's more than 32,000 students on track for graduation. The system tracks 800 different risk factors for each student on a daily basis. When a problem is detected, the university deploys proactive advising and timely interventions, typically within 48 hours, to help the student make the needed corrections. At times the interventions are as simple--and essential--as assuring the student has registered for the right courses; at other times, the system uses predictive analytics to make sure that the student's performance in a prerequisite course makes success likely at the next level. The university's commitment to developing the cutting-edge GPS Advising system and to increasing staffing levels to support its implementation has been fulfilled. Over the past 12 months, there have been more than 45,000 one-on-one interventions between advisers and students prompted by alerts coming from Georgia State's GPS Advising system.

**Progress Made:** Since the GPS Advising initiative began in 2013, there have been nearly 100,000 proactive interventions with Georgia State students based on the analytics-based alerts coming from the system. Over the past three years, Georgia State's graduation rates have increased by 6 percentage points, from 48% to 54%, when compared with the baseline year. The biggest gains have been enjoyed by at-risk populations. During this same time period, the number of bachelor's degrees awarded annually to blacks has increased by 27%, to Latinos by 32%, and to Pell students by 36%. This year for the first time in Georgia State's history, first-generation, Pell, black and Latino students all graduated at rates at or above that of the student body overall, and Georgia State now awards more Bachelor's degrees to black students than any non-profit college or university in the U.S. Over the last two-years alone, Georgia State has reduced time-to-degree by an average of half a semester per student, saving students more than \$10 million in tuition and fees.

**Plans to Sustain Progress:** In January 2016, Georgia State University consolidated with the largest community college in Georgia, Georgia Perimeter College. The new 50,000+-student Georgia State University is now committed to deploying its analytics-based, proactive approach to student success for the 21,000 Associate-degree-seeking students at Perimeter College. In fact, GPS Advising will be fully functional for all Perimeter College students this coming fall. With current three-year graduation rates of

6% and thousands of low-income students enrolled, Perimeter College has the potential to benefit greatly from the partnership. The goal could not be more important: to transform outcomes for tens of thousands of Perimeter students and, in the process, to drive significant growth for the economy of the state of Georgia. Georgia State University is also leading a multi-year, First-in-the-World funded research project to study the impact of analytics-based, proactive advising by tracking 10,000 low-income and first-generation students across the eleven universities of the University Innovation Alliance.

## Governors State University

Governors State University in collaboration with Dual Degree Program Community College Partnerships (17 campuses) including City Colleges of Chicago (7 campuses).

**Original Commitment:** 1) Increase GSU bachelor's degree attainment through the Community College/DDP transfer partnership by no less than 10% annually between 2014 and 2025. 2) Increase GSU bachelor's degree attainment through implementation of a four year program by systemically improving retention rates each year through 2025 3) Incrementally increase transfer of DDP men of color (Black, Hispanic, Biracial and Asian) to GSU from partner community colleges. 4) Incrementally increase Dual Degree Program transfer from City Colleges of Chicago.

**Progress Made:** Goal related to Dual Degree Program: Progress to meeting Goal

1) Dual Degree Program enrollment increased year over year from 2014-15 = 107 and 2015-16 = 116.

Goal 2) Four-year program implementation started in fall 2014. First year/First time (FYFT) retention was 65% (5% higher than like institutions). Set goal to improve FYFT retention by another 5% year over year by fall 2016.

Goal 3) Men of color in DDP (Black, Hispanic, Biracial and Asian) coming to GSU from partner community colleges in 2014-15 = 11 and in 15-16 = 15.

Goal 4) DDP students from City Colleges of Chicago in 2014-15 = 5 and in 2015-16 = 14 students. Initiatives related to the goals include the development of the Male Success Initiative. The MSI is a developmental and transformational partnership. The Male Success Initiative will not only provide self-development and cultural awareness, but also will foster a sense of belonging and raise social and academic consciousness. It is based on the multicultural premise that a group must recognize and affirm itself before it is able to share and appreciate the differences of others. The program will focus on civic engagement, cultural exploration, curricular enhancement and character enrichment. The MSI works with partner community colleges (pilot with Prairie State College) to improve completion of the associate degree and connection to bachelor's completion.

The Dual Degree Program is defined in two different populations. First, the "pipeline" - the number of students engaged with GSU personnel while they are still at the community college. The second group is the number who transition to GSU. For this project the pipeline data is used to show significant progress in efforts to engage students of color in the Dual Degree Program and therefore improve the likelihood of transfer and success to a bachelor's program. January 2015 pipeline of black, Asian, Hispanic and mixed race students = 165. January 2016 pipeline of the same population: 291.

**Plans to Sustain Progress:** GSU as a National Exemplar: GSU has been selected as one of 44 colleges and universities in the nation to participate in the American Association of State Colleges and Universities (AASCU) national project – Re-Imagining the First Year of College. AASCU's Re-Imagining the First Year (RFY) project is a major three-year initiative to: identify and test a series of

programs, strategies and tools that will increase retention rates and success for first-year students and develop a measurable set of 21st century skills such as critical thinking, problem solving, global awareness, scientific literacy, civic literacy and social-justice literacy for success in college and in the workplace. For GSU this will involve creating and implementing a campus plan to improve the college completion rate at GSU and to contribute to the body of research and best practices that improves college completion nationwide. Currently, in the beginning stages of the GSU implementation, anticipated goals will be:

- Increase persistence rates (fall to spring) by 5%.
- Increase fall to fall retention by 5%.
- Decrease the DFW rates for gateway courses ( English composition, mathematics, social sciences)
- Incorporate content reading strategies into SmartStart and Mastering College courses.
- Explore adding mathematics to the cohort structure.
- Integrate the use of tools such as Starfish, midterm grades, degree audit and electronic student attendance/participation to increase student success.

K-12 and Community College Partnerships: The vast majority of young people need a postsecondary credential. According to the organization Jobs for the Future, by 2020, 68% of U.S. jobs will require a college degree. Millions graduate high school unprepared for the new job market. Data from a variety of sources including Complete College America suggest only 20% of entering U.S. high school students graduate in a timely fashion, enter college immediately, and earn an Associate degree within three years or a Bachelor's degree within six years. GSU has established an award winning Dual Degree Program with 17 regional community colleges to help connect the college pipeline. In addition to the community college partnerships we have begun to explore expansion of the outreach into K-12 settings via outreach within four Early College Initiatives. The idea of a “2+2+2” (high school Junior/Senior, connected to associate degree, and then to bachelor’s – or “2+2+2”). is a partnership to allow collaboration between High Schools, Prairie State College and GSU. Students from Rich Township, Bloom Township, Crete-Monee, and Beecher High Schools are exposed to community college experiences while still in High School. During this early college experience GSU will be able to educate students about taking advantage of the Dual Degree Program and subsequent resources to improve bachelor’s degree completion. We believe this model can provide students with an early understanding of college opportunity and defined pathways to completion.

The Dual Degree Program is defined in two different populations. First, the "pipeline" - the number of students engaged with GSU personnel while they are still at the community college. The second group is the number who transition to GSU. For this project the pipeline data is used to show significant progress in efforts to engage students of color in the Dual Degree Program and therefor improve the likelihood of transfer and success to a bachelor's program. January 2015 pipeline of black, Asian, Hispanic and mixed race students = 165. January 2016 pipeline of the same population: 291.

AAC&U Equity Project as an example of commitment and readiness to sustain efforts regarding access to a college education: GSU was selected as one of 13 institutions to participate in a nationwide project with the Association of American Colleges and Universities to improve equity and access in higher education. The AAC&U honor provides an opportunity for achieving essential goals to meet the challenge of improving access and graduation rates for diverse populations.

Colleges to increase access to and participation in high-impact practices (HIPs)

- Increase completion, retention, and graduation rates for low-income, first-generation, adult learners and/or minority students
- Increase achievement of learning outcomes for underserved students using direct assessment measures, including AAC&U's VALUE Rubrics
- Increase student awareness and understanding of the value of guided learning pathways that incorporate HIPs for workforce preparation and engaged citizenship (i.e completion with a purpose);
- Share campus actions plans and resources for policies and practices that more equitably advance student learning and success through special issue of AAC&U's Peer Review and a project brochure.

Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success is a two-year project launched with support from USA Funds. Building on AAC&U's Centennial focus on equity and inclusive excellence, the project is designed to expand the current research on equity in student achievement and to identify promising evidence-based interventions for improving student learning and success. GSU is honored to be among the select group of colleges participating in this initiative and believe it offers evidence of ongoing commitment to attaining essential goals for the Chicago Southland and the nation.

Male success initiative: The GSU partnership with Prairie State College will entail the following: 1. Meet monthly to further build rapport with each other as we continue to solidify our partnership. 2. Select one contemporary book that we both could use on our campuses that will allow opportunities for joint group processing with program participants. 3. Host one community service and one Brothers Night Out outing jointly for program participants at minimum. 4. Host one Fall and two Spring joint Meeting of the Minds for program participants 5. Develop one comprehensive assessment tool that can be used on both campuses 6. Present on our partnership annually at selected conferences with proper financial support to enhance professional development and program development.

**Progress Made:** The Male Success Initiatives at Governors State University has several outcomes that are beneficial to the participants and campus community.

- 1) Help students develop relationships and gain positive support among peers.
- 2) Engage students in educational and social activities and create relationships that will last throughout the collegiate career and beyond.
- 3) Ensure students begin college with an advanced understanding of campus life supplied by experienced, friendly students and professional staff.
- 4) Increase the retention of underrepresented male students ensuring a higher number graduating from Governors State University. • Make underrepresented male students aware of campus resources and services available at Governors State University.
- 5) Encourage interaction between underrepresented male students and faculty/staff, as well as the campus community at large.
- 6) Educate students on issues of diversity, multiculturalism, and social justice.
- 7) Continue to improve the graduation rates of underrepresented male college students
- 8) Develop and enhance the academic and social skills of underrepresented male college students.

## Grand Canyon University (GCU)

**Original Commitment:** 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.

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.

**Progress Made:** Grand Canyon University (GCU) offered the STEM Scholars program in three school districts in the 2015/2016 school year: Peoria Unified School District, Phoenix Union High School District and Vail School District. 80 students took part in traditional dual enrollment courses at their high school and will have the opportunity to take science and math courses on GCU's campus this summer. These students will move into the second year of the program when they complete their junior year and new cohorts will be created for students completing their sophomore year.

GCU has secured a partnership with a fourth district, Marana Unified School District and will be expanding to additional schools within the Peoria Unified School District next year. An estimated 250 students will participate in the program during the 2016/2017 school year. STEM Scholars receive a tuition scholarship and waived course materials fees.

Students participating in the STEM Scholars program had the opportunity to take part in additional STEM-related activities on campus. Students attending the Peoria Unified School District's medical pathway program at their MET Academy received instruction in GCU's cadaver labs once a month. In addition, students participated in a Health Sciences, Engineering and Technology day, and met with GCU Career Services staff. Key indicators/metrics will include: number of student participants and number of schools/districts benefiting from the program; student course achievement and program completion information, and number of teachers benefitting from dual course graduate coursework offerings.

## Harper College

Harper College in collaboration with NECSS Northwest Educational Council for Student Success - K -16 partnership.

**Original Commitment:** The institution above commits to producing 10,604 additional degrees by 2020. Harper College also commits to improving the rate of recent high school graduates placing into credit math courses by another 5 percent, for a total of a 17 percent increase over 4 years. Harper College in

partnership with its three feeder school districts (211, 214, and 220) has created a separate organization to improve regional student success, Northwest Educational Council for Student Success. One focus of this organization has been to improve college readiness in math over the past four years. These efforts include administering college placement exams to high school juniors, increasing the number of high school seniors who take math and offering developmental college math for high school credit in the high schools. This developmental course is aligned with the high school Algebra III course. These efforts to date have resulted in a 12% increase in the number of recent high school graduates entering Harper College ready in math. In order to reach the 17% improvement target, the College and its partner high schools will refine and expand the current initiatives as well as offer additional dual credit math offerings.

**Progress Made:** Context for completion numbers, committed to realize an additional 1,300 over the 10,604 target for 2020, for a total of 12,000 by 2025 since the 2010 baseline.

The 2010-2015 strategic plan was driven by four guiding principles: Completion (Increase completion and achievement of all students with a focus on under-performing student groups), Accountability (create a culture of innovation, accountability and transparency), Partnerships (Engage in partnerships to increase college readiness and student completion of post-secondary credentials) and Inspiration (Develop programs that inspire postsecondary education and career readiness). The College's completion based strategic plan resulted in a 10% increase in the IPEDS graduation rate from 14% to 24%. This success was founded in:

- Cultural evolution from anecdotal knowledge to data informed decision making and from siloed governance to integrated institutional cross-functional innovation and problem solving;
- Achievement gaps addressed through innovations and publically sharing disaggregated student success data in Institutional Effectiveness Measures (IEMs);
- Implementation of national best practices including Early Alert, no late registration and developmental education policies; High School and GED bridge programs and First Year Seminars;
- Proactive outreach to students who were less than 9 credits from earning a credential and development of a personalized approach to completion;
- Four-phase Institutional Innovation Model that shepherded 27 cross-functional teams to Investigate, Plan, Pilot and Evaluate innovations for possible institutional implementation at scale;
- Board support as demonstrated by the reallocation of \$3.28 million to support the College's student success focused innovations and monthly student success reports.

\*Context for decrease in developmental math, realized a 27 point decrease in recent HS grads taking developmental math from 73% to 46% from the 2010 baseline.

**Plans to Sustain Progress:** The College's mission, priorities, strategic directions, goals and institutional effectiveness measures are all focused on student success. As a community, we reviewed a SWOT analysis, changing community/district demographics, the needs of adult students and the importance of student engagement. Our new strategic plan is designed to build on the successes of the previous plan. The 2015-2019 plan includes the strategic directions of Inclusion, Engagement, and Achievement and the five strategic goals focused on Student Experience, Curriculum and Instruction, Stewardship, Aligning Employee Skill with Strategic Directions, and Achieving Educational Goals: Academic Planning and Pathways. This next iteration of institutional goals will propel the College to its next level of student success.

Over the past five years, the College increased its IPEDs graduation rate by 10%, from 14% to 24%. The College went from an annual average of 2,400 degrees and certificates conferred to an annual average of 3,900 conferred including an all-time high in 2012 of 4,487. Additionally, completion data for the cohort increased by 4.4% from the 2007-2008 to 2010-2011 cohort. Increases in completion rates for African American, Hispanic and Pell students also topped 4%. A decrease in the completion achievement gap for Hispanic and Pell students was also achieved. These improvements were achieved through:

- Redesign of orientation and onboarding processes;
- Implementation of a no late registration policy;
- Creation of stackable career pathways;
- Development of a completion concierge program that identifies and contacts students within three courses of a certificate or degree;
- Development of several transfer and reverse-transfer partnership agreements.

These outcomes will be scaled over the next few years in addition to implementing the 5 new goals. We continue to focus of our African American students to close the achievement gap.

The fall to spring persistence rates for African American students have increased by 8.3% from 2010-2011 to 2013-2014. This increase represents a closing of the gap in persistence rate for African American students as the current rate of 77.6% mirrors the 78.1% overall cohort persistence rate. The increase in persistence rate of African American students is largely a result of programs developed to enhance the engagement and academic success of African American students. These programs which will be taken to scale in the future include:

- Early Alert – Faculty participation has been critical in the success of Early Alert. Faculty send “alerts” about student progress which initiate contact with counselor interventions and tracking. Students who see a counselor after being flagged with an alert had a significantly higher fall to spring persistence rate and course completion rates.
- R.E.A.C.H. Summer Bridge works with the most at-risk students, with a concentration on historically underrepresented students transitioning from high school to Harper. The two-week program works to increase preparation for college and participants have demonstrated increases in placement, course success rates and persistence rate.
- ELITE is designed to enhance the personal and academic development of African American students. ELITE helps students transition from high school to college, set academic and personal goals, discuss financing for college, and find a campus job.

We will continue to build upon our current success in reducing the need for developmental math by continuing to refine our current testing methods and course curriculum to seek even greater results. Harper College and NECSS plan to conduct a curriculum alignment project in English as well as in the sciences to increase college readiness and the earning of early college credits.

Additionally, NECSS is launching a program called the Power of 15. The purpose of this program is to ensure all high school students earn 15 college credits prior to high school graduation. The program was piloted in one district in 2016 and will be implemented by all three districts next year. By 2025, we plan to meet the threshold of all students meeting this standard. The courses available in the program for dual credit include career pathway courses, state identified transfer courses to universities as well as AP courses. Baseline data on the pilot district will be available in 2017.



In partnership with local employers and secondary schools, the College created the Harper Promise Program, a collective approach to increasing the strength of the community. The Harper College Promise scholarship seeks to change the trajectory of students from low-income families and help students from all families earn a degree without going into debt. Promise will make college attainable to all students who are willing to commit and persevere in the program, which, as a result, will produce a workforce that has a history of working hard, showing up, doing quality work and giving back to the community. The Harper College Promise scholarship was designed to:

- Offer a path to a college education for area high school students willing to work for it.
- Increase the number of students who complete a postsecondary degree or certificate.
- Increase the graduates who are gainfully employed within the Harper District.
- Increase expected earnings of graduates with an Associate Degree.

The program supports the development of students' attendance, quality and rigor of academic work, persistence to finish work, and commitment to community service. It also enables students to earn up to two years of free tuition at Harper College. As of 2015, 64 % of the program's incoming high school freshman class (approximately 4,000 students) had committed to participate in the program and meet defined benchmarks for class attendance, persistence, quality, rigor, and service. The students commit to being ready for postsecondary education from the day they graduate from high school. This program will provide hope and a long term support system for all high school students to see a path toward earning a college degree.

their degree at similar rates as their higher-income peers.

## Helmsley Charitable Trust's Education Program

**Original Commitment:** 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. Helmsley leaders developed this program because they believe, 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. They seek 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.

**Progress Made:** Since 2013, the Helmsley Charitable Trust's Education Program has committed over \$50 million to STEM-focused initiatives. Through more than 40 grants, the Trust is supporting over 200 colleges and universities that are seeking to drive higher engagement and persistence in STEM fields, especially for under-represented students. The Trust is supporting important research by the National Academy of Sciences, the Aspen Institute, the Community College Research Center at Teachers College, UCLA's Higher Education Research Institute, and the University of Pennsylvania Center for Minority Serving Institutions to better understand the key factors in STEM student success, while also supporting the development and implementation of scalable tools for institutions to monitor their own progress towards the improvements our country needs to make in order to graduate more students in STEM. The Trust is also focusing on increasing college completion and enhancing equity for STEM students at community colleges.

## Hispanic Association of Colleges and Universities (HACU)

**Original Commitment:** In partnership with ACT, Petersons and Sodexo, the Hispanic Association of Colleges and Universities has committed \$100,000 to bring together 100 education administrators to identify collaborative programs between school districts and institutions of higher education, and to provide resources and cultivate connections, so that these administrators of Hispanic-Serving School Districts and Hispanic Serving Institutions can promote PK-16 collaborations, encourage program development and advocacy. This Symposium will be an annual event held in conjunction with HACU's Annual Conference, providing a venue in which to explore and build collaborations.

**Progress Made:** The First PreK-12/Higher Education Collaboration Symposium was held on October 10, 2015 as a pre-conference event to HACU's 29th Annual Conference. Over 75 administrators, community leaders and stakeholders attended. Participants contributed to discussion.

**Plans to Sustain Progress:** The Hispanic Association of Colleges and Universities (HACU) will continue this Commitment to Action by incorporating the PreK-12/Higher Education Collaboration Symposium as a pre-conference event to its Annual Conference. The Second PreK-12/Higher Education Collaboration Symposium is scheduled for Saturday October 8, 2016 in San Antonio, TX. In addition, HACU, in coordination with California State University San Bernardino (CSUSB), will host a regional discussion on University Outreach Collaborative Programs specifically CSUSB's Cradle to Career Program on Wednesday, April 27, 2016 in San Bernardino, CA. Over 150 academic leaders from school districts, community colleges, universities and community stakeholders from the Inland Empire region of California have been invited to participate. Although the preliminary goal of this Commitment to Action was to enhance college readiness through K-16 partnerships, it has become apparent that the collaborative partnerships developed by HACU member institutions addresses academic enrichment, community engagement and partnerships, non-traditional student education, professional development and school design. Summary reports of these collaborative partnerships have been submitted to HACU as an additional resource to institutions that are seeking to address the needs of students who are traditionally underrepresented in higher education. HACU's efforts are around PK-12/higher education collaboration, outcomes will not be readily apparent before 2025, since the current PK-12 students will just be getting to college. HACU's approach is based on promoting existing collaborations that for the most part are not dependent on external funding. As a result, our expectations are that the symposia will both continue and expand to other regions.

## Hostos Community College

**Original Commitment:** To further our graduation successes, Hostos Community College commits to the College Completion Goal of increasing its three-year graduation rate by 50 percent from the current 12.0% in Academic Year 2013-14 (based on the fall 2011 incoming freshmen) to 18.0% in AY 2016-17 (fall 2014 freshmen). By 2020, Hostos commits to increasing its three-year graduation rate to 22.0% (based on fall 2017 freshmen). Because so many of our students require remediation, Hostos students take an average of over 4 years to complete their associate's degree.

Shortening that time would benefit our students by:

- Allowing faster entry into the workforce;
- Decreasing student financial aid obligations; and
- Accelerating completion of bachelor's degrees.

Our Action Plan (2015-2020) involved focusing in three areas: pre-college preparation; in-class supports; and student advisement. Listed below are the goals from our initial commitment:

- College Completion Goal: Number and percent of students completing associate's degree within 3 yrs of entry
- Baseline (2013-14 Academic Year): 12 Percent (131 students) of the Fall 2011 Cohort\*
- Intermediate Goal (2016-17 Academic Year): 18 percent (166 students) of the Fall 2014 Cohort
- 2020 Goal: 22 percent (estimated 203 students) of the Fall 2017 Cohort\*\*

\*For graduation tracking purposes, a cohort is defined as first-time, full-time freshmen in Associate Degree programs.

\*\*For the purpose of this application, the fall 2017 Cohort is based on the same number of students as the fall 2014 Cohort.

**Progress Made:** Hostos tracks a variety of indicators with regards to graduation. We monitor enrollment levels, which have been increasing steadily (57% between fall 2006 and fall 2015), as well as the number of graduates (where we've also seen a significant increase: over 200% in the last 10 years). We also focus on our three-year graduation rate, which has increased from 10.3% in fall 2009 to 17.6% in fall 2012. In accordance with our 2011-16 Strategic Plan, we've identified remedial and developmental math as the major roadblock to student completion, and streamlined advisement throughout students' career at Hostos. Holistic interventions alleviate these obstacles.

We've re-engineered our remedial/developmental programs and added supplemental instruction in Mathematics, English, and Language and Cognition, and created new and strengthened existing college-readiness programs, most of which are free or offered at a nominal fee, thus reducing students' use of financial aid. The number of students entering college in need of remediation and exiting developmental education by the end of their first year has increased from 32.1% in fall 2009 to 47% in fall 2013, resulting in our three-year graduation doubling in the last eight years.

Our Student Success Coaching Unit now supports all freshmen; other advisors make sure all students have access to comprehensive ongoing advising services. To streamline our advising services and better align them with multiple interventions available to the students, Hostos piloted an early warning system, which focuses on our developmental courses and has grown to include courses students will take in their first year.

**Plans to Sustain Progress:** Considering the fact that over 80% of our students are underrepresented minorities (and 65% are female), we at Hostos are very sensitive to the notion of expanding college opportunity. Located in the poorest congressional district in the nation, we view ourselves as an integral part of the South Bronx. We take our mission to serve disadvantaged populations very seriously, and we're proud of what we've achieved.

We're working relentlessly to reduce the time our students need to complete their degrees, and to increase the number of Hostos graduates. Our 2015 Comprehensive Completion Agenda was built around our 2015-16 College-Wide Strategic Initiatives: to focus on first year student success and transfer; to re-think remedial and developmental education; and to build articulated pathway for learning between continuing education offerings and degree programs.

As our enrollment continues to increase (57% increase over the past ten years), we continue to focus our efforts on expanding our campus (a new 170,000-square-foot Allied Health and Sciences Building Complex is in the design stage), and on creating a more seamless experience for all of our students – first-time freshmen, transfers, and those who come from continuing education with hopes to continue smoothly on their path to a degree.

We're streamlining our advisement services and scaling up our interventions in mathematics to advance students out of developmental courses. Planning for the future, we're investing in the development of a stackable-credit program in construction technology with a pathway from non-credit to associate's degree, and eventually to a bachelor's degree. We're also implementing a reversed transfer system that will allow our students to be awarded associate's degrees should they transfer to a four-year degree institution before graduating from Hostos.

We anticipate our graduation rates will continue to grow, resulting in an increasing number of graduates who will leave Hostos well prepared to enter the labor market or continue with their education. We expect the three-year graduation rate for AY 2015-16 to be 20% (based on the fall 2013 incoming freshmen), up from 17.6% in AY 2014-15 (fall 2012 incoming freshmen), which means we're steadily moving towards our initial 2020 goal and are in fact likely to exceed it.

## I Know I Can

I Know I Can in collaboration with Columbus City Schools.

**Original Commitment:** I Know I Can, the contracted college access partner of Columbus City Schools (CCS), the largest school district in Ohio, in partnership with the Superintendent of CCS, is inspired to make the commitment to ensure that every CCS student is prepared for college or entering a career after high school. This commitment will be achieved by scaling up IKIC's college and career advising services from the provision of school-based services one day per week to the permanent placement of a college access advisor in each of CCS's 20 high schools. The placement of an advisor in each high school full-time will increase both the depth and scale of services students receive and will ultimately result in an increase in the percentage of CCS students who enroll in college, from 42%-60%, by 2020.

**Progress Made:** Since making the College and Career Readiness commitment, I Know I Can (IKIC) and Columbus City Schools (CCS) have placed 15 additional college access advisors in CCS high schools. These additional advisors and CCS school counselors have collaborated with a partner nonprofit, Battelle for Kids, to receive training necessary to develop and implement a college and career "road map" per school. Road maps are designed to provide tangible steps in the shared 2020 goal of increasing college enrollment from 42% to 62%. Road maps are customized per school, addressing school-based strengths and weakness around the dimensions of academics, accessibility and aspiration.

Once school-based teams identified opportunities and challenges around the aforementioned key dimensions, teams formalized a plan to address: measurable objectives, tasks and action plans, resources and a timeline for annual benchmarks to achieve the 2020 goal. At the conclusion of the plan formalization, school counselors and college access advisors also identified implications for professional development. With this critical planning work complete, IKIC and CCS are jointly tracking efforts to increase: one-on-one college and career advising sessions, completion of Naviance Succeed curriculum, participation in college entrance exams, college applications, FAFSA and financial aid/scholarships.

## Idaho PTECH Network

**Original Commitment:** Idaho PTECH Network is a non-profit, statewide program connecting the dots from high schools, through community college to job placements, serving 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. With this commitment, 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.

**Progress Made:** PTECH is an industry driven program to produce job ready students for high value, high growth Idaho industries. We will have 4 graduates ready to go to work in 2016, 38 in 2017 and 120 plus by 2018.

Students are from rural Idaho high schools. All of these students will have completed an industry recognized certificate and or AA or AAS degree. We will produce 700 job ready students by 2020 and 1000 by 2025.

**Plans to Sustain Progress:** Progress beyond 2020 is contingent on accessing additional funding through a public subsidy for tuition and career coaching. Initial progress has been made toward that goal by inclusion of coaching model in legislation as well as access to state scholarships. PTECH is scalable and appears to be a desirable option for many schools; however access is limited due to funding.

## ideas42

**Original Commitment:** ideas42 is a nonprofit organization that applies expertise in behavioral economics to design innovative solutions for the higher education system. Integrating research from economics and psychology, behavioral economics offers novel insights into how people make decisions, why people don't always follow-through on their best intentions, and why seemingly trivial contextual features can have powerful effects on behavior. Founded by leading academic experts in behavioral economics, ideas42 is the premier organization leveraging these insights in the higher education space.

In a series of partnerships with universities and community colleges nationwide, and as part of a broader postsecondary education project supported by the Bill and Melinda Gates Foundation and the Lumina Foundation, ideas42 is exploring the many ways behavioral economics can be applied to the financial aid system. Through these partnerships, we aim to develop interventions that will increase the rates of enrollment and completion in postsecondary education programs among low-income students. To that end, we have selected partner institutions that serve sizable populations of low-income students. These include: the Community College of Philadelphia, West Kentucky Community and Technical College, Valencia College, the State University of New York at Brockport, and Arizona State University.

**Progress Made:** Drawing on groundbreaking research from behavioral science, in the past year, ideas42 completed over a dozen behavioral projects with community colleges and universities across the country. Measured through randomized controlled trials, these projects resulted in successful and cost effective solutions across a wide range of metrics, with at-risk students seeing the largest gains across these interventions. These projects include:

- San Francisco State University: 10% increase in retention among at-risk students.
- Community College of Philadelphia: 0.3 increase in GPA and 33% reduction in SAP violations among full-time students.

- Brockport College: reduced SAP violations among minority students by 32%
- West Kentucky Community & Technical College: 34% increase in use of tutoring.
- Arizona State University: increased overall number of FAFSA filers by 3% and increased the number students applying to a critical work-study program by 30%.
- Valenica College: increased financial aid eligibility by an average of \$181 per student, or \$1.5 million in additional financial aid when scaled across the school.
- Community College of Baltimore County: reduced borrowing by \$147 per student.
- Cuyahoga Community College: 40% reduction in students taking out loans.
- San Jose County schools: 81% improvement in likelihood of being awarded financial aid.

These results highlight some of the innovative ways behavioral science can improve student outcomes and, ultimately, increase college graduates. We have sought to amplify the impact of these findings by communicating across an array of channels. We are currently preparing a report highlighting these behavioral interventions, which we will share with educators, policymakers, administrators and other stakeholders in June.

**Plans to Sustain Progress:** We seek to sustain our work in three ways: (1) through scaling innovations with the strongest effects to reach more students, (2) by refining existing interventions that showed signs of success but like any new intervention should continue to be developed to reach their full potential, and (3) using the insights we did not have the resources to pursue to discover and develop new interventions.

In line with this three-pronged approach, we are already in the process of scaling several of our interventions. At Arizona State University, we created a series of behaviorally-designed emails to encourage students and their parents to complete the FAFSA. Families receiving behaviorally-informed student and parent emails were 3% more likely to file their FAFSA compared to those receiving standard communications. These efforts were successful at directing more in grants and scholarships to students in the behaviorally-informed email conditions: those receiving the emails got an average of \$236 —\$643 more. We are currently scaling this intervention at the City University of New York, taking our intervention to thousands more students.

We will also continue to develop projects that showed early signs of success. At San Francisco State University (SFSU), we equipped freshmen with the tools to persist through first-year challenges and stay in school. At-risk freshmen who received our light-touch intervention were 10% more likely to continue on to their second year of college. Though we saw positive results, we believe the intervention can be further strengthened through subsequent work. For instance, at the City University of New York we are developing a more robust version of this intervention that can be incorporated into a first-year seminar class. We aim to create an intervention that can be easily adapted and cost-effectively implemented across a wide range of schools, supporting at-risk students across the country to complete college.

We also seek new and innovate ways to engage with the higher education field. We are currently engaging with technology firm Civitas to develop projects applying behavioral science to improve emerging technologies in their 69 partner institutions. These projects would help translate data-driven insights into specific actions that students can take to improve college attainment and completion. Additionally, we aim to secure funding to create an e-book with behavioral science best practices. Combined with professional training courses led by ideas42 whereby educators and administrators apply this learning to real projects at their schools, this approach would help to achieve long-lasting scale of behaviorally-informed efforts for higher education.

We hope our efforts demonstrate the important role of behavioral science in cost-effectively improving college success outcomes. Over the next ten years we are dedicated to scaling our interventions to reach millions of students as well as developing new innovations. In doing so, we believe our efforts have the potential to reshape higher education.

## Illinois Community College

Illinois Community College in collaboration with All 48 community colleges in Illinois.

**Original Commitment:** In January, 2014, the Illinois Community College System made White House commitments that focused on the implementation of academic and career pathways as an essential component to improving student success. The expansion of successful strategies such as co-remediation, integrated instruction, bridge programs, dual credit and early college programs, curricular alignment, and improved assessment of college readiness have allowed us to increase our graduation and completion rates and improve college readiness. These strategies will assist in improving postsecondary access and completion rates for low-income students, first-generation students, and minority students.

We committed to expanding our Accelerating Opportunity model (I-BEST) of moving low-skilled adults into college credit courses to all 48 community colleges in Illinois and to also expand the model to courses for traditional students in need of remediation. We committed to engage multiple stakeholders in the creation of a five-year Workforce Education Strategic Plan to ensure that all Illinois residents have educational and training opportunities to lead them to high wage and high growth employment.

**Progress Made:** As a state, we are developing metrics to track student progress toward college readiness along the K-12 pipeline. We facilitated a statewide agreement with all 48 community colleges to accept the same college readiness scores, providing students with more options for college access. We have introduced legislation to codify our public college articulation agreements and our early college credits. We have provided numerous professional development opportunities for college faculty and administrators and have set individual college completion goals for each year up to 2025. So far, the community college system has exceeded the system goals every year.

We have secured funding to scale up the Alliance for College Readiness partnership model. The goal of this collaborative partnership between each Illinois community college district and their respective public school districts is to ensure that public. We are improving the alignment between Adult Education and Career & Technical Education through concurrent enrollment and integration of both technical training and contextualized basic skills instruction in a team-taught environment, cultivating in educational functioning level gains, high school equivalency certification, transferrable college credit, and industry recognized credentials. We have increased the number of colleges participating and the number of programs by requiring development of an integrated instruction program as a part of the funding requirement and by developing more business partnerships through our Workforce Education Strategic Plan and our alignment with WIOA.

We facilitated a statewide agreement with all 48 community colleges to accept the same college readiness scores, providing students with more options for college access.

**Plans to Sustain Progress:** We have introduced legislation to codify the statewide articulation efforts. As we get closer to 2025, we will establish new completion goals for each college. We will expand our Underrepresented Groups Report to include effective practices and to track progress of student completions in targeted populations. We will increase the number of approved stackable credentials and continue to work with Illinois business and industry to determine the needs of the workforce and to

increase the number of partnerships, which will encourage completion for students wishing to enter quickly into the workforce.

As a state, we are developing metrics to track student progress toward college readiness along the K-12 pipeline. We will be codifying the statewide definitions for college readiness and aligning the goals of the regional partnerships. We have introduced legislation to scale up 12th grade developmental education models, improve use of 11th grade assessments, and implement statewide instructional supports. We will also form intergovernmental agreements to incentivize and accelerate professional development and continuing education for high school teachers to qualify as dual-credit instructors.

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Our integrated instruction models will continue to grow beyond 2025. We have codified the program model in our WIOA Unified State Plan and aligned it with our statewide Workforce Education Strategic Plan. These programs that improve access to college with special populations will be required as part of our funding model for Adult Education, Career & Technical Education, and are a part of the metrics we use for Performance Based Funding. In addition to degree and certificate completion, we have included the following as performance measures: degree and certificate completion of "at risk" students; full and part-time students who transfer to a four-year institution; remedial and adult education advancement; transfer to another community college; and momentum points of the completion of 12-24 credit hours for first-time students, adult education students moving a "grade" level based on NRS standards. We have requested additional funding to be dedicated to performance based funding.

We have also combined our annual conferences to provide improved alignment between Adult Education and Career & Technical Education programs and administrators.

## Illinois Student Assistance Commission

**Original Commitment:** The Illinois Student Assistance Commission commits to:

- Launch a new type of training module for counselors;
- 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%; and
- Increase the college completion rate for full-time MAP Grant recipients by 25%, reaching 50% by 2020

**Progress Made:** During the 2015-16 academic year ISAC hosted professional development and financial aid certification courses attended by 1035 unique participants from the school counseling and college access professions. This represents an increase of 50% over the 671 participants who attended ISAC offered professional development in 2014-15.



Our commitment in this category is to “increase FAFSA completion rates for all eligible high school students in Illinois to 80%”. The YTD FAFSA completion rate for all high school seniors completing a FAFSA for the 2015-16 academic year is 65%. This includes all students attending high school in Illinois regardless of eligibility for federal and state aid and therefore the majority of these students do not complete a FAFSA. This represents a decrease from the 2014-15 academic year, in which the FAFSA completion rate for high school seniors was 66%. Studies indicate that FAFSA completion impacts college enrollment, with impact estimates ranging from 50% to 95% more likely. For the 2015-16 academic year, 362 high schools participated in our FAFSA data matching project.

**Plans to Sustain Progress:** Our commitment in this category is to “increase FAFSA completion rates for all eligible high school students in Illinois to 80%”. The YTD FAFSA completion rate for all high school seniors completing a FAFSA for the 2015-16 academic year is 65%. This includes all students attending high school in Illinois regardless of eligibility for federal and state aid and therefore the majority of these students do not complete a FAFSA. This represents a decrease from the 2014-15 academic year, in which the FAFSA completion rate for high school seniors was 66%. Studies indicate that FAFSA completion impacts college enrollment, with impact estimates ranging from 50% to 95% more likely. For the 2015-16 academic year, 362 high schools participated in our FAFSA data matching project.

Our major and most effective student and family outreach program at ISAC is our statewide community-based Illinois Student Assistance Corps (ISACorps). The ISACorps, created in and operational since 2009, is a talented group of recent college graduates who are trained to serve as near peer mentors to high school students, helping students and their families navigate the process of applying to and entering college. ISACorps members focus their efforts on working with students who are low-income and those whose families have not prior college-going experience. As a way to equitably serve the entire state, each ISACorps member is assigned to a community college district in Illinois, although they are not affiliated with the community college system. In order to better connect with students, every effort is made to recruit ISACorps members who are first generation college students and who come from, or went to school in the community to which they will be assigned. As part of their outreach efforts, the ISACorps members partner with local schools, businesses, and nonprofit organizations in order to deliver free career and college planning and preparation services. The ISACorps provides workshops, presentations, and one-on-one mentoring for students and families, assisting them with career exploration, college selection, test preparation, scholarship searches, application completion, and the financial aid process. In addition, ISACorps members provide support for events across the state during College Application Month and Financial Aid Awareness Month. In FY2015 the ISACorps hosted more than 5000 outreach events including more than 700 FAFSA completion workshops and 800 financial aid presentations.

The ISACorps is unique among near peer college access programs in that 50% of their time in the field is spent in high schools, and 50% of their time is spent in other community locations. In other words, by design, they interact with the community at large which includes: students, parents, grandparents, siblings, friends; social service providers, state and local agency personnel, college access providers, community-based organizations, faith-based communities; college admission, financial aid, and student services personnel; as well as complementary support programs such as TRIO and GEAR-UP.

This year, we have started using a text messaging platform that has so far proven successful in engaging high school students on the college going process and has enabled ISAC to expand from the in person and web portal assistance to a more on-demand version in order to serve students where they are and whenever they need it. We will continue to look at innovative ways to provide the necessary information that is needed to students and families so that they are in the best position to make the best possible choice among the best possible opportunities.

ISAC and the State of Illinois is committed to continue to support all efforts to increase access to college for all and specifically for those who think college is out of reach.

## iMentor

**Original Commitment:** iMentor's commitment is to match 20,000 new students with mentors in more than 20 states over the next five years. iMentor will achieve our goal by expanding our program in New York City, growing our national partnerships and replicating our direct-service program to three additional cities. Through all of these initiatives, we will match first-generation college students from low-income communities in mentoring relationships that help students nurture a college aspiration, navigate the college application process, and build critical skills that lead to college success

**Progress Made:** Since making our commitment to match 20,000 students with mentors by 2018, iMentor has matched almost 9,000 young adults from low-income communities with supportive, college-educated adult mentors. We are doing so in 14 communities across the country. We are on track to create and support mentoring relationships for between 16,000-19,000 students by 2018. With the support of iMentor's case managers who are trained in college counseling, as well as iMentor's college readiness curriculum, our mentors are helping our students, a majority of whom are first generation college students, to effectively navigate the college process. Last year, in NYC, iMentor's pairs worked together to complete key pieces of the college selection, application, and decision process.

- 92% of students submitted at least one college application by February 1<sup>st</sup>.
- 78% of students completed FAFSA (NY average: 62%).
- 78% of students who submitted applications to college were accepted.
- 91% of students accepted to college submitted a formal commitment.

Of the iMentor students who reach college, our average college entrance, persistence, and completion data outperforms the most recent available national statistics in all three categories, on average, 61% of iMentor students enroll college, compared to 51% nationwide for low-income youth. Additionally, compared to a 69% persistence rate of all youth nationwide, iMentor's 2nd year persistence rate is 77%. Finally, iMentor's average college completion rate is 59%, compared to 26% of low-income youth nationwide. Together with our students, mentors, and school partners, we are increasing the number of first-generation students who go to college and graduate with a degree.

**Plans to Sustain Progress:** Since making our commitment to match 20,000 students with mentors by 2018, iMentor has matched almost 9,000 young adults from low-income communities with supportive, college-educated adult mentors. We are doing so in 14 communities across the country. We are on track to create and support mentoring relationships for between 16,000-19,000 students by 2018.

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In the coming years, iMentor will continue to increase the number of first generation college graduates in the communities we serve. iMentor is currently tracking college outcomes for 4,228 of our students and by 2018, this will increase to 9,290 students. We will do so by expanding our student reach within our existing city sites – NYC, Chicago, and the Bay Area – as well as expanding to replicate our program to new geographies with a high concentration of potential first-generation college students. iMentor will also expand the reach of our Partner Programs programming, the branch of our organization that equips other non-profits to staff and run iMentor's college success model in their own communities. We are currently partnering with 14 non-profits across the country in as many geographies, who are also running the iMentor model to increase the number of first-generation college graduates in their communities. We will seek to add a number of partners each year moving forward.

As iMentor's program grows, we will seek to build deep and collaborative partnerships with local school districts and school partners. In order for non-profits to play a truly integrated, high-impact, and harmonious role for our partners, it is essential that they are equipped with the funds and decision making authority to curate the most supported college preparation and matriculation process for their students.

Over the course of this expansion, we will also seek continually improvement in the rates at which our students enter, persist, and complete college. We will do so by strengthening the core of our programming for students and mentors in college beyond freshman year. By fostering strong personal relationships in high school and intimately involving mentors in all aspects of the college application and matriculation process, mentors become uniquely well-positioned to be powerful supports for students in the college years. The strength and longevity of these relationships means that students are more likely to turn to their mentors for support when challenges arise. Mentors help identify potential challenges and then work with iMentor's college success counselors to make sure that students take the steps necessary to overcome these obstacles. As we deepen our investment in the college years programming, we aspire to meet the benchmarks below.

Long-term Outcomes:

- High school graduation: 75% or more graduate in four years; 80% or more graduate in six years.
- College Enrollment: 80% or more enroll in college within one year of high school graduation; 85% or more enroll in college at any point after high school graduation.
- College Persistence: 85% or more persist to the second year of college; 75% or more persist to the third year of college; 65% or more persist to the fourth year of college.

College Completion: 45% or more graduate within six years after college enrollment; 50% or more complete college at any point after college enrollment.

[Indiana State University](#)

**Original Commitment:** Indiana State University 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.

**Progress Made:** Our Strategic Plan, launched in 2009, has been especially focused around addressing student retention and persistence. Initiatives that have come from the plan have begun to realize completion rate achievement. This past year, we had our highest four-year graduation rate since that metric has been measured starting with the 1998 cohort. That in part helped realize 292 more total graduates than the previous year (from 2,197 to 2,487), a 42% increase in one year toward our five year 2020 goal. Furthermore, we increased the number of Pell graduates by 107 from 790 to 897, a 31% increase in one year toward our five year 2020 goal. Other efforts, including ones reflected in our commitment statement, are helping to build further momentum, particularly with respect to annual credit hour completion among our low income students who are Indiana 21st Century Scholars. We anticipate those efforts will realize further downstream benefit on a pathway to at least 700 more graduates by 2020 and 2,250 more by 2025.

**Plans to Sustain Progress:** Indiana State University is currently revising its strategic plan to sharpen its focus in key areas, including with respect to student success. The new plan is set to launch Fall 2016 with an envisioned set of initiatives that will address the full range of student throughput experience from pre-college preparation, to freshmen retention and support, to persistence activities focused on career readiness and further strengthened experiential learning and community engagement elements, to post-college achievement attention. Undergirding this effort will be a number of signature activities that have either just launched or will be doing so shortly. These include (a) additional rounds of course transformation innovations designed to strengthen learning outcomes and reduce low or poor course performance, (b) addressing advising needs of sophomores and higher, (b) launching a curriculum transformation initiative as part of our institution's quality initiative with the Higher Learning Commission, (d) professional development and training for faculty and staff in the arena of inclusive excellence, particularly those that work with freshmen, and (e) deploying a unique employment program for incoming freshmen designed to help close the gap with unmet need. In addition, other ongoing activities for which results are anticipated include our partnership with the College Transition Consortium Project at Stanford in which we are testing social belonging interventions, our First in the World grant focused on growth mindset, an advising load experiment in University College, expansion of summer bridging, and the even deeper utilization of data, including through analytics tools, to assess the impact of efforts and continual improvement.

## InsideTrack

**Original Commitment:** InsideTrack is investing \$6 million over the next three years to create a digital student coaching solution that incorporates methodologies and content from its highly successful coaching programs. Using a mobile phone or computer, students will receive support in a wide range of areas, including goal setting, time management, health and wellness, and financial and career planning. The solution will incorporate self-assessments in areas critical to student success, links to institutional information systems and the ability to engage live coaches, advisors and other university support staff as needed. According to the company, by making coaching more accessible, the digital coaching solution will allow InsideTrack to serve 3 million students they otherwise would not have by 2025, resulting in an additional 100,000 graduates. (December, 2014)

**Progress Made:** InsideTrack's uCoach® platform is now live and in use at more than 20 colleges and universities across the country. The platform enables students to engage professional coaches via phone, email, web meetings, text messaging and a mobile app. The web and mobile app also provide on-demand access to a wide range of interactive support modules, including assessment tools, live streaming workshops and video tutorials. The coaching and content are tailored to the needs of the different institutions and students being served and are being used to increase enrollment, completion and career readiness.

**Plans to Sustain Progress:** InsideTrack has launched a new initiative, Completion Catalyst, which is a collaboration of student success programs, social finance and research organizations. Completion Catalyst will bring together the critical elements necessary to help community colleges dramatically improve their completion and transfer rates. This collaboration will generate lasting results that are repeatable at scale.

The goal of Completion Catalyst is to generate 1 million additional community college completers by engaging with and improving the capacity for success of 300 community colleges by the year 2025. Completion Catalyst will generate significant, lasting improvements in attainment rates by empowering individual community colleges to develop and sustain their internal capacity to drive continuous improvement through multi-year institutional strengthening engagements.

Completion Catalyst will support the implementation of proven, evidence-based practices with fidelity and attention to developing the capacity of current college personnel to ensure the sustained durability of the practices and results. The initiative will also provide the support required to foster successful institutional change, so that faculty, staff and administrators are fully engaged and part of the improvement process.

The foundational practice of Completion Catalyst will be a student coaching and advising program modeled on the successful methods created by InsideTrack over the last 15 years. This approach has demonstrated effectiveness in hundreds of randomized controlled trials and through InsideTrack's work with more than 1 million students across more than 850 academic programs. Successful student outcomes have been independently verified in published, peer-reviewed studies, including a landmark study by Stanford professor Eric Bettinger that met the Department of Education's What Works Clearinghouse standards of evidence without reservation.

Beyond student coaching, Completion Catalyst will also leverage a comprehensive process for building the capacity of institutions to develop and run these programs on their own. The process includes a thorough assessment of current organizational and individual capabilities, and the deployment of turnkey coaching programs. Together, these activities provide the actionable information needed to design a tailored approach for improving long-term student and institutional success.

In addition to generating insights on the student experience, the coaching programs have an immediate impact on student behavior and outcomes and serve as a model for the institution, giving them a first-hand look at how this method of training, process and technology will amplify their efforts.

Along with the implementation of the institution's coaching program, the process will include the implementation of additional practices that have shown promise in improving student outcomes, such as guided pathways, co-requisite remediation and improved new student orientation programs. Completion Catalyst will engage partner organizations to provide expertise and technical assistance in implementing these effective practices.

## Iowa College Student Aid Commission

Iowa College Student Aid Commission in collaboration with Iowa College and Career Readiness Roadmap Collaborative (multiple member organizations).

**Original Commitment:** In January 2015, Iowa College Aid committed in to launch and support a collective impact network of Iowa communities devoted to working collaboratively to increase the numbers of students who enter, succeed, and complete postsecondary education. The initiative, titled College Changes Everything, is the culmination of partnerships with the Illinois Student Assistance Commission, who holds a trademark for the name, and the Michigan College Access Network, who developed the Local College Access Network (LCAN) model of applying collective impact to the challenge of increasing college attainment. In addition to training and technical assistance from agency staff, participating communities would be eligible to apply for small planning grants and to host an AmeriCorps VISTA member who could support them with systematizing the Three Step Process for college access for high school seniors and/or to assist the community in assembling an asset map and baseline data to inform the work of their LCAN. Commitment Progress reported below is limited to the original commitments and to available relevant data.

**Progress Made:** Iowa College Aid believes that sustaining and maturing the College Changes Everything initiative will develop local capacity over time to ensure that more students are aspiring to go to college. The goal is that students are college ready, that they select colleges that are a better fit for them, require less developmental coursework, and complete college at higher rates. By developing detailed asset maps and baseline data about where students are lost in the “student pipeline,” communities will be better positioned to leverage their resources to meet the needs of students in their communities. Moreover, the relationships developed and deepened in the LCAN model increase opportunities for continued collaboration to strengthen local secondary to postsecondary outcomes.

In addition to the College Changes Everything initiative, Iowa College Aid administers a statewide GEAR UP grant and the state’s Three Step Process to assist high schools in transitioning seniors to postsecondary education. The GEAR UP grant, the agency’s

In early 2015, Iowa College Aid was part of the formation of a cross-sector group of education stakeholders interested in strengthening the State of Iowa’s formal and informal systems to improve students’ college and career readiness. The Iowa College and Career Readiness Roadmap Collaborative includes sixteen organizations (including the Iowa School Counselors Association), institutions, and agencies working to meet the goals of the First Lady’s Reach Higher Initiative on Strengthening School Counseling. Outcomes have included Iowa’s participation in the November 2015 Reach Higher Convening in Jacksonville, FL, the formation of five workgroups, and a planned conference on college and career readiness led by Iowa College Aid. The CCR Roadmap Workgroups include: Policy, Licensure, and Certification; Professional Development; Educator Preparatory Programs; Research and Advocacy; and Student and Family Access. Furthermore, Iowa College Aid is now in the process of finalizing a contract with the Southern Regional Education Board to be able to offer its Go Alliance Academy (college and career readiness modules delivered online) to counselors and other educators in Iowa, beginning in Summer 2016.

In addition to GEAR UP Iowa, the College Changes Everything initiative, the Three Step Process, and the promotion of Iowa’s state-funded grants and scholarships, Iowa College Aid has undergone a rebranding to enhance the impact of the agency’s college-going message. The agency’s message has four parts: a) a broad definition of college to include traditional 2- and 4-year degrees, credentials, certificates, and apprenticeships; b) college is possible for everyone (embedding both aspirational and equity messages);

c) we have resources and supports to help; and, d) Increasing college attainment helps our communities and our state.

**Plans to Sustain Progress:** GEAR UP Iowa is a seven year grant, so that work will be sustained and tracked over the next five years. Participating districts are required to document 1:1 match for their subgrants, and the majority have put sustainability of outcomes at the forefront of their planning. The College Access and Readiness Teams are an additional support to ensure the intentional alignment of GEAR UP Objectives and Strategies with the school improvement goals of the LEAs. A GEAR UP Iowa framework of services has been developed that will allow schools to continue delivering services through toolkits, an online professional development opportunity for educators, and other modes.

The Three Step Process already has a strong foothold in sustainability. Iowa College Aid provides materials to schools at no cost and at minimal cost to the agency. Supportive toolkits on implementing Three Step Process spell out strategies for engagement of volunteers. The most costly portion of supporting Three Step Process has been the implementation of an automated system to match student records with FAFSA information. That cost has already been borne by Iowa College Aid, and future maintenance costs are expected to be minimal.

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- a) A broad definition of college to include traditional 2- and 4-year degrees, credentials, certificates, and apprenticeships;
- b) College is possible for everyone (embedding both aspirational and equity messages);
- c) We have resources and supports to help; and,
- d) Increasing college attainment helps our communities and our state.

The agency's enhanced college-going message will be sustained with specific efforts to reach parents and students with targeted messages.

## Irvine Valley College (IVC)

**Original Commitment:** 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.

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.

## Irvine Valley College (IVC)

Irvine Valley College (IVC) in collaboration with University of California, Irvine.

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**Progress Made:** As a community college, one of our most important functions is to transfer students to four-year colleges and universities. As such we are happy to report that we have seen an additional 166 students with an Engineering major transfer since we initiated our college commitment in 2014. Moreover, we have seen a large increase in the number of students committing to an Engineering or Pre-engineering pathway. In Fall 2013, our baseline year, Irvine Valley College had 492 enrolled who had declared an Engineering-related major. In Fall 2014, that number had risen to 632 and as of Fall 2015 IVC had 710 on Engineering or Pre-engineering majors enrolled.

**Plans to Sustain Progress:** Of the numerous efforts to sustain progress, perhaps none is more important than the establishment of an MOU with the University of California Irvine whereby qualified students interested in entering their Henry Samueli School of Engineering who are not able to be accepted due to space constraints and impaction will be given the opportunity to enter a special pre-engineering program at Irvine Valley College. Upon satisfactory completion of the Pre-engineering program at IVC, the redirected students will be guaranteed entry to the Samueli School of Engineering with Junior standing.

Additional efforts include deepening IVC's partnership with UCI by partnering with them on "Team Orange" to build the "Casa del Sol" for the U.S. Department of Energy's 2015 Solar Decathlon. The Casa del Sol is a structure that conserves energy and resists drought and was praised by judges for its highly innovative design (<http://engineering.uci.edu/news/2014/10/team-orange-county-breaks-ground-casa-del-sol>).

Irvine Valley College was also recently selected to participate in the AACC Pathways Project. As part of IVC's involvement has come a recent, intense focus on clarifying program pathways for students, particularly focusing on clarifying and supporting the initial stages of major selection so that students' commitment to their program pathway can be intensified. Another focus of the pathways work is a focus on increasing the number of students placing directly into transfer-level coursework in both English and math. IVC is adding an accelerated statistics pathway, for example. However, for STEM students, they will most likely benefit from the work to develop an accelerated STEM math pathway, including co-



requisite math remediation that takes place concurrently with the transfer-level math coursework. Increasing the proportion of students who either place directly into transfer-level math and English coursework or who spend less time in remediation is expected to result in meaningful improvement to students' completion velocity, that is, their movement along a program pathway over time toward completion.

## The Jack Kent Cooke Foundation

**Original Commitment:** The Jack Kent Cooke Foundation committed, in December 2014, to:

Increasing the number of our undergraduate scholars from 355 in 2013-14 to 525 in 2017-18. Developing a free website and integrated advising tool to help primarily first-generation, low-income students navigate the college admissions and financial aid processes. Providing advising to thousands of students with financial need with access to a college counselor.

**Progress Made:** We have increased the number of scholars in our scholarship program, and we are projecting meeting the goal of 525 Jack Kent Cooke scholars in the 2017-18 academic year, nearly a 50 percent increase in scholars. In addition, total scholarship funds are projected to increase from \$8 million in 2013-2014 to over 11 million in 2017-18, a 40 percent increase.

We have launched the development of the integrated advising tool and website in 2016. We have secured funds from the Heckscher Foundation for Children and the ECMC Foundation to support the project, and are working closely with the College Board to provide the data for advising tool. We begin initial design in May 2016, and anticipate deploying a beta product during the 2016-17 school year.

While the advising tool has not yet launched, we have made strides to increase access to quality college advising. During the 2015-16 school year, we partnered with College Point to make free counseling available to students who applied to scholarships. To date, more 1200 students have availed themselves of college Point's services.

**Plans to Sustain Progress:** We have increased the number of scholars in our scholarship program, and we are projecting meeting the goal of 525 Jack Kent Cooke scholars in the 2017-18 academic year, nearly a 50 percent increase in scholars. In addition, total scholarship funds are projected to increase from \$8 million in 2013-2014 to over 11 million in 2017-18, a 40 percent increase.

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The Jack Kent Cooke Foundation continues its work by providing funding for a number of college access programs and academic enrichment initiatives to support high-achieving, low-income students.

In 2016, some of the programs we have provided funding to include:

- The College Advising Corps

- LEDA
- Telluride House
- BEAM
- Equal Opportunity Schools
- Duke TIP Program
- Center for Talented Youth
- New York Academy of Science

In addition, we continue to publish research to inform stakeholders about the challenges faced by high-achieving, low-income students in the college admissions process. . In January, 2016, we released True Merit: Ensuring Our Brightest Students Have Access to Our Best Colleges and Universities. This landmark report highlighted the challenges that high-achieving, low-income students whilst applying to America’s most selective colleges and universities. We expect to continue to conduct, promote and sponsor research in this arena - and believe that better and more information will lead to better outcomes for these students.

## Jobs for the Future

**Original Commitment:** 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.

**Progress Made:** Jobs for the Future set a goal of working with nearly 100 community colleges in Arkansas, Georgia, Illinois, Kansas, Kentucky, Mississippi, and Louisiana to assist 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. To date, the colleges have produced 12,509 credentials. AO is currently in 85+ community colleges with expansion in 2016 to more colleges in IL and AR.

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Jobs for the Future has encouraged states and colleges to sustain progress along three key fronts: 1) re-direct/re-allocate existing resources to continue to build out integrated pathways models; for example, Arkansas is taking AO state-wide this year by issuing RPPs to existing Adult Education providers and allocating existing resources to build out and sustain the model; 2) JFF has pursued additional private foundation funding to test and expand the model; the ECMC Foundation has awarded JFF a new three-year grant to work with four additional colleges (2 in Kentucky and 2 in Kansas) to carry out activities related to improving Career and Technical Education (CTE) program outcomes, including student completion of credentials. JFF is providing technical assistance to improve program outcomes by 10-15%; and 3) train the trainer resources (i.e. team teaching and navigator manuals) to build the internal professional development and training capacity of current AO states to expand the model to more of their colleges without relying on outside technical assistance.

## Kaplan K12 Learning Services

**Original Commitment:** Kaplan committed two programs: Kaplan ACT/SAT Curriculum and Kaplan Online ACT/SAT Program. The first was a materials-based program that provided a targeted review of the key skills assessed on college entrance exams. The instruction reinforced and reviewed each section of the ACT or SAT, while providing proven strategies that enabled students to better demonstrate their knowledge in the context of the exam. For Reach Higher partners, this program included Kaplan student and teacher editions at a deeply discounted rate, and training and support for volunteer teachers provided by partnering schools, districts, and community based organizations (CBOs). The second program provided online, adaptive instruction tailored to individual student needs to provide a personalized approach to ACT and SAT test readiness. It also provided students with a structured course syllabus that supported the independent learner. For Reach Higher partners, this program included Kaplan individual student licenses at a deeply discounted rate, and supports for partnering schools, districts, and CBO mentors at no cost. These programs and efforts placed a special focus on first-generation college aspirants and typically under-served student populations. By partnering with school districts and CBOs, Kaplan supported increased access to high-quality ACT and SAT preparation expertise to improve students' outcomes on college entrance exams. Kaplan's services supported students academically and enabled force multipliers via local teachers and mentors to help students achieve their post-secondary educational goals.

**Progress Made:** Some progress that has been made through this commitment includes partnerships that supported 39,000+ students. This included working with five organizations (including school districts as well as community-based organizations) to support 3,000+ students with curriculum and online licenses. These organizations are located across five states (California, Illinois, Missouri, Ohio, and Pennsylvania). Students served were part of GEAR UP, Talent Search, Upward Bound, and other community-based programs focused on underrepresented student populations in higher education. Additionally, Kaplan

supported 36,000+ students nationally via free webinars about college admissions, and the ACT, PSAT and SAT.

**Plans to Sustain Progress: Progress Made** includes partnerships that supported 39,000+ students. This included working with five organizations (including school districts as well as community-based organizations) to support 3,000+ students with curriculum and online licenses. These organizations are located across five states (California, Illinois, Missouri, Ohio, and Pennsylvania). Students served were part of GEAR UP, Talent Search, Upward Bound, and other community-based programs focused on underrepresented student populations in higher education. Additionally, Kaplan supported 36,000+ students nationally via free webinars about college admissions, and the ACT, PSAT and SAT.

Kaplan remains committed to delivering high-quality, reduced-price curriculum and online offerings to its district, school and community-based organization (CBO) partners that work with students who are traditionally underrepresented in higher education. It has focused on: 1) revising its institutional-delivered SAT programs to meet the demands of the new SAT in 2016, creating brand new teacher and student edition resources that local organizations can use to deliver premier Kaplan test readiness strategies to students; 2) continuing to provide ACT teacher and student materials at reduced package prices for institutions implementing test preparation and college readiness programs; 3) continuing to revamp its online offerings for new PSAT, new SAT and ACT exams (again at reduced institutional rates); 4) expanding its focus to include free college admissions programming options for students (these include a series of online streaming events for students to learn about college entrance exams and the admissions process); 5) managing a College: Admission Possible blog to provide the inside scoop on SAT, ACT, PSAT prep, and more for the mission of college acceptance; 6) expanding its team of on-the-ground experts across the country who work closely with districts, schools, and CBOs; and 7) strategically partnering with third-party organizations to nationally promote test readiness strategies for all. Through these efforts, Kaplan projects an expanded Reach Higher partnership to support hundreds of thousands of students along the path to college admissions.

## Keene State College

**Original Commitment:** To increase the number of STEM graduates by 50% by 2019. This is part of a state wide initiative to increase the number of STEM graduates in New Hampshire. The program, referred to as B.E.S.T., 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 New Hampshire. Actions intended to help achieve this goal include improved outreach to community colleges and undeclared Keene State College students, incorporation of high impact teaching practices in STEM courses, the use of academically focused living-learning communities, expanded undergraduate research opportunities for STEM students, and implementation of an effective peer mentoring program for STEM students. Specific activities have included: the use of peer mentoring in STEM gateway courses, collaboration in the living-learning community to assess the state of science education in New Hampshire elementary, middle, and high schools, provision of funds to faculty to overhaul introductory STEM courses to make them accessible to a wider range of students; and provision of funds to faculty to purchase course materials, attend education conferences, and invite STEM educators to campus for seminars or workshops. This commitment was first made in December 2014.

**Progress Made:** Outreach efforts included reaching out to incoming undecided/undeclared students with Math scores above 500 netting a 40% response rate, holding an Open House for undecided students during Summer Orientation 2014, participation in the KSC Owl Open Houses and Just for Juniors

Program, connecting and visiting with faculty from Nashua Community College and creating a B.E.S.T. website at keene.edu. To facilitate efforts for meaningful curriculum changes in support of transformative teaching, the B.E.S.T. program provided faculty with resources and financial support to implement proven pedagogy that is student centered, emphasizes active-learning by students, and is inspiring. These efforts resulted in three transformative teaching grant proposals that were funded for the summer of 2015.

Starting in the fall of 2015, a B.E.S.T. Program Living/Learning Community (LLC) was occupied by first-year students who expressed an interest in Biology, Chemistry, Computer Science, Geology, Mathematics, and Physics. The B.E.S.T. team worked with Admissions, Academic and Career Advising (due to the focus on academics), and Residential Life to advertise and organize the LLC. The LLC was in Holloway Hall and consisted of 21 students. Two courses (an ITW course in the fall and an II course in the spring) taught by the LLC Faculty Mentor (FM) is required of all students living in the community.

Undergraduate research (UR) has been proven to increase retention and graduation rates; therefore, the B.E.S.T. Program offers grants to faculty mentors and their students to fund research endeavors. In the spring 2015 the B.E.S.T. team sent out information and a call for proposals to all sciences and mathematics faculty. A total of seven undergraduate research grant proposals were funded in the summer of 2015.

The B.E.S.T. program hired a part-time Peer Mentor (PM) Coordinator. The PM Coordinator worked with the B.E.S.T. team, the Director of Developmental Mathematics Programs, and Aspire to develop and help implement a mentoring initiative based upon the KSC Peer Course Assistant (PCA) and Drop-In Tutoring models. Several types of PMs are available to sciences and mathematics students: B.E.S.T. Gateway Course Peers, B.E.S.T. LLC Peers, and B.E.S.T. UR Peers. The B.E.S.T. PM Coordinator focuses on coordinating PMs for gateway courses, and members of the B.E.S.T. team work with LLC Peers and UR Peers to arrange activities for LLC students and undergraduate researchers.

## Kennedy-King College

Kennedy-King College in collaboration with the original Kennedy-King submission was in partnership with Aspen.

**Original Commitment:** Kennedy-Kings original commitment was under the Aspen Prize 2020 Completion Collective. The Goal was for the participating institutions to commit to producing 6,600 additional college graduates by 2020. Kennedy-King specifically agreed to:

Students completing associate's degree within 3 yrs. of entry: 20.9% at end of 2016/17.

The areas in which Kennedy-King agreed to participate are as follows:

- 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.

**Progress Made:** Kennedy-King College has been successful in completion because of targeted strategies that focus on pathways, remediation and instructional quality. Kennedy-King has successfully completed faculty-authored guided pathways for every program that we offer. To date, almost all transfer maps fully stack into 8-semester ones with large-volume, local receiver institutions, such as DePaul University and University of Illinois at Chicago – ensuring the courses students take represent stacked, rigorous outcomes leading to junior status within precise areas of interest, visualized along clear guidelines to bachelor’s degree attainment. Additionally, we continue to promote maximizing the number of credits taken with our new tuition structure, which incentivizes students to take more credit hours. The move to a flat-rate tuition structure allows enrollment in 12, 15 or even 18 credit hours at the same cost.

Sixty-eight percent of community college students need remediation. That number at Kennedy-King is 96%. To address this incredibly critical problem, Kennedy-King developed a two-prong model: Level Up and Accelerate. Level Up provides incoming students with an opportunity to refresh and remediate in specific content areas of deficiency through four weeks of modularized, self-paced instruction, which builds confidence required for success, particularly for those who have not been in a classroom for several years. Level Up students pre-test during the first week and post-test at the end, resulting in level gains in 100% of cases. Our accelerated model pairs two developmental Math or English courses over one semester for 8 weeks each; versus two 16-week courses for 2 semesters. This model has seen tremendous success, with a 31% increase in success for our next-in-sequence Math 299/99 course. This new sequence reduces time to college-level math by an entire semester.

Kennedy-King College’s Office of Instruction works collaboratively with its 71 full-time faculty members to focus on improving instructional quality and student learning. Our Tenure Assistance Program (TAP) is our tenure process for ensuring that new faculty members receive the support they need to provide the end result of student success resulting from quality instruction. The TAP process is five semesters (approximately three years) and provides faculty, department chairs and administration an opportunity to analyze contextualized data on student success rates, retention rates, and other indirect forms of assessment conducted through end-of-course student evaluations. In addition, classroom observations are conducted by peers, department chairpersons and administration. Taken together, we use this data to identify areas of improvement, and to develop action plans to further support efforts toward improving instructional quality, student learning and ultimate student completion. An important component of TAP involves faculty-developed and -executed Individualized Learning and Service Plans (ILSP). With the support and approval of TAP Mentors, TAP Leaders, and Office of Instruction administration, tenure-track faculty work to develop and execute their ILSP’s. The purpose of the ILSP is for faculty to work towards outcomes-based development and service to the institution. These activities provide faculty with an enriching opportunity to support the unique needs of KKC students.

Kennedy-King College's premier and ground breaking city wide initiative designed to help with access and affordably is the Star Scholarship. Kennedy-King, along with the other seven City Colleges, offers free tuition and books to students who graduate from the Chicago Public Schools (CPS). Any CPS high

school graduate who has an ACT score of 17 and 3.0 or higher GPA in math and English, and who enrolls in one of CCC's pathways, is eligible for the Star Scholarship for up to three years after CPS graduation.

This program has expanded to include over a dozen four-year institutions. This expansion of the Chicago Star Partnership ensures Star Scholars will have further opportunities to pursue a four-year degree at a significantly reduced cost after successfully completing an associate degree at one of the City Colleges of Chicago. Chicago residents can earn an associate degree at Kennedy-King for approximately \$7,000 and can transfer to a four-year college with junior standing, saving \$40,000 or more.

Beginning Fall 2015, Kennedy-King College implemented a flat tuition rate, providing an additional opportunity to save on tuition costs. Students in most academic programs who enroll full-time are charged a flat rate of \$1,753 per semester with no additional fees. To encourage affordability and faster completion, a student taking 15 or 18 credit hours is charged the same amount as a student taking 12 credit hours. Students can graduate sooner and save on tuition costs. For students who do not receive financial aid, Kennedy-King College provides flexible, interest-free payment plans that allow students who register early to pay \$0 down. The tuition change does reflect a slight increase, however, Kennedy-King and the City Colleges of Chicago remains the lowest option for Chicago residents.

**Plans to Sustain Progress:** Data is the pillar of Kennedy-King initiatives and operations and all faculty and staff, via our OpenBook data repository, have open access to data. Not only is there access, the use of data is embedded in our culture. The KK community maintains an annual scorecard containing targets and actuals of core metrics that help us to reach our goals. This score card is not only published publically but is discussed daily at the campus. Performance dialogs regarding the progress we have made toward our goals occur at all levels of the organization, helping us to identify barriers and immediately resolve. Because our targets are persistently before us, ours is an organization required to stretch and not settle for what is easily obtainable. As long as we can measure our progress and be acutely aware of what is working and what is not, remediation is possible.

Using OpenBook and a few data sources outside of it, Kennedy-King student services and instructional teams examine data along the following parameters every week:

- 1) Completion: We measure whether students nearing completion have availed themselves of transfer, career and tutoring services (the latter along risk-profile dimensions).
- 2) Pathways: Which students have prescribed plans, course-by-course, and which do not, as well as which are on intentional plans (e.g., Associate in Science – Computer Science) vs. undecided ones (e.g., Associate in Arts – Liberal Arts).
- 3) Retention: Which students have registered for the next semester.
- 4) Advising: Which students have seen an advisor (along risk-profile dimensions).
- 5) Academic Interventions: Which students retaking courses, on academic warning, or other dimensions, have seen a tutor.
- 6) Post-completion outcomes: Which occupationally oriented students have a resume on file in our career network, and which transfer-oriented ones have had a recent transfer touch point and/or made a recent transcript request to a four-year institution.

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## Kentucky Council on Postsecondary Education (CPE)

**Original Commitment:** The Kentucky Council on Postsecondary Education (CPE) is committed to working with our education partners to increase the number of students graduating high school meeting readiness benchmarks. We are committed to achieving an increase in the number of college students receiving remediation who complete gateway math and English courses their first year. We recognize that to accomplish this goal there is a need for additional academic support, such as increased class time, labs, tutoring, mentoring, and advising.

Building on the P-16 partnerships, middle school and high school students can access intervention programming so that they come to college ready for credit-bearing coursework. CPE supported free online readiness assessments for K-12 and colleges through the KYOTE system, convened statewide meetings, provided incentive funding for faculty and administrators redesigning remediation, and provided each campus access to curricular resources through NROC EdReady.

To improve school counseling and college advising by providing technical assistance to GEAR UP Kentucky (GUK) schools to move toward evidenced-based counseling practices and adopt a comprehensive advising system.

GUK is committed to assisting schools in finding new avenues to extend counseling during the school day. To reduce remediation needs, GUK provided new thinking about the role of counselors. We convened an institute for counselors, administrators, and teacher leaders to increase their knowledge of evidence-based counseling techniques, trained school counselors and teacher leaders to deliver college and career readiness information using a customized learning skills curriculum, and provided school administrators with technical assistance to improve school advising policies.

**Progress Made:** Kentucky continues to see significant increases in the numbers of recent high school graduates coming to college ready for credit-bearing coursework. In 2010-11 the number of recent Kentucky high school graduates entering college and meeting statewide re-GEAR UP Kentucky hosted the first-ever Kentucky School Counseling and Advising Institute October 26-28, 2015. The statewide institute was designed to mobilize P-20 educational professionals to collaborate in the delivery of early and ongoing advising for postsecondary preparation, access and success



The Institute provided professional development and collaboration opportunities for education professionals representing every stage of the education pipeline. School teams and community partners discussed successful practices, evaluation techniques, and relevant research to create dynamic and powerful advising and counseling commitments.

Sessions included: The Evidence-based Counseling Bootcamp - designed for school counselors, district-level administrators, principals, and other school staff such as social workers, FRYSC coordinators, and college and career advisors. The bootcamp was led by Dr. Brett Zyromski, director of Northern Kentucky University's school counseling program and co-founder of the National Evidence-Based School Counseling Conference.

Building Effective P-20 Partnerships for Effective College and Career Advising – designed as a conversation for superintendents, postsecondary institutional representatives, outreach practitioners, and other education professionals about the emphasis and opportunities emerging around the issue of access and advising at the national, state and local levels.

Concurrent Workshops included:

- Closing The Gap: Student Success in the 21st Century
- Preparing Boys of Color for College & Career Readiness
- Grit: The Other 21st Century Skill
- CTE and Career Pathways 101
- What Works with Preparing First-Generation College Students
- College Signing Day: A strategy for first generation college students
- Increasing Student Access to Opportunity

The closing session encouraged regional teams to identify strategic action plans.

**Plans to Sustain Progress:** Kentucky continues to see significant increases in the numbers of recent high school graduates coming to college ready for credit-bearing coursework. In 2010-11 the number of recent Kentucky high school graduates entering college and meeting statewide readiness standards for the three essential skill areas (reading, writing, and mathematics) was 52%. For 2013-14 college entrants that percentage increased to 70.1%. Using the same readiness benchmarks, only 47.2% of the 2012 public high school graduates met readiness benchmarks and in 2015, 66.8% of these graduates met readiness benchmarks. These increases are the result of strong collaborations between our colleges and P-20 schools, the effective intervention programming built for students not on target to graduate meeting benchmarks of readiness, and the strong college and career readiness advising programming developed and implemented through those partnerships.

Developmental education programming is being redesigned for those students entering college underprepared. Students have new opportunities to enroll in college credit-bearing courses with academic supports, such as extended class time, curricular resources, and required tutoring or labs, instead of placement into multi-layered, non-credit-bearing developmental coursework. Postsecondary faculty and college administrators have had access to professional development opportunities provided by national experts to support their redesign efforts. We are beginning to see promising increases in the numbers of students completing credit-bearing English and mathematics coursework within one year through redesign efforts.

## Kinesis Foundation

**Original Commitment:** Kinesis Foundation commits \$3.2 million over the next two years to provide scholarships to 340 university students of excellence, college and career counseling services to 650 Bright Stars, and college access training to 100 counselors. Over 50% of their students pursue careers in STEM fields.

- 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.

**Progress Made:** Since 2004, Kinesis has awarded over 300 scholarships to students pursuing bachelor's, master's and doctoral degrees in the most competitive universities in Puerto Rico and abroad. As per today, Kinesis have 164 ex alumni's. In 2015-2016, 177 students received \$905,270 in scholarships from Kinesis. The combined amount of financial aid received between universities and Kinesis was \$6,658,385.88 for their first year. Kinesis Trained 30 College Access Counselors and Advisors with a College Access Certification, the first College Access concerted specialization. This Certification was the result of an alliance with Goddard Options Institute and the University of Puerto Rico's Division of Continuing Education and Professional Studies (DECEP). In April 2016, Kinesis Foundation will be offering this courses on 3 different campuses (DECEP San Juan, DECEP Humacao, DECEP Ponce) around the island, certifying near 90 professionals in College Access.

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 is working to increase participation in the program by 15%. In 2015-2016 Kinesis Scholarship Disbursements increased by 25%. The Scholarship Program is focused on improving postsecondary enrollment, persistency, and graduation rates. It maintained its 94% completion and on-time graduation rate. Kinesis provided information about job openings, summer employment, and community service to 100% of 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 increased the number of Bright Stars participants from 305 to 410

On January 2016, Kinesis launched a FAFSA informational national community campaign through the Foundation's web page and Facebook fan page, reaching over 5,000. There was 31 students from the class of 2015 who are attending universities in the U.S. and received, as a whole, \$1,156,639 in scholarships and grants. This amount equals approximately \$5,204,875.50 for a period of four and a half years.

**Plans to Sustain Progress:** The Kinesis Foundation has strengthened its partnerships with various agencies and institutions in order to strengthen the University Access in the country. Some of these are:

- Department of Education of Puerto Rico
- Counseling Department of Puerto Rico
- University of Puerto Rico
- Goddard Options Institute

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**Original Commitment:** We will organize a working Institute for teams (faculty, presidents, VPAA's and CFOs) from at least 25 of our member schools whose enrollment of Pell-eligible undergraduates is at least 50% Pell-eligible. They will spend 3 days together to face the issues that are barriers for low-income student college success and will create plans for change through cross-institution collaboration which will lead to greater retention, graduation and success on the workplace for our students, 65% of whom are Pell-eligible.

**Progress Made:** Institute held in November 2015 attended by teams from 32 Coalition member schools. After 3 days of meeting with campus teams, listening to outside experts and meeting with similar position

colleagues from other campuses, nine areas were identified by Institute attendees for further exploration of cross-institutional collaborative actions. Project groups composed of those from institutions interested in each of the topics formed. Project groups are: Using Data for Decision-Making; Creating a Yes We Must On-line course Consortium; Building Cultural Capital with our Students; Using e-Portfolios; Creating a Student Solution Center; Bringing down the cost of Textbooks; Supporting each other in the area of Compliance; Developing Business Partners for Professional Development and Employment; Creating a Yes We Must Fellows program for faculty and students. All groups have met at least twice since the Institute with collection of data and deepening of details for the project collaboration on-going.

**Plans to Sustain Progress:** The Yes we Must Coalition remains committed to giving these projects the highest priority. We will continue to assure on-going communication, connections with outside expertise, measurement of outcomes, and will seek funding when resources are needed. Discussions with potential funders for is underway.

## Knowledge is Power Program (KIPP)

Knowledge is Power Program (KIPP) in collaboration with KIPP Foundation-Jonathan Cowan, Craig Robinson and KIPP Houston-Sehba Ali

**Original Commitment:** In 2014, the KIPP organization made two distinct student outcome commitments:

- 1) To double the number of students served in KIPP schools to 120,000.
- 2) To grow the cumulative number of KIPP alumni who are college graduates by over ten-fold, from several hundred in 2014 to approximately 7,000 by 2020. Specific actions to help drive these outcomes have included:

KIPP's College Match Initiative:

- 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:

- 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.

**Progress Made:** Our early stage progress is as follows: 1) Developed and rolled out a series of “playbooks” for our counselors who are advising students in college. These playbooks offer guidance on creating summer transition programs after high school; holding effective coaching one-on-ones with alumni; and supporting students through the FAFSA renewal process. Additional playbooks are in the works including one tailored specifically to supporting students enrolled in community college. 2) Experimented with mass texting as a tool to engage and nudge students in college. 3) Increased the number of KIPP college partners nationwide to 77 (see a list of college partners at [www.kipp.org/our-approach/kipp-through-college/college-partnerships](http://www.kipp.org/our-approach/kipp-through-college/college-partnerships)). Currently one in five KIPPsters are enrolled at a partner institution and going forward, connecting KIPPsters to KIPPsters on campuses will be a key emphasis of this work.

Today, nearly 8,000 KIPPsters are in college, up from 1,000 just five years ago. We created our college partnerships initiative to strengthen our connections with higher education institutions so that our KIPP alumni would be better supported on the path.

At KIPP, our KIPP Through College (KTC) programs offer a range of support services for KIPP students, their families, and alumni as they navigate high school, prepare for college entry, and work hard on the path to a degree. To ensure students have access to highly-trained school counselors, we offer targeted professional development for our KTC community throughout the year. For example, we successfully hosted the inaugural College Counseling Institute at this past summer’s KIPP School Summit in Anaheim, CA. In all, more than 100 KIPP Through College (KTC) community members attended, representing 28 of our 31 regions, including all regions with a KIPP high school. During this gathering, KTC community members reviewed 2014-15 student outcomes and examined emerging proof points. Attendees listened to KIPP alumni tell their College Match stories and learned about KIPP Eastern North Carolina’s holistic approach to To & Through. Our #BlackLivesMatter panel attracted 300 attendees. Evaluation results were incredibly strong with 96% of participants rating sessions effective or very effective. Given the success of the College Counseling Institute, we will host a second gathering at this summer’s KIPP School Summit in Atlanta, GA.

We know that one of the most crucial decisions that will help KIPPsters reach college graduation is simply choosing to apply and matriculate to the colleges that provide the best opportunity for successful completion. A growing body of research into college success rates has shown that choosing the right college can make or break a student’s chances of graduating. Historically, first-generation students, including KIPPsters, under-match when selecting a college, and this in turn leads to lower likelihood of graduation. We launched the “Match Matters” campaign at KIPP to shine a spotlight on just how important making the right college match is to student success, and to arm our students and counselors with the tools they need to make a great match decision. We urge our counselors and students to follow the “Four Keys to Finding Your Match” which include: knowing what schools students are eligible for based on their numbers (e.g., grade point average and SAT/ACT scores), building a smart wish list, preparing for the cost of college, and getting an early start on the whole process. By implementing these strategies, compared to last year, we’ve seen a 16 percentage point increase of the students applying to at least 9 colleges, and a 25 percentage point increase of the students applying to a rigorous and balanced application portfolio to maximize their chances of college completion.

**Plans to Sustain Progress:** Looking ahead, we believe we have identified and are executing against the right key strategic levers to drive improved attainment results. Over the next five years through 2021, we will continue to focus on our College Match, Persistence, and Career initiatives. Furthermore, we will increase the number of KIPP college partners and build out a comprehensive Community College strategy

to expand the supports we are able to offer students attending community college with the intention of transferring to a four-year institution or beginning a career.

All of our college partners make commitments to make access to college more readily available for KIPP alumni, which has a trickle down effect for other students from underserved communities at partner institutions. These commitments include, but are not limited to: developing and sponsoring pre-college summer programs for qualified high school students, offering summer bridge transition programs prior to college matriculation, and collaborating with local KIPP regions to review high school content and to align high school content with entry-level course requirements for a college/university; wherever possible.

Additionally, during this time frame, we will be working to expand college partnerships within the 15 KIPP regions that do not yet have access to a set of strategic, local partnerships. In the long term, our efforts will be concentrated in these geographic areas: Louisiana, Colorado, Indiana, Ohio, Missouri, Minnesota, Oklahoma, Florida, and North Carolina. Over time, we believe these partnerships will change our KIPPsters' college experience as well as offer unique opportunities to learn about how to better support first-generation college students.

In the years ahead, larger groups of KIPPsters will be going off to college together, arriving on campus and forming support systems for each other, connecting with dedicated advisers and resources that will help them navigate their college experience.

We know that one of the most crucial decisions that will help KIPPsters reach college graduation is simply choosing to apply and matriculate to the colleges that provide the best opportunity for successful completion. A growing body of research into college success rates has shown that choosing the right college can make or break a student's chances of graduating. Historically, first-generation students, including KIPPsters, under-match when selecting a college, and this in turn leads to lower likelihood of graduation. We launched the "Match Matters" campaign at KIPP to shine a spotlight on just how important making the right college match is to student success, and to arm our students and counselors with the tools they need to make a great match decision. We urge our counselors and students to follow the "Four Keys to Finding Your Match" which include: knowing what schools students are eligible for based on their numbers (e.g., grade point average and SAT/ACT scores), building a smart wish list, preparing for the cost of college, and getting an early start on the whole process. By implementing these strategies, compared to last year, we've seen a 16 percentage point increase of the students applying to at least 9 colleges, and a 25 percentage point increase of the students applying to a rigorous and balanced application portfolio to maximize their chances of college completion.

In addition to our College Match Work which we know will have a near-term impact on our students going to college in the next five years, we're embarking on a few key strategies aimed at driving increased college readiness among KIPPsters which will ultimately impact college completion. These strategies include: 1) Continuing to open schools at every level – elementary, middle, and high – so we are able to serve a student throughout his or her academic journey. We believe that the longer students stay with us, the better prepared they will be for college and the competitive world beyond. 2) Aligning the KIPP network around common academic systems and practices, rooted in research and best practice and equipping KIPP teachers and schools with training, tools and resources to implement those systems and practices.

**Kresge Foundation**

**Original Commitment:** The Kresge Foundation invests approximately \$20 million annually to support postsecondary access and success, both to help low-income, under-represented and first generation students navigate to and through college, and to build the capacity of institutions whose primary mission is to serve these students, such as community colleges and minority serving institutions.

In January 2014, The Kresge Foundation pledged to:

1) Fund Jobs for the Future to help launch at least three new statewide Student Success Centers, joining four existing centers in Arkansas, Michigan, Ohio and Texas. These centers seek to link all of a state's community colleges around a success agenda to best adapt and scale-up the most applicable and effective emerging reforms.

2) Provide \$1 million to the California Community Foundation to support the Los Angeles Scholars Investment Fund (LASIF). Los Angeles is ground zero for the challenges facing the college completion agenda. Today, nearly half of the city's 9th graders will not graduate high school and of those who are admitted to college, a majority do not receive a degree. LASIF seeks to reverse this trend by providing counseling, academic preparation, college planning, family engagement, financial aid, mentoring, peer networks, internships and on-campus support to ensure that more young Angelenos apply to, attend and graduate from college.

3) Award \$1 million Talent Dividend Prize to the U.S. metro area that exhibits the greatest increase in the number of post-secondary degrees granted per capita following a four-year national project to increase college-attainment rates.

**Progress Made:**

1) Kresge, in partnership with the Gates Foundation and Jobs for the Future, launched five new statewide Student Success Centers in Hawaii, New York, North Carolina, Virginia, and Washington. These centers are poised to serve as the state-level access point for high quality technical assistance, cross-college collaboration, and faculty engagement as the existing four centers have demonstrated.

2) LASIF supported college success efforts through three organizations providing cohort development and intensive case management systems; strategies to address potential remediation issues before students begin college level coursework, including academic preparation; and near-peer led strategies to provide on-campus social supports.

3) Kresge awarded the \$1 million Talent Dividend Prize to Akron, Ohio, for increasing the number of postsecondary degrees conferred locally by 20.2 percent over four years. To boost attainment, Akron and several other cities in Northeast Ohio focused on collecting and analyzing education data for the region's students; developing partnerships between local community colleges and public and private four-year institutions.

LASIF's commitment to increasing access centered around enhancing financial aid advising by institutionalizing FASFA and Cal Grant completion and financial aid practices. its portfolio reflects a range of strategies to institutionalize postsecondary advising for low-income students, including financial aid guidance and FAFSA and Cal Grant completion practices by community based organizations, high schools, and community colleges in Los Angeles County. Given the region's diversity of high schools and community based organizations, LASIF grants have funded a variety of models including: near-peer college guidance; community-based organization led strategies with high schools; high school and district led approaches; professional development and curriculum strategies integrating financial aid and college

knowledge into appropriate high school curriculum; and technology platforms to access state and federal aid.

### **Plans to Sustain Progress:**

1) Jobs for the Future is actively seeking local, new, and diverse funders to support the Student Success Center network. The goal is to continue to deepen engagement in states with existing Student Success Centers and grow the network by adding more centers/states. In addition, Jobs for the Future is exploring other mission-aligned opportunities through contracts, grants, and fee-for-service models. Kresge remains an active partner in strengthening and expanding the Student Success Center Network.

2) California Community Foundation is a grantmaker, convener, lender, steward, partner, and advocate for the most vulnerable in Los Angeles County. In coming years, LASIF will continue to expand convening and collaboration for grantees, partner funders, and leaders across K-12 and higher education systems. In addition, LASIF has worked to educate its donors on the need for expanded college completion investments in the region, and to develop partnerships with other foundations to expand support for this type of work in L.A. County.

3) The Northeast Ohio Council on Higher Education, which coordinated Akron's efforts, remains committed to regional partnerships to increase student success. While Akron won the prize, a number of other cities received recognition: Portland, Oregon, achieved the second-highest increase (17.6%); the Center for Houston's Future was cited for strong leadership of its local Talent Dividend effort; Buffalo-Syracuse, New York, was recognized for strong cross-sector and regional collaboration; Louisville, Kentucky, created citywide initiatives with business involvement designed to help 15,000 working adults complete bachelor's degrees by 2020; Los Angeles-Long Beach-Santa Ana, California, increased the share of Latino, African American and multiracial graduates (AA degrees) from 38% of all graduates in 2009-10 to 49% in 2012-13; and Orlando-Kissimmee, Florida increased its share of Latino, African American and multiracial graduates (BA degrees) from 22% of all graduates in 2009-10 to 28% in 2012-13. Kresge continues its commitment to Urban Higher Education Ecosystems and announced a new strategy in 2016: <http://kresge.org/programs/educatioligning-and-strengthening-urban-higher-education-ecosystems>.

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In 2012, LASIF funder's set an ambitious goal to grant \$15 million in scholarships and program support under LASIF within 5 years. LASIF is on-track to reach the \$15 million mark in 2016, a year ahead of schedule. Most importantly, this major investment has reached thousands of LA students through program models proven to support higher education attainment. In 2014-15 alone, LASIF grants totaled \$4.3 million, supporting 21 local organizations and benefiting more than 17,500 local students. Since its launch, LASIF has awarded scholarships to 2,255 students and sponsored services to more than 45,000.



Further, LASIF has built the capacity of numerous partners through shared best practices, access to student-level data and analysis, and support of the collaborative cohort of LASIF grantees.

## Lake Area Technical Institute

Lake Area Technical Institute in collaboration with The Aspen Prize 2020 Completion Collective.

**Original Commitment:** Lake Area Technical Institute's commitment as part of the Aspen Prize 2020 Completion Collective entailed: "Lake Area Technical Institute aims to strengthen student outcomes by redefining success in their mission, vision, and culture as both completion and employment. This redefinition, coupled with integrating industry into the student success formula, will be supported through a constant feedback and action loop with industry aimed at ensuring the highest levels of quality and relevancy of instruction." At LATI, business and industry partners enable positive student outcomes through curriculum review, guest lectures, internships, and placement. The first initiative is to further the role of employers in student success. Providing direct assistance to non-traditional and minority student employees not only shows the employers value for education, but in our rural state may be the key to the student having the means to complete their studies at a distance. By allowing students time for their studies, use of computers and access to high speed internet, as well as use of industrial equipment for learning and honing technical skills, employers enable their employee's academic success. The second initiative aims to redefine success as graduates employed rather than students graduated in the mission and culture of Lake Area Technical Institute. The shift will change the conversation for students because what is at stake is a career rather than a degree. Instructional assessment is measured by industry standards. The employment focus will have a positive impact on student persistence and improve overall retention, graduation, and placement.

**Progress Made:** In May of 2013, we had 592 graduates. In May of 2015 we had 699 graduates. And this year, we are currently tracking 740 May 2016 graduates. That would be an increase of 148 graduates over May 2013. That's a 25% increase in overall graduates from May 2013 to May 2016. We have increased our number of students graduating with an Associates degree by 68 students this year, and increased our degree-seeking graduation rate to 72%. This increase, in part, is attributed to a larger number of students persisting to an AAS degree rather than exiting after their diploma. Therefore, we saw the number of students leaving with a 1-year diploma decrease by 12. LATI was only the 93rd college in US history to have our commencement address given by a sitting President. The Honorable President Barack Obama noted, "...there are few community colleges that are as important as Lake Area Tech. This school is leading the way. Compared with other community colleges, the graduation rate at Lake Area is more than three times the national average. Three times. Within six months, 98 percent of those graduates -- you -- are either employed or continuing your education. The average Lake Area graduate who enters the workforce earns nearly 50 percent more than other new hires in this region." LATI's Fall 2012 enrollment was 1508. Fall 2015 enrollment was 1846, a 22.4% increase. LATI has had 12 consecutive years of growth in student population. This Spring, LATI's duplicated headcount topped 2100 students for the 2015-2016 school year.

**Plans to Sustain Progress:** Coupling our mission statement change with the mantra college is a pathway, not a destination and redefining success as placement not just graduation, refocuses education. Now reflected in the mission and culture of Lake Area Technical Institute, making graduation a step to success and launching a career the goal drives a subtle but key change. The cultural change must be driven by strong leadership and vision and permeated throughout the organization. The shift will change the conversation for students because what is at stake is a career rather than a degree. Education for employment is relevant and the purpose of each learning objective and course is more evident.

Instructional assessment is measured by industry standards. Prior learning assessment of previous experience is evident in the degree path and outcomes are directly linked to a student's future. The employment focus will have a positive impact on student persistence and improve overall retention, graduation, and placement.

From recruiting to advising to completion, the conversation is career-focused. Admissions guides students to examine their aptitude and career goals. A detailed program graduation plan defines expectations; placement data and salary information provide motivation; and experienced staff helps candidates make an informed career decision. Students are not accepted into LATI and then accepted into a major. Rather, career selection is required during the application process. Students whose chosen career program is at capacity, or they are otherwise unable to enter, often chose an alternate path or pursue their career choice elsewhere. Class attendance and performance is linked to the student's career, not simply passing the course. If a student understands and values the occupation they are pursuing and they have a clear path into that career, student success climbs.

With the graduating class of 2015, LATI saw a rise in those employed or continuing their education to 99.12% of the graduates. That success is further highlighted by the fact that 8 of the programs report graduate salaries at over \$20/hour just six months after graduation – and two programs report starting salaries over \$25/hour, with Energy Technology graduates topping our list with an average starting salary of \$28.49/hour! But our work continues. We are investigating student success across the board and have noted potential opportunities in retention of females, completion rates of low-income students, and work in minority support. Even with 100% of our Native American graduates placed last year, our numbers remain small. LATI's Fall 2012 enrollment was 1508. Fall 2015 enrollment was 1846, a 22.4% increase. LATI has had 12 consecutive years of growth in student population. This Spring, LATI's duplicated headcount topped 2100 students for the 2015-2016 school year.

Engaging industry in student access and success: Workforce development through partners is at the heart of LATI's student enrollment and success. Industry Partnerships includes a wide spectrum of individuals, organizations, and businesses. In our second Opportunity Day Summit commitment, we committed to expand industry's role in student success. Hiring two business partner specialists has allowed us to engage employers not only through financial support, but through direct association as part of a student's support structure -- and the results have been astounding. For the 12th consecutive year LATI has seen an increase in enrollment, and FY15-16's 7% increase was outstanding considering nationally two year post-secondary enrollment declined significantly. Titled Build Dakota, T Denny Sanford pledged \$25M, and SD's Governor Dennis Daugaard matched that \$25M, to provide free educational opportunities (full ride scholarships) in exchange for graduates working in South Dakota. Numerous businesses have joined in that venture with LATI to "Stretch the Million" even further, helping even more students enter SD's technical institutes enroute to an outstanding career in SD. A win/win/win for students as they get their education, industry gets their technically skilled workforce, and South Dakota gets more students in high demand post-secondary programs.

Reimagining industries and education. Both the perception students have of the value of a technical two-year degree and the image parents have of the work environments for the technically skilled workforce are significant detractors from students pursuing a college degree. It is difficult to encourage a student to be a machinist if they do not know what a machinist does, or if their parents have images of the dark and dingy work places of the 1970s. Working with industries in the region, we are seeing the benefits of efforts to re-image their professions and their work environments. And this re-imagining is not just with students, but with parents and K12 counsellors as well.

In addition to the technical institutes striving to keep costs down for students, the SD legislature has twice provided funding to continually buy-down student tuition, and currently pays the first \$10 per credit for all technical institute students. Additionally, another program with special tuition and fees by the techs and then additionally funded by the State allows High School juniors and seniors to dual enroll in the college for only \$40/credit. Further, this session the SD legislature passed a half-penny sales tax specifically to fund more competitive K14 teacher salaries and give property owners tax relief.

## Leadership Enterprise for a Diverse America (LEDA)

**Original Commitment:** 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. LEDA will also enhance strategies for cultivating the best “college match,” including exposure to STEM programs, women’s colleges, liberal arts colleges, and programs to support male achievement. LEDA will strengthen collaboration with its admission partners to expose program participants to approximately 100 selective 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, financial literacy, and adapting to new social and demographic environments. LEDA will assemble student focus groups to advise other nonprofit organizations, funders, and higher education partners on CCR issues, and deliver panels at national conferences to share best practices in national, regional, and local forums. LEDA will also disseminate CCR knowledge to more than 1,000 low-income students in underrepresented communities across the country, reached via recruitment trips, nonprofit partners, social media outlets, and webinars. Since LEDA focuses on students who are not part of traditional recruiting efforts, LEDA ensures that CCR knowledge will reach “off-the-radar” students.

LEDA’s holistic CCR strategy along the continuum from junior year in high school through college, including socio-emotional college transition support, will result in measurable impacts building on LEDA’s prior outcomes: matriculation rates at top colleges, graduation rates, documented improvements in leadership skills, measurable gains in standardized test scores, and significant improvement in writing skills.

**Progress Made:** LEDA maintained excellent college admission and graduation outcomes in the past year. 100% of LEDA Scholars in the 2015 Cohort were admitted to a Most Competitive institution, and 90% matriculated at one. Scholars in the 2011 Cohort have a projected six-year graduation rate of 97%. LEDA also successfully expanded its program from 60 to 100 new students per year, meeting one of the goals stated in its original commitment. With refinements to the program model and increases in staffing necessary to implement the additional services described in the commitment, the expansion allowed LEDA to provide high-quality advising services to 67% more high-achieving, low-income students than in prior years. One outcome of LEDA’s intervention was the early admission of 26 Scholars to 11 of the nation’s most selective colleges in December. LEDA anticipates college admission and matriculation rates for the high school class of 2016 will be comparable to prior LEDA Cohorts. During the 2015 Aspects of Leadership Summer Institute, Scholars received intensive SAT/ACT test preparation, donated by long-time partner Advantage Testing, and the majority posted increases between their pre- and post-summer scores.

As part of the overall program expansion, LEDA grew its applicant pool by 54%, to 1,090 total applications, for the new Cohort of 2016. This increase was the result of a comprehensive recruitment strategy, including: school visits, CBO partnerships, social media campaigns, external recruiters, and presentations by current LEDA Scholars. By building and strengthening relationships with schools, education professionals, and local organizations, LEDA created a sustainable foundation that will facilitate future outreach efforts to promote LEDA's demonstrated success in supporting high-achieving, low-income students.

**Plans to Sustain Progress:** LEDA maintained excellent college admission and graduation outcomes in the past year. 100% of LEDA Scholars in the 2015 Cohort were admitted to a Most Competitive institution, and 90% matriculated at one. Scholars in the 2011 Cohort have a projected six-year graduation rate of 97%. LEDA also successfully expanded its program from 60 to 100 new students per year, meeting one of the goals stated in its original commitment. With refinements to the program model and increases in staffing necessary to implement the additional services described in the commitment, the expansion allowed LEDA to provide high-quality advising services to 67% more high-achieving, low-income students than in prior years. One outcome of LEDA's intervention was the early admission of 26 Scholars to 11 of the nation's most selective colleges in December. LEDA anticipates college admission and matriculation rates for the high school class of 2016 will be comparable to prior LEDA Cohorts. During the 2015 Aspects of Leadership Summer Institute, Scholars received intensive SAT/ACT test preparation, donated by long-time partner Advantage Testing, and the majority posted increases between their pre- and post-summer scores.

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LEDA continues to develop creative and strategic partnerships that serve to sustain its success, including leveraging collaborations with hundreds of nonprofit partners, engaging new funders, and deepening partnerships with highly selective colleges. LEDA has increased capacity to generate data-driven results which sustain its growth and impact.

## Louisiana Community and Technical College System (LCTCS)

**Original Commitment:** In 2014, the Louisiana Community and Technical College System (LCTCS) committed to graduating 20,000 new additional students by 2020. Using academic year 13:14 as our baseline, a year in which LCTCS member colleges collectively graduated 19,810 unique students, 20,000 new graduates by 2020 represents a doubling of graduates.

**Progress Made:** LCTCS member colleges collectively graduated 21,742 unique students in academic year 14:15. This was the largest graduating class in LCTCS history. LCTCS member colleges have estimated that they will graduate 26,074 unique students in academic year 15:16, which puts us on track to meet our commitment of graduating 20,000 students annually by 2020.

**Plans to Sustain Progress:** LCTCS member colleges are doing more than ever before to align programs with the needs of industry to ensure students have clear pathways to high-demand, high-wage jobs.

LCTCS member colleges are revamping curriculums, adding new and meaningful on-ramps and off-ramps, expanding opportunities for students to earn industry based certifications (IBCs) in both for-credit and not-for-credit programs, and adjusting course schedules to fit the needs of students. This is improving retention (more LCTCS students are graduating than ever before), attracting new non-traditional students (the average of an LCTCS student is 26.5 years old), and providing more opportunities for our colleges to partner with businesses. LCTCS member colleges are partnering with major employers, and several employers are guaranteeing jobs to students who graduate from our institutions. For example, a major employer in Lake Charles has guaranteed to hire 50% of all P-Tech graduates from SOWELA Technical Community College. Partnerships like these have a profound impact on students and communities – adults in low paying jobs learn of these partnerships and realize they can attend our colleges to earn a credential that will help move them to the middle class (in some cases meaningful credentials can be earned in a matter of weeks). Our goal is not just to graduate new students for the purpose of meeting benchmarks – our goal is to graduate new students for the purpose of helping more students have a better life. With an average age of 26.5, most students come through our doors having already started their life journey and want to make a better life for themselves and their family. To this end, the LCTCS has partnered with the Louisiana Workforce Commission (LWC) to examine the actual wages of recent LCTCS graduates. We are using this data to assess program effectiveness, and making changes where needed.

Recognizing that many students attend our colleges to one day transfer to a four-year college, LCTCS colleges are executing articulation agreements with four-year colleges across the state. We know that transfer students who complete an associate's degree perform better than those who transfer without an associate's degree, so our colleges are increasing efforts to retain students so they complete an associate's degree before transferring.

## Maricopa Corporate College

**Original Commitment:** Our collective impact aims to –

- 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.
- Achieve a COHS completion rate of approximately 85%.

**Progress Made:** Despite funding challenges, we continue to advance our commitment. This past summer, Mayor Greg Stanton presided over the first graduation ceremony for Career Online High School, sponsored by the Phoenix Public Library. Our application for a P3 grant was not successful. At the same time, we are looking to support the program with Title one funds when the new WIOA legislation gets implemented in summer 2016.

Our K-16 partnership with the Phoenix Public Library, Maricopa Corporate College and the Phoenix workforce Board will continue to make progress identifying out of school and opportunity youth for this innovative program.

Our Career Online High School program is designed to re-engage students in their education and training in preparation for the workforce. Over 80% of our graduates express a desire to continue their post-secondary education and training, and over 72% actually enroll (many in community colleges, certificate programs, proprietary business or technical colleges and some 4 year institutions).

**Plans to Sustain Progress:** Our efforts include working with the Department of Labor and local and state workforce agencies to ensure that Career Online High School is on the Eligible Training Provider List (ETPL). We have been successfully re-accredited in March 2016 for the next 5 years by SACS, NW and NCA AdvancED, and cited for creating "a culture of Hope" by the accreditation lead, Dr. Darrell Barringer. At the same time, our program has been aligned to the WIOA standards for preparing students for industry recognized credentials that lead to workforce and college readiness. We expect that acceptance of strong evidenced based innovative programs like Career Online High School will have cleared many of the administrative and policy issues that apply to online programs. When this occurs, we expect that Title one funding will create a pathway back to re-engaging opportunity youth and adults back into their education and training who have been gated because they lack a high school diploma or industry recognized credential.

Since our Commitment was made, our program nationally has awarded over 2,000 accredited high school diplomas accompanied by a career certificate in one of eight high demand fields. Among this population of graduates, approximately 54% are African American and 14% are Hispanic American with a median income of under \$20,000. 71% of our students are female, and the average age is 26-27. Our evidence-based strategy for increasing the number of college graduates involves increasing the pipeline of students previously gated from post-secondary because they had "aged out" of their local education system not having obtained a high school credential. Over 80% of our graduates have expressed a desire to continue with post-secondary education or training and 72% actually attend a post-secondary program.

Our Career Online High School program is designed to re-engage students in their education and training in preparation for the workforce. Over 80% of our graduates express a desire to continue their post-secondary education and training, and over 72% actually enroll (many in community colleges, certificate programs, proprietary business or technical colleges and some 4 year institutions).

A key strategy for expanding and sustaining progress for those traditionally under represented in higher education is to increase their comfort level with learning through a successful high school program; an online curriculum that is accessible 24/7; dedicated staff who work with students from the start of their program through to graduation, and academic coaches who help students stay on track in a competency based program where success is derived by mastery, not time in class.

## Mary Baldwin College

**Original Commitment:** Increase the number of college graduates in STEM fields by 30%.

**Progress Made:** There is a total of 70 students enrolled in a STEM major. This represents 11% of the College for Women student body. Of the 70, 35 of them are women of color. Students who matriculated into Mary Baldwin College for Women in the fall of 2015 with an expressed area of interest in a STEM discipline were 37. Of those 37, 28 have now declared in a STEM area of study.

Twenty-one students will graduate in May of 2016 with a STEM major. Ten of them are women of color. In the spring of 2015, 20 students graduated from a STEM major and 10 of them were women of color.

**Plans to Sustain Progress:** Mary Baldwin has developed a Health Science major which offers a traditional completion route (4-yrs) and a fast track route (3 yrs). In addition, in the fall of 2017, we will welcome the first cohort of Murphy Deming Health Science Scholars. Students who enter in this cohort can pursue a degree in biology, health science or psychology. This major and cohort scholars model has been developed to meet the career interest of our students and the demands of our local region, our state and our world. We offer six early admission pathways into our health science doctoral programs of physical therapy and occupational therapy and three early admission spots for physician assistant (MSPA) program. These early admission slots are only for Mary Baldwin College for Women students.

## The Michael & Susan Dell Foundation

**Original Commitment:** As of December 2014, The Michael & Susan Dell Foundation pledged \$30M over the next six years to increase the college enrollment and college graduation rates for low-income students in order to increase the number of graduates by 60,000. 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%.

**Progress Made:** The foundation is on track with its committed spending to-date, and the student outcomes are promising. The Dell Scholars Program is achieving a 95% college persistence rate and an 82% six-year college graduation rate for its yearly cohort of 300 low-income students, while the external organizations we support collectively delivered a college enrollment rate of 60%, a college persistence rate of 76%, and a six-year college completion rate of 56% for school year 2014-15.

**Plans to Sustain Progress:** The foundation intends on continuing its financial commitment to the Dell Scholars Program (including increasing its annual cohort size to 350 students starting in 2016) as well as deserving programs in the college access and success field. Going forward, our external support will be primarily focused on programs that are supporting low-income students while in college in order to increase the likelihood that those students will complete.

## Michigan College Access Network (MCAN)

Michigan College Access Network (MCAN) in collaboration with 12 colleges, State of Michigan, The Kresge Foundation, CNCS, MI Community Service Commission, 50 high schools.

**Original Commitment:** On December 4, 2014, MCAN committed to launch AdviseMI – a new college advising program that places 40 recent college graduates as dedicated, well-trained advisers in high-need high schools. Specifically, MCAN committed to:

- Recruit, hire, train, place, and support 40 new college advisors.
- Enter into partnerships with eight colleges to form a coalition of institutions that are committed to placing their alumni as college advisors in high schools.
- Enter into partnerships with at least 48 high schools that are committed to building their CCR capacity by hosting a full-time or half-time college advisor.
- Raise and administer funding from federal, state, local, institutional, and philanthropic sources, as well as braid those sources to sustain programs over multiple years.

- Double the number of schools and students that were served in 2014-2015.
- 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 a total of 81 advisors who serve 100 high schools and 61,610 students, 59% of whom are low-income.
- Host a summit for superintendent-principal-counselor teams with the intent to help school districts align school policies with CCR outcomes.
- Offer incentive grants to two school counseling graduate programs to add required, dedicated coursework in CCR/Postsecondary Planning to their programs.

### **Progress Made:**

- Recruit, hire, train, place, and support 40 advisors : MET GOAL
- Partner with 8 colleges: EXCEEDED GOAL: Partnered with 12 colleges
- Partner with 48 high schools: EXCEEDED GOAL: Partnered with 50 high schools
- Raise and administer funding from federal, state, local, institutional, and philanthropic sources, and braid sources to sustain programs over multiple years: MET GOAL
- Double the number of schools and students that were served in 2014-2015: EXCEEDED GOAL: Doubled number of schools; more than doubled number of students
- 90% of seniors from partner high schools will complete at least two college applications by December 31, 2015: DID NOT MEET GOAL – 55% of seniors from partner high schools completed at least 2 college applications by 12/31/15
- 70% of seniors from partner high schools will complete the FAFSA by June 30, 2016: IN PROGRESS
- Ensure that partner high schools achieve at least a 6% college enrollment rate increase from the 2013 graduating class baseline by 12/31/16: IN PROGRESS
- Support total of 81 advisors who serve 100 high schools and 61,610 students, 59% of whom are low-income: EXCEEDED GOAL – We support a total of 83 advisors who serve 100 high schools and 67,805 students, although only 57% are low-income.
- Host a summit for superintendent-principal-counselor teams to help school districts align school policies with CCR outcomes: MET GOAL – Summit was hosted on 10/12/2015.
- Offer grants to two school counseling graduate programs to add dedicated coursework in CCR to their programs. MET GOAL – Offered grants to Central Michigan University and University of Detroit-Mercy.

## **Michigan State University**

**Original Commitment:** Michigan State University committed to beginning the Spartan Success Scholars Program (SSSP) for low-income, first generation students. We provides these students with tailored success pathways, determined by the use of data analytics, delivered through a set of integrated residentially-based academic and student-support services. Michigan State University committed to creating a system that assures student access to the University, and graduation from the University. The primary locations for our improvement efforts are in the MSU Neighborhoods, an innovative, cross-



organizational, wrap around network of academic, health and wellness, leadership development, and personal support services.

**Progress Made:** In 2014, Michigan State University committed to beginning the Spartan Success Scholars Program (SSSP) for low-income, first generation students. We provides these students with tailored success pathways, determined by the use of data analytics, delivered through a set of integrated residentially-based academic and student-support services. Michigan State University committed to creating a system that assures student access to the University, and graduation from the University. The primary locations for our improvement efforts are in the MSU Neighborhoods, an innovative, cross-organizational, wrap around network of academic, health and wellness, leadership development, and personal support services.

**Plans to Sustain Progress:** We conducted a randomized control group pilot study, the FOCUS 500, in 2013 and based on positive results expanded into the full, renamed Spartan Success Scholars (SSS) program in 2014. The use of a control group of randomly selected students with matching characteristics demonstrated that there was a positive effect on the treatment group (i.e., FOCUS 500), and in following years we believed that the ethics of providing the support of the Spartan Success Scholars program to all low income, first generation students outweighed the rationale for scientific research on these effects.

A key indicator of early success for all students at Michigan State University is academic status at the end of the first semester; while students who are in good academic standing go on to graduate at a rate over 80%, students on academic probation (GPA <2.0) historically have graduated at about a 35% rate. There has been a decline in the percentage of low income, first generation students on academic probation at this critical milestone. SSSP student use of tailored success pathways delivered through integrated Neighborhood academic support services resulted in a drop from 23% to an average of 19% on probation after the first semester in 2013; and in subsequent years it dropped further to 18% and then 16.9%. The goal is to eliminate the gap between these students and those who are not low-income or first-generation.

A primary factor in helping students maintain good academic standing rests upon their use and engagement with the services provided by the Neighborhoods such as tutoring, advising, coaching, study sessions, health checks, fitness sessions, and mentoring. There has been an upswing in student use of Neighborhood services among low-income/first generation (SSSP) students (2013-49%, 2014-66%, 2014-79%).

Further, not only does the use of Neighborhood services help students stay in good academic standing, it results in higher first semester grade point averages (GPA) – the ones that determine academic standing and have such a powerful effect on graduation rates (from an average 2.73 GPA in 2013 to an average 2.84 GPA in 2015).

The Spartan Success Scholars Program for low-income/first generation students will continue with a new entering cohort each academic year. It benefits from ongoing assessment and continuous improvements based on assessment.

## Mississippi Department of Education

Mississippi Department of Education in collaboration with Mississippi Institution of Higher Learning (IHL) - Dr. Casey Turnage: cturnage@ihl.state.ms.us; Mississippi Community Colleges;

**Original Commitment:**

- 1) Decrease remediation at the post-secondary level
- 2) Improve counselor awareness for college and career readiness
- 3) FASFA and scholarship on-line process
- 4) Career counseling opportunities for students

**Progress Made:** The work of the Academic Achievement Council to provide focus on a postsecondary report card that includes measures for college completion that focus on such activities as dual enrollment/credit, finish in four campaign, and performances measures.

- On-line FASFA and scholarship opportunities for all students
- Articulation agreements between all three educational organizations that include transfer of credits
- The development of high school readiness courses that are used in the Senior year of high school for students that have been identified as not meeting college benchmarks after the junior year.
- Statewide taskforce of IHL, Community College, and k-
- Establishment of a Counselor Collaborative to work with IHL to change counselor training
- Regional training meetings for counselors
- Establishment of new office at MDE Office of Counseling, Dropout Prevention, and Transition Services
- Creation of a STEM office at MDE to lead STEM work for the state.
- Pilot program for computer science
- Establishing new diploma options for students that are part of the state report card and state accountability system to ensure schools are focusing on college and career readiness
- Using the work for the American College Application Campaign to increase FASFA completion and to provide counselors with assistance in helping students complete college admission applications
- Work to improve ACT scores especially for minority students to close the ACT gap between whites and minorities
- Development of readiness courses to reduce development education at postsecondary level
- Work on the State accountability system to include college readiness benchmarks

### **Plans to Sustain Progress**

- Study of changing math pathways for greater assess for students to improve college completion
- Study of changing developmental educational practices
- Development of a K-12 Career Development process that begins in K-3 to help students understand how to begin early planning for college and careers
- IHL has agreed to accept high school readiness classes for students that score an 80 or above in the class as the developmental class for student admission to gateway courses.
- Statewide effort to improve AP for underserved students by providing professional training for teachers at no cost and also to provide funding for AP testing.
- IHL, Community Colleges, and k-12 working together in the American College Application Campaign.
- Pilot state in the CCSSO Career Readiness Initiative.
- Establishing new diploma options for students that are part of the state report card and state accountability system to ensure schools are focusing on college and career readiness.

- Using the work for the American College Application Campaign to increase FASFA completion and to provide counselors with assistance in helping students complete college admission applications.
- Work to improve ACT scores especially for minority students to close the ACT gap between whites and minorities.
- Development of readiness courses to reduce development education at postsecondary level.
- Work on the State accountability system to include college readiness benchmarks.
- Increase dual credit opportunities and also provide funding to implement dual credit for all students.
- Improve the state accountability system to increase requirements not just for graduation but college and career readiness benchmarks.
- Improve AP opportunities for all students.
- Development of a K-12 career development process that works with students beginning in K-3 to understand what careers are all about and how to plan for a career through college completion in a timely manner.

Improve counselor training programs to provide counselors the knowledge of how to assist students in planning for career development.

## Montana University System (MUS)

Montana University System (MUS) in collaboration with Montana State University, University of Montana.

**Original Commitment:** The Montana University System (MUS) enthusiastically commits to K-16 Collaboration for serving students who otherwise might not get a college education. Montana's colleges and universities have built vibrant partnerships with school districts across our state to improve college readiness and access for student success. The MUS has developed goals that quantify this commitment to increasing the number and percent of students that are on track for college success.

**Progress Made:** Since this initiative launched, dual enrollment in Montana has grown by 96%. Now, in a state that has a total of about 9,000 high school seniors, we have more than 2,000 juniors and seniors taking advantage of early college classes each semester.

**Plans to Sustain Progress:** The Montana University System strives to sustain progress by connecting efforts/initiatives to its financing model. The University System has implemented a performance funding model that incentivizes campuses to continue to make strides. Dual enrollment is a key metric for two-year colleges in this model and progress of students from underrepresented populations are specifically measured and weighted to provide additional emphasis and incentives for campuses to improve.

## Mount Holyoke College

**Original Commitment:** At the first Opportunity Day, Mount Holyoke committed to expand on its traditions of access and affordability:

To begin providing a full tuition scholarship to non-traditional age, low-income students enrolling through the Frances Perkins Scholars Program. Each year, Mount Holyoke College enrolls approximately 25 new, non-traditional age, predominantly low-income students, with most coming from community

colleges across the country. The new scholarship program involved an ongoing commitment of up to \$3 million per year.

To carry forward an innovative curriculum-to-career initiative called The Lynk to align the College's curricular and co-curricular offerings with student preparation for life and career. Mount Holyoke committed to provide every student with a paid internship opportunity, representing a new annual expenditure of up to \$2 million per year, serving up to 600 students.

To expand efforts to engage with the local community and help more students become college ready. The College is expanding and developing partnerships with K-12 tutoring and mentoring programs especially with low-income populations in Holyoke, Springfield, and South Hadley, Massachusetts. To continue an NSF-funded pilot project to increase the pipeline of low income transfer students majoring in STEM disciplines, then in its third year and showing promising results with participants receiving scholarships, intensive support, and mentoring.

In December 2014, Mount Holyoke committed to developing a makerspace to serve Mount Holyoke students and women from outside our gates interested in STEM. We have made great progress, including offering summer courses in iDesign in 2015 for community college women and high school girls.

**Progress Made:** Mount Holyoke's commitments build on existing efforts to provide access and to support success. Mount Holyoke was recently named a "top performer" by US News & World Report for graduating students with Pell Grants at the same rate as the overall student body. In 2014-2015, eleven percent of enrolled domestic students came from families with incomes under \$25,000 and another 14 percent came from families with incomes less than \$50,000 but greater than \$25,000; twenty-one percent of domestic students were first generation.

Twenty-six percent of current domestic students receive Pell grants. A look at students matriculating in recent years indicates that retention rates for first generation and low-income students can match, or exceed, college-wide averages. Mount Holyoke has had an exceptional track record in providing access to high-need and first generation students, and in achieving high graduation rates, while controlling the debt levels to well under national averages. While 31% of our graduates leave Mount Holyoke with no debt, 69% leave with an average debt of \$25,339, almost \$5,000 less than the national average for private, non-profit four-year institutions.

Mount Holyoke has also undertaken a number of steps to expand on this record of success, including participation in the Posse Program over the past 6 years, holding the line on tuition increases in two recent years, and guaranteeing all MHC students a paid internship through our Lynk program. The Posse Program and the Lynk program represent commitments of up to \$3.3 million per year. Through our Community-Based Learning Program (CBL), we are meeting our commitment to enhance community-based partnerships via strategic collaborations with K-12 afterschool tutoring and mentoring programs in Holyoke and South Hadley, MA.

Every year, Mount Holyoke takes part in a Five College counselor tour, which brings up to 50 college counselors from around the country to the Pioneer Valley. They spend approximately a half-day on each campus. This winter, we hosted our inaugural college counselor application-reading program, which brought 14 counselors to the MHC campus for 2.5 intensive days of reading and rating candidates prior to participation in a simulated final application review committee. The focus of these efforts is to better prepare secondary school guidance counselors to inform students of opportunities at liberal arts institutions, and to prepare them for the application process. We intend to continue this program, with possible expansion, in the years ahead.

In addition to our on-campus activities, a Mount Holyoke representative recently lobbied the California state legislature on behalf of public school counselors. California has the worst student to public counselor ratio in the nation (1000:1), so the Western Association for College Admission Counseling (of which MHC is a member) sent 40 college admission colleagues to Sacramento on February 10, 2016 to meet with legislators about the issue. MHC was one of four out-of-state colleges represented in the cohort.

In January 2014, we committed to continued progress on a STEM transfers program. In ensuing months, we have advanced this effort, stepped up programs to train STEM teachers, and launched new undertakings, including development of a makerspace and collaboration with MassMutual and Smith College on a new program in data science. Our efforts build on traditional strengths in educating women in STEM. Typically, one-quarter of our majors are completed in math and science. STEM Disciplines Transfer program: Mount Holyoke is in the fifth year of a NSF-funded program which has recruited 23 community college transfers, many of whom are mothers, to study in STEM fields. Eight have graduated; two in our first graduating cohort went on to grad school and received prestigious NSF graduate fellowships. Persistence within STEM majors and pursuing STEM related opportunities after graduation remains at 100%.

This year, we appointed a faculty transfer liaison in every science/math department to offer discipline-specific advising to science/math transfer students upon admission to the college, providing essential counsel in the transition period between admission and matriculation. This creates a seamless handoff between transfer admissions and major advising in STEM fields—critical to success.

Mount Holyoke has also used the grant to create a first-semester course for all science/math transfer students. Intensive internship preparation and coordination with the Career Development Center are components of the program. Thirty-nine transfer students have gained résumé development and internship preparation to date. These students receive aid from numerous sources, including scholarships provided through the NSF program. Mount Holyoke College, a leader in access and affordability, has expanded opportunities to non-traditional students returning to school. We are in the second year of offering our non-traditional students, known as Frances Perkins Scholars, full tuition scholarships.

This year, we again exceeded our goal of 25 by enrolling 39 non-traditional Frances Perkins (FP) scholars, all of whom were awarded full tuition scholarships of \$43,700. This is the second year of this commitment. Thirty-seven first year FP Scholars (twelve more than our commitment to twenty-five) matriculated in September 2014. Our total grant and scholarships support for Frances Perkins Scholars was \$2.8 million in 2014-15 and is estimated at over \$3.5 million in 2015-16, exceeding our annual commitment of \$3 million for Frances Perkins Scholarships. At present, 87 of our 112 non-traditional students (including 13 who finished studies in December 2015) are receiving full tuition scholarships, with the remaining getting significant need-based aid. Frances Perkins scholars also benefit from academic support including an enhanced advising program. Thirty-two scholars graduated in 2015 and twenty scholars were awarded Latin honors at Commencement. Ninety-seven percent of Frances Perkins Scholars are transfers from community colleges. Of additional interest: 74 FP's receive Pell Grants for a total of \$327,500, and 28 receive MASS Grants for a total of \$40,950. Because of our new policy, from FY14 to FY16, average need-based aid for all Frances Perkins Scholars increased from \$24,315 to \$30,228, representing \$5,913 more aid per Scholar this year as compared with two years ago.

**Plans to Sustain Progress:** By national standards, Mount Holyoke's retention numbers are exceptional. Notably, our four-year and six-year graduation rates rose from 76% and 82%, respectively, in the baseline year of FY14, to 78% and 85% this year. Mount Holyoke is developing strategies to increase retention

and improve graduation rates. Among these are an innovative curriculum to career program, known as the Lynk, participation in the Posse program, and a focus on retention.

The Lynk: Mount Holyoke is in the third year of an innovative curriculum-to-career initiative called the Lynk, which connects students' academic pursuits with pre-professional, creative, and co-curricular experiences that prepare for life and career success. Through the Lynk, Mount Holyoke provides each student with a funded summer internship or research opportunity, and pre- and post-internship guidance and reflection to support developing and achieving long-term goals. This represents a new annual commitment of up to \$2 million per year. Over the past two summers, the College has supported over 750 students in domestic and international internships, research opportunities, and business education experiences. Well over half of the students receiving internship funding from Mount Holyoke also receive significant financial aid packages from the College.

For the past six years, Mount Holyoke has admitted groups of 10 or more students from Miami through the Posse program, an effort that relies on a cohort approach to boost access and retention for underrepresented populations. Mount Holyoke provides full tuition scholarships to all participants, representing a total expenditure of more than \$7.2 million over the past six years. Sixty four students have attended or are attending Mount Holyoke through Posse. More than 57% were or are Pell recipients.

The College is committed to ensuring that students maximize the benefits of a Mount Holyoke education; we are working to make certain that students graduate successfully. We have brought together leaders from both the academic and student affairs divisions in a partnership addressing this key issue.

The focus of the Operational Student Persistence and Success Group has been to: review existing structures, practices, and technologies in place to support persistence and retention at the College; make recommendations to revise and streamline practices within the academic and student affairs divisions; and improve collection and use of data related to student success and persistence.

One area of concentration will be developing an integrated advising system. Presently, students receive support from peers, class deans, instructors, counselors, coaches, staff, faculty advisors, and career advisors. These efforts are diffuse. The lack of coordination and integration can result in disjointed experiences, duplication of efforts of faculty and staff, and missed opportunities for collaboration in support of student academic, career, development, and professional goals. Through Integrated Advising, we will collaborate across offices and improve the advising experience for students. The College will simultaneously track student engagement to identify students in danger of leaving school. Innovative technological approaches will also be employed.

Holyoke is one of the poorest communities in Massachusetts and the public schools in that city are among the most challenged in the state. Last year, the Commonwealth of Massachusetts took Holyoke schools into receivership. For the last two years, the Holyoke public schools have focused efforts to ensure third grade students read at grade level. This indicator correlates closely with graduation rates. Mount Holyoke is a key partner to the "Holyoke Early Literacy Initiative" – our students participate as tutors/mentors in after-school and in-school programs, and several faculty and staff contribute as members of instructional partnership, family engagement, and leadership team working groups. Mount Holyoke's nationally recognized Community-Based Learning Program is the College's lead interface with the Holyoke public education system.

CBL has 130 to 140 students tutoring and mentoring in South Hadley and Holyoke schools on an annual basis. Fifty to one hundred local students a year visit campus to learn about college opportunities. CBL has established a student leadership position to coordinate college visits and expand their effectiveness through preparatory and follow-up programming.

At the same time, CBL coordinates visits by families from Holyoke, Amherst, and Springfield to campus cultural events offered by students of color. Through this effort between 20 and 50 local residents a year attend MHC's African and Caribbean Night, the VariAsians event, or the Noche Latina. These events demonstrate the diversity of our campus, while involving more students in community commitments. Ten to twelve MHC students are working in the Spanish Corps for the Holyoke schools, providing essential interpretation, translation, and English language learning support services.

CBL also partners with more than 30 community organizations, primarily in Holyoke, South Hadley, Amherst, and Springfield. Three hundred students a semester are working in the community or taking one of 25 CBL-focused classes, usually involving community partners. Thirty students work as CBL fellows to coordinate the CBL's expansive efforts. Mount Holyoke is actively involved in teacher preparation within the Commonwealth and endorses up to 25 candidates per year. With support of the Five College Coordinator of Teacher Licensure Sarah Frenette, our education programs work in partnership with the Holyoke, Amherst, South Hadley, and Springfield Public Schools. For example, this semester three full time teacher candidates are working in Holyoke classrooms as they strive to meet professional standards for beginning teachers. Additionally, Frenette is engaged in thought partnerships with teachers to support literacy and social emotional learning in early childhood classrooms within the Holyoke Schools.

Mount Holyoke's Master of Arts in Teaching program has numerous partnerships with Springfield, Amherst, and Holyoke. During the past two years, we have worked with these districts to identify their most urgent staffing needs, and collaboratively developed a moderate disabilities and English language additional licensure route for new teachers. The Holyoke Urban Teacher Pathways program is an initiative between Holyoke and Mount Holyoke in which the MAT prepares teachers on waivers and/or para-professionals to become effective general classroom teachers as well as licensed to teach students with disabilities.

Mount Holyoke College, a leader in access and affordability, has expanded opportunities to non-traditional students returning to school. We are in the second year of offering our non-traditional students, known as Frances Perkins Scholars, full tuition scholarships. This year, we again exceeded our goal of 25 by enrolling 39 non-traditional Frances Perkins (FP) scholars, all of whom were awarded full tuition scholarships of \$43,700. This is the second year of this commitment. Thirty-seven first year FP Scholars (twelve more than our commitment to twenty-five) matriculated in September 2014.

Our total grant and scholarships support for Frances Perkins Scholars was \$2.8 million in 2014-15 and is estimated at over \$3.5 million in 2015-16, exceeding our annual commitment of \$3 million for Frances Perkins Scholarships. At present, 87 of our 112 non-traditional students (including 13 who finished studies in December 2015) are receiving full tuition scholarships, with the remaining getting significant need-based aid. Frances Perkins scholars also benefit from academic support including an enhanced advising program. Thirty-two scholars graduated in 2015 and twenty scholars were awarded Latin honors at Commencement. Ninety-seven percent of Frances Perkins Scholars are transfers from community colleges. Of additional interest: 74 FP's receive Pell Grants for a total of \$327,500, and 28 receive MASS Grants for a total of \$40,950.

Because of our new policy, from FY14 to FY16, average need-based aid for all Frances Perkins Scholars increased from \$24,315 to \$30,228, representing \$5,913 more aid per Scholar this year as compared with

two years ago. Even in the face of rising costs and inevitable increases in tuition, room, and board, Mount Holyoke will continue its commitment to access, affordability, and completion through actively recruiting students from underrepresented groups, nurturing its robust connections to community colleges, maintaining generous financial aid policies, working to increase retention, and through continuing commitments to such programs as the Frances Perkins Scholars and the Posse Program (described earlier in this document).

Here is additional information regarding financial aid at Mount Holyoke; this expands on information provided in the section on Increasing the Number of College Graduates: Over the past five years, Mount Holyoke has awarded need-based financial aid to 77% of domestic students, on average; 85% of domestic students of color, on average, received need-based aid during this same time period. The proportion of domestic students receiving need-based aid increased from 76% in 2011-12 to 81% in 2015-16.

Mount Holyoke annually awards financial aid to all students who are determined to have need; on average, 100% of need is met. In 2015-2016, 65 percent of our students received need-based aid, with the average financial aid package totaling \$36,895 (\$31,101 of that in grants and scholarships). Each year MHC spends about \$43 million to provide need-based grants and scholarships to our students, with approximately \$40 million coming from college monies.

## National Association for College Admission Counseling (NACAC)

**Original Commitment:** NACAC pledged to provide training to public school counselors, raise awareness of transfer pathways, increase the number of under-represented students at NACAC's National College Fairs, and offer free resources to counselors in the nation's public schools.

**Progress Made:** In addition to progress reported in year one, NACAC has established the Council of National School Counseling and College Access Organizations, which is in the process of conducting research into pre-service training/core competencies and developing a one-stop web portal containing free resources for school counselors. Both resources are expected to be released during Spring 2016.

Since the prior update, NACAC has conducted a full year of outreach to public school counselors and college access professionals offering NACAC's resources, and to provide new information about transfer pathways. NACAC's new transfer admission fee waiver form was accessed more than 20,000 times since its inception. NACAC has continued to work with school districts to ensure that under-represented students have access to NACAC's National College Fairs.

**Plans to Sustain Progress:** Since the prior update, NACAC has conducted a full year of outreach to public school counselors and college access professionals offering NACAC's resources, and to provide new information about transfer pathways. NACAC's new transfer admission fee waiver form was accessed more than 20,000 times since its inception. NACAC has continued to work with school districts to ensure that under-represented students have access to NACAC's National College Fairs.

NACAC's strategic plan continues to focus on communicating with public school counselors to provide them with the tools necessary for assisting a large and increasingly diverse population of students with college access. This plan is embedded in NACAC's mission of assisting all students. In the foreseeable future, we are committed to providing information about how school counselors and college admission officers can work together to ensure diversity and inclusion in higher education through resources and training, such as the Access and Diversity Collaborative. NACAC also expects recommendations from its Transfer Advisory Committee focused on developing medium- and long-term resources for students, counselors, and admission professionals on transfer pathways. Finally, NACAC's National College Fair



program, which continues to reach more than 800,000 students each year, will offer opportunities to connect with colleges and participate in information sessions on topics like admission, financial aid, and making the transition to college.

## The National Association of Independent Colleges and Universities (NAICU)

**Original Commitment:** During the President’s Summit, The National Association of Independent Colleges and Universities (NAICU) pledged to disseminate promising ideas and strategies among our more than 1,000 member institutions and associations. Using the solutions identified by the White House, NAICU compiled those programs, efforts, and initiatives taking place on the campuses of the private, nonprofit colleges and universities invited to participate in the Summit. They included:

- Disseminating the promising practices among our network of over 1,000 member institutions and associations.
- Leveraging existing NAICU social media platforms (e.g., website, Facebook, Twitter, blogs, etc.) to advance and promote initiatives.
- Leveraging existing NAICU communications channels (e.g., Washington Update) to advance and promote initiatives.
- Seeking opportunities to insert talking points and examples of efforts to achieve student success among low-income students into talking points, speeches, presentations, media relations efforts, etc.

In 2009, when the President articulated his 2020 Goal, NAICU challenged its membership to undertake new initiatives and share successful campus programs that promote college enrollment and completion, particularly with at-risk populations. The response was Building Blocks 2020, which includes a catalogue of over 700 programs at more than 300 NAICU institutions, in addition to the initiatives identified as part of the Summit.

**Progress Made:** In the weeks and months following each of the 2014 White House Summits, NAICU worked with information provided by the private, nonprofit institutions that attended the sessions to:

- Summarize and compile each institution’s pledged commitment and Progress Made.
- Create web content, to align with NAICU’s existing Building Blocks 2020 initiative, to showcase the programs of the nearly 60 private, nonprofit colleges and universities participating in the White House initiative.
- Promote the institutional commitments of our members via the media and existing NAICU communications channels.
- Share, among our network of members, higher education thought leaders, media representatives, and others, media coverage related to the Summit and the commitments pledged by colleges and universities.

Specific implementation tactics included:

- A statement to the media by NAICU President David Warren following his attendance at the December 2014 Summit.
- Multiple stories in NAICU’s Washington Update online newsletter.

- Creating shared online space within NAICU's Building Blocks 2020 campaign microsite to promote the Summit initiatives from private, nonprofit colleges and universities.
- Disseminating extensive media coverage of each Summit, and the efforts and progress institutions are making, via our daily NewsRoom media feed.

**Plans to Sustain Progress:** Through its Building Blocks 2020 initiative, NAICU will continue to promote and publicize the efforts of its membership to make higher education more accessible and success more attainable for all students. NAICU pledges to continue updating our database of initiatives, and keep our members informed about institutional initiatives, as well as any further efforts from the Administration on these issues. NAICU will continue to provide its members with information and progress reports on these efforts, as well as encourage them to submit to NAICU details on any campus activities they have in the issue areas the Summits have focused on so we can add them to our compendium.

## National Association of System Heads

National Association of System Heads in collaboration with 22 public university systems have joined TS3.

**Original Commitment:** In October 2014, the National Association of System Heads established its national completion initiative, Taking Student Success to Scale (TS3). This is an innovative approach to scaling evidence-based interventions. Leveraging the power of systems and by focusing on Predictive Analytics, High Impact Practices, and Redesigned Math Pathways, TS3 seeks to get our best stuff to the students who need it most in an effort to boost the number of degrees conferred by 350,000 by 2025.

**Progress Made:** After 18 months, TS3 continues to gain momentum, growing to 22 systems and over 175 institutions across 17 states. . TS3 involves common definitions of success built on existing metrics, flexibility in implementation approaches to accommodate the diversity of campuses and student populations, networked communities of both system and campus representatives, discussions informed by data, sharing best practices, collectively identifying and overcoming barriers, significant system leadership support and strong interest from a substantive number of campuses in each system. Despite the lack of outside funding, we have held 7 webinars and created and disseminated content with a focus on adoption and scaling. We do not yet have the capacity to track progress across the initiative in ways that would allow us provide the data requested above.

**Plans to Sustain Progress:** With support from the Lumina Foundation, we are holding a convening of nearly 200 people, representing 20 systems and more than 100 campuses. With investments from the participating systems and external support, we hope to build the analytic capacity to track the impact of these interventions on student persistence and graduation rates, as well as degrees conferred across the systems.

## National College Access Network (NCAN)

**Original Commitment:** NCAN commits to expanding its work to increase college access and success for students by offering the following new services to the college access and success field: publishing an annual, national benchmarking report on college access and success programs; developing an online platform to teach college access advising skills; developing a texting system to improve “nudging” for students on key college-going tasks; and promoting increased use of AmeriCorps for college access advising. This commitment was made in January 2014.

**Progress Made:** NCAN released its first benchmarking report “Closing the Graduation Gap: National College Access and Success Benchmarking Report” in December of 2014 and released its second iteration of the report in July of 2015. The first year included 24 member programs, the second included 42 member programs, and the third, currently underway, will include approximately 70 college access organizations. Using data from the National Student Clearinghouse (NSC) to calculate the percentage of their students who enrolled in and completed college, the NCAN benchmarking report demonstrates that participating programs produced much stronger results on college enrollment and graduation than the national averages for underrepresented students and Pell Grant recipients. Of students submitted by NCAN members for this project, 71% of 2007 high school graduates and 74% 2008 high school graduates immediately enrolled at a postsecondary institution. These enrollment rates are comparable to those of students from higher-income urban and rural high schools. Of students submitted by NCAN members for benchmarking, 54.8% of students who graduated from high school in 2007 and 56.8% of those who graduated in 2008 completed a postsecondary degree within six-years. This is comparable to the six-year completion benchmarks of 59.8% and 59.3%, respectively, which have been established by the NSC. For more information: [http://www.collegeaccess.org/Benchmarking\\_and\\_Data\\_Use](http://www.collegeaccess.org/Benchmarking_and_Data_Use)

To expand the training opportunities available for those working with students, in September 2014 NCAN launched an e-learning platform called Fundamentals for College Access & Success Providers to teach advising skills to college access advisors, guidance counselors, and any others working with college-going students. As of March 2016, there were 16 training modules available, offering training in topics including: First-generation college admissions, federal financial aid and FAFSA, working with post-traditional students, student outcomes, and cultural competency. Over 700 individuals have enrolled in the program, completing more than 850 course modules. For more information: <http://www.collegeaccess.org/ELearning>

Finally, NCAN has supported increased adoption of texting strategies in partnership with texting provider Signal Vine, which waives setup fees for NCAN members. In addition to the member benefit for easier access to text services, NCAN also has partnered with Signal Vine to run two pilot texting projects: one for financial aid and one for summer melt. In all approximately two dozen NCAN members are participating in one or more of these services.

Research has shown that texting students reminders and information helps to keep them on track as they prepare for and enroll in college. Signal Vine offers a highly personalized service where each organization crafts messages. The two pilots with NCAN members helped to reduce the cost significantly by creating common messages for all partners to use with only small modifications. Early results from the summer melt pilot in 2015 showed a high level of engagement for students.

**Plans to Sustain Progress:** This report will continue to be an annual publication with our goal to reach a participation level among our members that will make the results statistically representative of our membership. The benchmarking report aligns with our Common Measures, which are our recommendations for our members evaluate both their students’ progress and that of the organization. Considering factors such as academic preparedness, taking standardized tests, exploring college options, and completing the FAFSA, the access measures will continue to help our members stay focused on getting underrepresented populations into college. The success indicators focus on staying on track to graduate and continued receipt of financial aid. Staying in touch with students to ensure they will graduate on time will increase the number of students who graduate. Continuing the annual report will allow NCAN to weave together continued use of our Common Measures, providing a framework so that our members can effectively increase college going and completion.

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Providing avenues for our members to help students successfully complete the FAFSA and complete all follow up steps for enrolling in college and actually arriving on the first day, is vital to continuing to increase access for underrepresented student populations. Maintaining the access to services such as Signal Vine or other similar products helps our members use the best technology and strategies to reach students, but manages their costs to do so. NCAN will continue to help our members more efficiently and effectively serve their students.

## National Math and Science Initiative (NMSI)

**Original Commitment:** In December 2014, the National Math and Science Initiative (NMSI) made a commitment to expand Advanced Placement participation and achievement through its College Readiness Program to 250 new high schools by 2020, impacting 375,000 students. AP success is a prime indicator of students' college preparedness and success. 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. In addition, NMSI committed to strengthening STEM education by growing the cadre of qualified secondary math and science teachers needed to support our nation's students. Specifically, NMSI—in partnership with the UTeach Institute at the University of Texas at Austin, and with funding from the Howard Hughes Medical Institute—committed to expansion of the UTeach STEM teacher preparation model to five new research universities in 2015. 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.

**Progress Made:** Thanks to the support of a broad coalition of public and private partners, NMSI's College Readiness Program expanded to 75 additional high schools in 2015-16 and another 100 schools will launch the program in 2016-17. This expansion means that more than 260,000 additional students will have access to challenging coursework in math, science and English that will better prepare them for the rigors of college and career. Students who master AP courses in high school are better equipped to succeed in post-secondary coursework and three times more likely to graduate from college. Moreover, NMSI is on track to exceed its 2014 commitment to reach 250 new schools and 375,000 students by 2020. In addition to preparing more students with the knowledge and skills they need to thrive in today's knowledge economy, NMSI's UTeach Expansion Program is helping to grow the pipeline of great STEM teachers. Beginning in the fall of 2015, five research universities joined the national network of universities that are replicating the UTeach STEM teacher preparation program, made possible by a \$22.5 million grant from the Howard Hughes Medical Institute to NMSI. Those universities are George

Washington University; Louisiana Tech University; the University of Massachusetts Boston; the University of Nevada, Reno; and West Virginia University. The national UTeach network now includes 44 universities across 21 states and the District of Columbia. Collectively, the UTeach programs at these universities are expected to produce 8,000 math and science teachers who will teach more than four million K-12 students by 2020.

## National Science Foundation (NSF)

National Science Foundation (NSF) in collaboration with 31 colleges and universities supported through NSF's Dear Colleague Letter commitment.

**Original Commitment:** Students who are interested in science, technology, engineering, and mathematics (STEM) and STEM-related careers have challenges moving ahead unless they have successful experiences in mathematics in their first one or two years of college. The National Science Foundation released a Dear Colleague Letter on December 4, 2014 (NSF 15-026) calling for proposals for two activities. The first was to invite proposals for design and development work to pilot innovations with high impact potential for helping students learn the mathematics generally taught in the first two years of both 2-year and 4-year postsecondary institutions. The second was to plan and execute conferences in 2015 on using research to improve student success in mathematics generally taught in the first two years. Programs supporting this work in the Directorate for Education and Human Resources include Improving Undergraduate STEM Education, Advanced Technological Education, Historically Black Colleges and Universities Undergraduate Program, Tribal Colleges and Universities Program, Innovative Technology Experiences for Students and Teachers, and Discovery Research K-12.

**Progress Made:** NSF invested \$5.8 million in design and development projects to increase success in mathematics typically taught in the first two years of college. Funded projects aim to:

- Increase inclusion of nontraditional students in effective mathematics learning through flexible participation models.
- Improve and scale research-based professional development for mathematics graduate teaching assistants, future faculty, and current faculty to use effective teaching approaches for college mathematics learners.
- Prototype dynamic visualization tools and strategies to support mathematics understanding.
- Prototype innovative interventions for transitioning to and navigating through beginning college mathematics.
- Scale promising, alternative approaches to teaching and learning mathematics, such as Quantway and Statway.
- Develop diagnostic tools to assess mathematics understanding and support more personalized learning.
- Improve data analysis and problem solving capabilities through development of real-world applications and experiences.
- Increase racial and ethnic diversity of students graduating in STEM disciplines through workshop training to foster faculty expertise to incorporate new research knowledge as well as cultural and community competencies into their teaching.
- Improve mathematics learning outcomes for economically disadvantaged undergraduates interested in engineering using a “redshirt” model.
- Integrate computational and quantitative reasoning into introductory biology at Historically Black Colleges and Universities.

## Yale University - New Haven Promise

**Original Commitment:** New Haven Promise made a commitment as part of our partnership with Yale University, the funder of the City of New Haven's place-based scholarship program. Our commitment included engaging parents, students and new partners to act and take concrete steps to increase college aspirations and engagement as early as possible to prepare for future college readiness, enrollment and success. Our overarching commitment is to deepen the work of the New Haven Promise and college access and success in the city.

Our goal was to 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 near-peer social support network that employs Promise scholarship recipients to help students to transition successfully to the freshman year. Through early interventions, Promise committed to increasing parent engagement through its Pathways to Promise in which parents complete the Promise pledge where the student and family commit to college preparation necessary to secure a Promise Scholarship. NHP's goal is to encourage at least 500 parents to pledge their children in grades K-5 and 400 parents in grades 6-8, thus engaging the entire family. New Haven Promise will also develop 50 new partnerships with nonprofit and faith-based champions to support college readiness in their communities.

**Progress Made:** New Haven Promise and its partner Yale, in expanding access to college for the families and students in the City of New Haven, have increased the academic and near-peer support network, the Ambassador program, from four to nine campuses, and expanded its reach from 116 to 270 students.

Through the Pathways to Promise early intervention program, more than 550 parents and their K-5 children and more than 500 parents and their middle school students have completed the online Promise pledge to commit to becoming college ready to secure up to a full tuition New Haven Promise scholarship at a nonprofit public 2 or 4-year college or up to \$2,500 at a private nonprofit college. The parents and their children have committed to maintain a "B" average in school, to strive for 90% attendance and to complete 10 hours of community service in the City of New Haven a year.

Through our new College Affordability partnership with the University of Connecticut, which adds an additional \$5,000 UConn grant benefit to the New Haven Promise scholarship, New Haven Promise scholars admitted to the UConn-Storrs campus increased by 71% in 2016. Other College Affordability partnerships have led to a fourth straight year of record Promise applications that have grown 56 percent from 2011 to 2016 resulting in a 70 percent increase in Promise Scholars matriculating to college in the same timeframe. Promise Scholars are about 80 percent black and Hispanic, roughly 75 percent are the first in their family to go to college and nearly 50 percent are from households with income below \$30,000.

### **Plans to Sustain Progress:**

New Haven Promise will increase partnerships to 150 nonprofit, faith-based, community and business partners to expand commitment to deepen impact. New Haven Promise's social media imprint will increase to 30,000 through its various platforms throughout the city and the county. Our College Affordability partnerships with Connecticut public and private higher education institutions will increase to 20 and will supply additional scholarship dollars to increase affordability and decrease loan debt for families in the city of New Haven.

The Ambassador program will continue to expand in its role and function to fully develop a Promise College Corp that will include near-peer social support network for transitioning students to college as well as Promise Ambassadors in K-12 schools and an alumni network for mentoring and to pay it forward in the city that invested in them. New Haven Promise will have a College Corp of 50-80 Promise Scholar volunteers to participate in Promise College Corp, a more fully developed Ambassador model now in place.

## New Jersey Institute of Technology (NJIT)

**Original Commitment:** NJIT did not participate in 2014, but we have had a long time commitment to making education more accessible. This is why more than 50% of the NJIT population is now from minority populations.

**Progress Made:** This is the first year NJIT is participating in the commitment. We are tracking a range of Key Performance Indicators (KPIs) as part of the 2020 strategic plan. These indicators set targets for increasing enrollment while improving graduation and retention rates. As a technical university with a commitment to retain an emphasis on STEM fields increasing enrollment and improving retention and graduation will necessarily increase the number of STEM graduates. We also have a commitment to diversity and increasing the number of underrepresented minority groups graduating from NJIT.

Pre-college programs focused on underrepresented populations, particularly those living in the Newark community are expanding. Partnerships with Rutgers-Newark, Essex County Community College and the Newark Public Schools through the Newark City Learning

NJIT is expanding the number of faculty in STEM areas and improving STEM education facilities. In the past three years the state has provided \$100 million in facilities grants largely dedicated to improving STEM education. An additional \$30 million for educational STEM lab improvement and expansion is also expected, Included in these projects is the largest 'Makerspace' facility in NJ dedicated to applied projects in STEM fields. With a student population that is more than 50% minority these improvements further expand educational opportunities for underrepresented groups. The university is also actively revising the curriculum to increase the percentage of students graduating in 4 years, not only in the more commonly cited 6 year graduation metric.

NJIT is increasing the number and percentage of faculty and administrators who are women and who are underrepresented minorities. This changing profile at the university will give those same groups a greater sense of belonging and increase their enrollment as well as their retention and completion. With continuously expanding financial aid focused on need it is also expected that university diversity will continue to increase.

**Plans to Sustain Progress:** The commitment to increase the percentage of underrepresented groups at the university is not being altered. The university is more than 50% minority and there is every expectation that the percentage of underrepresented minority students will only increase through 2025 and beyond. The percentage of female students in STEM is a great concern to NJIT and the development of an active Women's Center and programs targeting the recruitment of women will endure long beyond the current strategic plan. Increasing partnerships with local school districts is not a short term project. These programs when created have effects that endure for a long time. The programs for elementary school children today are intended to increase readiness and college participation for the class of 2027 and beyond.

NJIT is increasing the number and percentage of faculty and administrators who are women and who are underrepresented minorities. This changing profile at the university will give those same groups a greater sense of belonging and increase their enrollment as well as their retention and completion. With continuously expanding financial aid focused on need it is also expected that university diversity will continue to increase. Making it possible for more students to graduate in 4 years significantly reduces the cost of education and makes it easier for students from disadvantaged groups to attend the university. Increasing financial aid is also a way to improve the attendance rates of disadvantaged groups. NJIT currently offers a higher percentage of financial aid than its peers. This pattern is also expected to continue into the foreseeable future, certainly well beyond 2025.

## Normandale Community College

**Original Commitment:** In 2014, Normandale Community College committed to continue building support for low-income, women, and underrepresented minority STEM students through our Academy of Math and Science. The Academy of Math and Science is an active learning community that provides scholarships, 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 committed to serving 500 low-income, women, and underrepresented students of color through 2025.

**Progress Made:** Normandale committed to serve 500 low-income, women, and underrepresented students of color over the next 10 years through our Academy of Math and Science (AMS).

In the 2014-2015 program year, the Academy achieved the following:

- 61 students participated in the Academy, receiving intensive advising, cohort activities, and scholarships.
- Of the 2014 entering cohort, 91% of scholars were low-income, first generation, women, and/or students of color.
- Transfer/retention rates for the 2013 and 2014 cohorts were 85% and 84% respectively.
- A new partnership with Boston Scientific provided a tour and panel discussion for scholars.
- Upper division students in Minnesota State University Mankato's project-based Twin Cities Engineering program (housed on Normandale's campus) mentored Academy scholars for their research projects.

In addition to these programmatic achievements, individual Academy scholars achieved the following:

- Scholars gave over 900 hours of volunteer time at Normandale and in the community, which included time mentoring youth at the Spark Y Lab (sustainability and entrepreneurship) and Leonardo's Basement (a makerspace for youth).
- Five students were accepted into the Phi Theta Kappa Honors Society.
- Four students secured STEM internships or undergraduate research placements.

Three Academy scholars, coached/mentored by Normandale physics instructor Ange Foudray were selected as one of 10 finalist teams for the second annual National Community College Innovation Challenge (CCIC).



## North Carolina Central University

**Original Commitment:** In concert with North Carolina Central University's Strategic Plan, Student Success is our number one priority. Currently, our efforts are centered on three priorities:

- 1) Expanding access to college
- 2) Increasing the number of students who earn STEM degrees
- 3) Increasing the number of college graduates

**Progress Made:** We continue to review academic curricula and support programs and services to assist students in earning a degree from North Carolina Central University. We have seen our number of students who complete an application for graduation increase by almost 200 students. We believe that two of the efforts that we have implemented contribute greatly to that increase - review of the general education math requirements and North Carolina Central University's Finish Line Initiative.

In the past year, we have received significant financial support from the National Science Foundation and the US Department of Education to strengthen our efforts related to STEM education. Both of these grants will allow us to create programmatic and support structures for students who plan to earn a degree in STEM as well as recruit other students who show early promise for success in STEM. From our fall 2014 Cohort, we were able to retain 82 percent who the students who intended to major in STEM. We are encouraged by these results and look forward to stronger outcomes.

We increased the size of our incoming class for the past two years, inclusive of both first-year and transfer students. Since implementing an enrollment deposit, we have been able to better track the number of students who eventually enroll at North Carolina Central University, thus decreasing the number of student we historically lost to "Summer Melt." Based on current deposits, we are on track to have an increase in the size of our incoming class for the third year in a row. We will have 300 more first-time, first-year students in Fall 2016 than we have in Fall 2013. Additionally, we see similar increases in our incoming transfer student class as well.

**Plans to Sustain Progress:** For years, all students at North Carolina Central University were required to complete the same number math courses in the University's General Education Program. Over time, we have seen the number of students, particularly in non-STEM areas, who were only lacking a math course to earn a college degree. Once we approved a policy that reduced the math requirement for non-STEM majors to earn a college degree, a number of students have been able to graduate.

Secondly, we implemented the Finish Line Initiative. This program is an essential element in our effort to increase the graduation rate by providing funding that allows students to attend the university for an additional semester to complete their degree at no cost to the student.

Finally, this academic year, our first cohort of students re-enrolled in the university under the End Zone initiative which is open to students who completed 90 or more hours and left the university before completing their degree. We are excited about the early indicators of success and look forward to sharing the results.

In the next year, we also look to see progress by our participation in the American Association of State Colleges and Universities' (AASCU) Re-Imagining the First Year of College Initiative and the Lumina Foundation's OASIS Project.

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We have increased the number of applications by participating in National Free Application Week, which gives students the opportunity to apply to North Carolina Central University with no cost to them. Further, we have created a Latino Advisory Committee that collaborates with business and industry, as well as other community organizations, to support the increased enrollment of Latino students. Finally, we have revamped the awarding of our major scholarship program, Chancellor's Scholarship, in order to award an increased number of scholarships.

## North Central State College (NCSC)

**Original Commitment:** In December 2014, North Central State College (NCSC) committed to increase STEM retention and completion rates by 25 percent over the next four years, 55 and 23 percent, respectively.

In addressing the Ohio region's educational attainment and STEM degree deficit, NCSC enlisted the help of local school districts, the faith community, and business and industry partners. NCSC 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 grant project directed by Complete College America and from this local data determined a set of strategies 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 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.

### **Progress Made:**

- Persistence. NCSC tracks both fall to fall and fall to spring persistence of entering students (high school students excluded). Persistence means the student either graduated, re-enrolled or transferred to a university. Persistence to next fall for STEM students in the fall 2014 cohort was 56%, compared to 57% for all students. This compared to a 2013 STEM cohort persistence rate of 59% and a college-wide rate of 51%. On a fall to spring basis, persistence of 2015 STEM majors was 64% compared to 70% college-wide.
- Graduation. From FY 2014 to FY 2015, NCSC decreased individuals receiving STEM credentials by -1%, compared to a 17% increase for other credentials at the college. Individuals receiving STEM credentials comprised 22% of those graduating, compared to 25% the prior year. In terms of underserved populations, women receiving STEM credentials fell 22% though

minorities increased 80%. The four-year graduation rate for entering STEM majors is 19.7%, compared to 17.9% college-wide.

- **Transfer.** NCSC students who graduate with a STEM degree have a much higher rate of transfer than the college as a whole. Thirty percent of STEM degree students in spring 2014 transferred to a university within a year, compared to 19% college-wide.

**Job Placement and Wages.** NCSC job placement and wages of all graduates within six months of earning their credential. For graduating classes from FY 2012 to 2014 (most recent data available), STEM majors have ranked in the top three wage categories for engineering and industrial technology. Bioscience also ranked above the college average.

## Northeastern Neighborhood Partnership for Academic Success

**Original Commitment:** Beginning in 2014, Northeastern University will offer 150 full-tuition need-based scholarships to Boston Public Schools (BPS) graduates, including 30 new scholarships covering 100 percent of demonstrated need for low-income BPS students who live in neighborhoods surrounding its main campus. Working with BPS guidance counselors, Northeastern will host multiple College Readiness events on campus for BPS students and their families, aimed at helping them prepare and apply for college and financial aid. Northeastern will initiate a comprehensive, 360-degree financial literacy program called the Financial Literacy Education Initiative that is focused on ensuring that all students obtain the skills and knowledge to make informed and effective financial decisions.

**Progress Made:** Beginning in 2015, Northeastern launched a comprehensive, 360-degree financial literacy program, the Financial Literacy Education Initiative, to ensure all students obtain the skills and knowledge to make informed and effective financial decisions.

Northeastern University currently offers 150 full-tuition need-based scholarships to Boston Public Schools (BPS) graduates, including 30 new scholarships since 2014 for students who live in neighborhoods surrounding its Boston main campus. For the 2015-2016 academic year, Northeastern is providing 120 BPS full-tuition scholarships, up from 85 in 2014—a 41 percent increase. Of the new awards, there has been a 700 percent increase in scholarships to BPS students who live in neighborhoods proximate to campus and an additional 600 percent increase in BPS scholars who were valedictorian of their BPS high school. Five new additional full-tuition scholarship awards were made this year to high-talent low-scoring students and to students from low-income and underrepresented backgrounds. Additionally, since 2014, Northeastern has hosted six (6) new College Readiness Programs for BPS students and their families to help them prepare and apply for college and financial aid.

**Plans to Sustain Progress:** Northeastern University currently offers 150 full-tuition need-based scholarships to Boston Public Schools (BPS) graduates, including 30 new scholarships since 2014 for students who live in neighborhoods surrounding its Boston main campus. For the 2015-2016 academic year, Northeastern is providing 120 BPS full-tuition scholarships, up from 85 in 2014—a 41 percent increase. Of the new awards, there has been a 700 percent increase in scholarships to BPS students who live in neighborhoods proximate to campus and an additional 600 percent increase in BPS scholars who were valedictorian of their BPS high school. Five new additional full-tuition scholarship awards were made this year to high-talent low-scoring students and to students from low-income and underrepresented backgrounds. Additionally, since 2014, Northeastern has hosted six (6) new College Readiness Programs for BPS students and their families to help them prepare and apply for college and financial aid.

## Northern Arizona University

**Original Commitment:** In December 2014, Northern Arizona University made a commitment to action on college opportunity that included fostering a college going culture in Arizona and in Arizona Native American communities, expanding support and programming to improve school counseling quality to ensure college planning services are available to all students, and increasing the college-going rate in Arizona, especially among Native Americans.

**Progress Made:** Since December 2014, Northern Arizona University has fostered a college going culture in Arizona and in Arizona Native American communities by engaging more than 5,400 high school students and families in steps to ensure that students receive the proper information and mentoring to plan for, apply to, and enroll in a postsecondary program of their choice. Direct assistance was provided to over 2,500 seniors in completing college applications and filling out the Free Application for Federal Student Aid. ACT test preparation coursework was taught to over 800 juniors, with specific focus given to students on reservations.

A grant was received in October 2015 that will allow for NAU to partner with other state programs to expand support and programming to ensure that high school counselors receive training on college access standards in 89 schools throughout Arizona by utilizing Education and Career Action Plan (ECAP), an online student planning tool, to help lead every student to academic and career opportunities. Since December 2014, NAU has also worked with over 20 high schools in Northern Arizona to provide 100+ college readiness workshops on site to ensure that college services are available to all students.

Through this same grant, NAU is working to increase college going rates in these 89 schools across Arizona, with intentional work being done on reservation schools and with Latino students. NAU is working in partnership with other state programs to complete vital college readiness activities, including a college application and FAFSA, with 100% of seniors in these schools.

**Plans to Sustain Progress:** Since December 2014, Northern Arizona University has fostered a college going culture in Arizona and in Arizona Native American communities by engaging more than 5,400 high school students and families in steps to ensure that students receive the proper information and mentoring to plan for, apply to, and enroll in a postsecondary program of their choice. Direct assistance was provided to over 2,500 seniors in completing college applications and filling out the Free Application for Federal Student Aid. ACT test preparation coursework was taught to over 800 juniors, with specific focus given to students on reservations.

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Northern Arizona University has significantly expanded its efforts to provide a sustainable approach to college opportunity that allows for school counselors across the region to be empowered and have the

knowledge to provide college planning services to all students. NAU is ensuring that high school counselors today have training on college access standards by partnering with Arizona College Access Network as well as infusing training curriculum with its Master's of School Counseling degree program. These efforts continue to allow NAU to increase the number of first-generation, low-income, minority students that enroll in postsecondary education. This effort will continue beyond 2025 through NAU ensuring that both current professionals and pre-professionals have knowledge of affordable in person and online training on college access standards and that training curriculum is completed by at least one school counselor in every high school across Northern Arizona. In addition, 100% of NAU Master's of School Counseling graduates will receive this training throughout their studies in order to significantly increase the number of Northern Arizona students and Native American students who apply, are accepted to, and enroll in postsecondary education.

Northern Arizona University has long provided college access support to select schools in Native American and Latino communities through its Upward Bound, Educational Talent Search and GEAR UP programs. NAU will continue to foster support to those schools already served and expand this support to 100% of high school throughout Northern Arizona by 2025 to ensure that all students receive the proper information and mentoring to plan for, apply to, and enroll in a postsecondary program of their choice.

## The Northern Illinois Regional P-20 Network

The Northern Illinois Regional P-20 Network comprising 11 community colleges, 25 school districts, and 12 state education agencies and organizations.

**Original Commitment:** The Northern Illinois Regional P-20 Network is a large collaborative of 49 organizations that implements large-scale strategies and tracking systems to improve college and career readiness. Led by CEOs of the partner organizations with Northern Illinois University providing the "backbone" management, the P-20 Network includes urban, suburban, and rural areas across the northern third of the state. More than 70 representatives participate in five work groups that conduct joint research, establish baseline data, organize innovative pilot projects and faculty dialogues across three levels, and prepare state policy recommendations. In 2014 the Regional P-20 Network made five White House commitments to be implemented by its work groups. These included (1) developing a comprehensive menu of financial literacy activities for P-20 students and families such as a website with financial literacy resources; (2) assessing student support services to identify gaps and developing needed interventions such as increasing the number of students completing FAFSAs; (3) embarking on a regional peer mentoring initiative for 400 high-need pre-college and freshman students with 80 trained peer mentors, which will include providing training and support for mentors and administrators managing the programs; (4) conducting economic and workforce metadata analysis of workplace shortages and emerging career needs; and (5) creating new courses aligned with the new Illinois Learning Standards through faculty-to-faculty dialogues, creating shared expectations and aligning course content and rigor, especially 12 grade transitional math courses designed to reduce the numbers of students needing remediation at the college level.

**Progress Made:** During 2015, the Regional P-20 Network attracted favorable attention across the northern Illinois region and accepted 6 community colleges, 12 school districts, and 5 state-level organizations as new partners. Progress was made on all five commitments.

**Plans to Sustain Progress:** With 48 CEOs monitoring progress and setting direction in semi-annual meetings, the Regional P-20 Network has a critical mass of members for sustaining its operations. So far, participation has not been affected by personnel turnover or loss of funding. Secondly, state education

agencies, the governor's office, and national foundations are expressing interest in duplicating the P-20 regional model across Illinois. Interest and involvement are strong enough to sustain the current initiatives through 2025. A summary of anticipated activity for 2016-2025 (below) is followed by a description of how the network's ambitious agenda may be sustained following 2025.

(1) Financial Literacy - Starting in 2016, the State Treasurer's Office will provide funding for the financial literacy website. A robust communications plan, expanded academic programs, and new services are being developed to increase financial literacy of students and families. Metrics: number of unique visitors to the website, number of interactive resources

(2) Student Support Services - State agencies are preparing data-sharing reports requested by the network. In September 2016 this work group will submit recommendations for increasing the number of FAFSA completions at 162 high schools in the region. Metrics: number of FAFSAs completed, financial aid dollars students accessed for college, number of college applications submitted, number of students enrolled in college, tuition saved from number of students completing on time.

(3) Peer Mentoring - Research on the efficacy of peer mentoring and a catalog of best support practices are being prepared. In September 2016, the P-20 Network will host a conference of peer mentors, mentees, and administrators to evaluate results and expand support activities. Metrics: number of mentors and mentees, program evaluation results.

(4) Economic and Workforce Data - P-20 Network reports are being integrated in Workforce Innovation Opportunity Act (WIOA) reports developed by local institutions. Academic next steps include creating or expanding specific degree and certificate programs to meet emerging and fast-growing demands. Metrics: number of new degree and certificate programs identified and number delivered.

(5) Co-developed Transitional Courses - State legislation sparked by the P-20 Network proposes a structure for creating transitional math and English courses that will reduce college remediation rates. P-20 Network members will be involved in developing the courses through dialogue by secondary and postsecondary faculty. Metrics: number of students taking remedial courses, number of students taking early college credit courses (dual credit and AP), and number of students completing or on track to complete college.

As a collective impact organization, this network continues to broaden its agenda to improve college and career readiness and success for all students, especially its rapidly increasing percentage of underrepresented students. In addition to the five White House commitments, the P-20 Network researches and pilots activities on system-level issues related to Birth to 3rd Grade, Alignment of Standards, Articulation and Adult Learners, Student Support Services, and Workforce Development. By 2025, new educational systems may have emerged. The Regional P-20 Network of 50 educational institutions will be in place to lead development of new organizational, delivery, and accountability systems. Survival of our institutions depends on collaborative efforts to invent the future.

## NYU Tandon School of Engineering

**Original Commitment:** In December 2014, Dean Katepalli Sreenivasan made the following commitments on behalf of the NYU Tandon School of Engineering (then known as the NYU Polytechnic School of Engineering):

- To increase STEM retention to graduation within our school by 20 percent overall and 30 percent for women and other underrepresented STEM students in the next ten years.

- To provide high quality training for 500 teachers over the next 10 years---this, in turn, will have a cumulative positive educational impact on 22,500 students over the first 5 years.

These commitments represent the School's desire to not only create an atmosphere where more students are able to make the educated choice whether or not to pursue a career in a STEM field, but also to provide the needed mentoring once admitted to be able to succeed under the rigors of the curriculum.

**Progress Made:** Commitment 1: increase retention to graduation by 20% overall and 30% for women and other underrepresented STEM students in 10 years (by 2025) - Retention to graduation rates are determined on the basis of 4 and 6 years. Since we made the commitment only 1 year ago, it is too early to determine specific metrics of increased retention; but we are devoted to the increase in the 10 year span and expect to fulfill our commitment.

Commitment 2: provide high quality training for 500 teachers over the next 10 years---this, in turn, will have a cumulative positive educational impact on 22,500 students over the first 5 years. - After 1 year, we have trained 63 New York City Public School Teachers, through a combination of the NSF funded Discovery Research K-12 (DRK12) and Research Experience for Teachers (RET); as well as the direct partnership between NYU Tandon and the New York City Department of Education's Summer STEM 2015 program. We are currently set up to participate the NYC DOE Summer STEM 2016 program and will continue to train teachers through RET, and DRK12 over the summer in 2016. In one year these 63 teachers have made a conservatively estimated positive impact on close to 1,900 students and this, with these metrics we will have reached our 5 year goal in 3 years.

## Office of the State Superintendent of Education (OSSE)

**Original Commitment:** The Office of the State Superintendent of Education made this commitment in 2014.

- 1) In 2014, we will increase the number of college applications submitted during College Application Week by 120%, from 2282 applications submitted in 2013 to our goal of 5000 applications submitted in 2014.
- 2) By 2017, 72% of District public and charter school seniors will complete the FAFSA, a growth of 4.5 percentage points from 67.5% of senior in 2013.
- 3) By 2017, 70% of District high school graduates will enroll in postsecondary education. This represents a growth of 8 percentage points from 62%, the average enrollment rate across the graduating cohorts from 2010-2013.
- 4) By 2017, 38% of students enrolled in postsecondary education will complete a college degree within 6 years. This represents a growth of 3.5 percentage points, from 34.5% of 2007 graduates completing a degree within 6 years, and reverses a downward trend in postsecondary completion for the District.

The numbers below reflect estimates of FAFSA completion in 2015 and 2016, college applications submitted during College Application Week in 2014 and 2015, SY 13/14 and SY 14/15 high school diploma graduates who first enrolled in college since SY 14/15, and DC students who graduated from college from January 1, 2014 through July 1, 2016.

**Progress Made:** The Office of the State Superintendent of Education (OSSE) provides several services aimed at increasing the number of college graduates. Through the Summer Transitions Program, OSSE offers a series of workshops to incoming college freshmen and their families to increase awareness of the

challenges students face during the first year of college. Workshops cover topics such as establishing an academic foundation, campus support services, student life and wellness, understanding financial aid, and the mental and emotional shifts to being a college student. In 2016, OSSE plans to partner with the Department of Employment Services and the Marion S. Barry Summer Youth Employment Program (MBSYEP) to reach many more students preparing for college or career training programs after high school.

In 2012, OSSE, in partnership with The POSSE Foundation and College is Cool, launched the College Retention Initiative (CRI), a pilot program aimed at increasing retention rates at several universities serving a large number of DC Tuition Assistance Grant (DCTAG) students. Through CRI, incoming freshmen are paired with older DCTAG students at their universities who act as peer mentors, providing guidance on financial aid, tutoring and writing, and advice on how to navigate university life.

Each year, OSSE hosts a series of professional development sessions for school and community-based organization (CBO) counselors. Session topics are requested by counselors and thus reflect counselors' professional development needs, and include working with undocumented students, building a college-going culture, working with students with disabilities, and building an alumni program. Attendance at these sessions usually ranges between 30 and 40 counselors. In addition to these sessions, OSSE hosts an annual Postsecondary and Career Education Conference, through which counselors learn about tools, strategies, and approaches to working with a wide range of student populations. Usually, the Postsecondary and Career Education Conference averages between 250 and 300 attendees.

OSSE works diligently to expand access to college among DC students. OSSE coordinates DC College Application Week, which aims to assist all graduating seniors, especially those who may not otherwise apply to college, in navigating the complex college admissions process and ensure that each participating student completes and submits at least one application. DC College Application Week expanded from 32 high school and CBO host sites in November 2014 to 46 host sites in November 2015.

As part of the District's FAFSA Completion Initiative, OSSE has created a robust online platform that provides school and community-based organization staff with student-level data on FAFSA completion status, as well as DCTAG application completion status. By using these almost real-time student data, counselors and staff can provide targeted and more strategic interventions for students and families.

The OSSE Scholars Program provides early college exposure to high-achieving, low-income students attending public high schools in the District. Through partnerships with selective colleges and university summer programs across the country, OSSE Scholars exposes students to life on campus, including various academic disciplines and peers from a wide variety of backgrounds. OSSE Scholars was founded to provide greater college exposure to students attending public schools in the District and to encourage academically strong low-income students to attend selective universities. For summer 2016, OSSE accepted the largest class of OSSE Scholars thus far, increasing enrollment from the 2015 class by 20 students.

**Plans to Sustain Progress:** In the spring of 2015, OSSE released an innovative college search tool for District of Columbia students and families. My College Fact Finder enables students to search colleges and universities nationwide and to view important statistics such as cost of attendance, as well as average admissions test scores and graduation rates specific to District students. While there are several search tools available for college-bound students, My College Fact Finder is the only tool with DC-specific historical data, and encourages students, families, and counselors to discuss more deeply what "smart college choice" might mean for them.



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OSSE recognizes that readiness for college and careers is about long-term exposure and development for all students. In summer 2015, OSSE expanded funding for schools, community-based organizations, and local universities to provide summer programming for middle school students. Over 430 students across the city received hands-on exposure to college and career pathways, including robotics, engineering, business, hospitality and tourism, architecture, among others. This year, we will expand the funding available for this initiative, along with an increased focus on serving students with disabilities. These efforts will support future high school graduates as they enroll in college more prepared for future career pathways.

Since 2013, OSSE has funded an in-school administration of the SAT for all juniors and seniors in DC public schools. In the 2015-16 school year OSSE received increased funding to provide SAT and ACT preparation courses during the school day, which serve over 1,000 students in 14 high schools. We anticipate that this funding will continue, allowing us to better support students as they access college.

OSSE is also in the process of doing further analysis of the District's FAFSA completion rate, and has identified several sub-groups that complete the FAFSA at a lower rate than average. Over the next year, OSSE and several partner organizations will devise additional outreach strategies and resources to target these groups of students, which include males of color, special education students, homeless students, youth in foster care, and English language learner students.

## Olympic College

Olympic College in collaboration with Aspen Prize Completion Collective.

**Original Commitment:** In December 2014, Olympic College joined the Aspen Prize Finalists Completion Collective and committed to supporting the following college completion goals:

Number and percent of students completing bachelor's degree within 6 yrs of entry\*

- Baseline 2013-14 Academic YR: 215/20%

- Intermediate Goal 2016-17 AY: 237/35%
- 2020 Goals: 273/50%

Number and percent of students completing associate's degree within 3 yrs of entry\*\*

- Baseline 2013-14 Academic YR: 367/20%
- Intermediate Goal 2016-17 AY: 404/35%
- 2020 Goals: 465/50%

Number and percent of students completing other postsecondary credential within 3 yrs of entry\*\*

- Baseline 2013-14 Academic YR: 229/13%
- Intermediate Goal 2016-17 AY: 252/28%
- 2020 Goals: 290/50%

To Date: End of 2015-16 AY. Olympic College Academic year is July - June. As such, numbers in this section refer to the end of 2014-15 Academic Year. The college has not completed 2015-16 YR.

**Progress Made:** Performance funds earned by OC from the Washington State Student Achievement Initiative (SAI) are re-invested into strategies that further retention, persistence and completion. The Starfish Early Alert System is used to flag students for academic or behavioral referrals. Most recently, OC implemented the Starfish CONNECT module to better track referred students and the support accessed. Starfish is now mainstreamed. I-BEST (Integrated Basic Skills): from AY12-13 through AY14-15, 354 students participated in one of the ten I-BEST programs. I-BEST enables concurrent enrollment in pre-college and college level programs. In AY14-15, 85% of former I-BEST students had attained a credential or were still enrolled in programs.

Tutoring Support: SAI funds provide expanded tutoring services across Math, Science, Writing, World Languages, and some prof-tech programs. From AY13-14 to AY15-16, usage of tutoring services increased from 67 to 155 students, from 518 to 925 visits, and from 646 hours of tutoring support to 1194 hours. Tutoring Services improved effectiveness; from AY13-14 to AY14-15 - the average GPA of students receiving tutoring increased from 2.53 to 2.63.

Accelerated pre-college Math: OC also used High Impact Grant (SAI) funds to pilot two programs that accelerate students through Developmental Math levels, IMath and Math Emporium. OC Math faculty participated in a state funded common core project, allowing faculty and teachers to work together to bridge the gap between. Developmental Math faculty are revising courses and using innovative approaches such as the Math Emporium and Integrated Math to allow students to move further, faster. OC's community college MESA program assists under represented students in meeting academic goals in Science, Engineering and Mathematics and I-BEST is available in Nursing Assistant, Electronics, Manufacturing, and Composites.

Access to four-year degrees has a significant impact on persistence and completion. OC's Nursing program transitions RNs to BSNs to meet the region's health care needs. OC recently launched applied bachelor's degrees in Computer Information Systems and Organizational Leadership and Management. These programs are drawing increased attention from prospective students and employers. 2 year graduates and returning students are returning to increase their skills and employability.

OC's university partnerships allow students to earn a B.S., Mechanical Engineering (Washington State University) and, a B.A., Business Administration (Western Washington University) at OC campuses. Other recent additions include a B.A. in Environmental Policy and a B.S. in Environmental Science

through the Huxley College on the Peninsula located at Olympic College Poulsbo campus. OC collaborates with Brandman University and Old Dominion University to provide further access to four-year degrees in Kitsap and Mason counties. With a significant time and/or place bound population and a demand for classes that outpaces facilities, OC works to increase access through online instruction and flexible scheduling. Alternative delivery methods provide students with access to mandatory classes while increasing opportunities for those who might not have attended college without these options.

The college recently enlisted the Shelton School District and the South Kitsap School District to develop and submit a Department of Education TRIO Educational Talent Search (ETS) grant. If funded, ETS will lead to increased high school completion and enrollment and success at the post-secondary level. The ETS identified districts reflecting the highest need based on the number and percent of low income families, potential first generation students, ability to meet high school assessment standards, high school completion and college enrollment by high school graduates. Activities to support these students (500 each year) will include tutoring, mentoring, monitoring and interventions, course selection for college preparedness, workshops, college visits, and financial literacy. Many of the proposed workshops will include students and their families. Measurements include review of high school progress reports; interaction with school and ETS staff; communication with families; completion of a graduation check list and status of the High School and Beyond action plan. Measures, post high school, will include the completion of FAFSA, scholarships and college applications; acceptance into college; enrollment verification forms and follow up tracking to postsecondary graduation using the National Student Clearinghouse and MRTE+ (Mutual Research Transcript Exchange).

**Plans to Sustain Progress:** In AY 2014-15, Olympic College implemented a pro-active approach to allocating Student Achievement Initiative (SAI) performance funds, awarded by the Washington State Board for Community and Technical Colleges (SBCTC). The funded SAI strategies are based on evidence-based practices and alignment with the College's Strategic Priorities.

OC also implemented a comprehensive, college-wide resource allocation process and review led by faculty and staff to ensure that college resources are best applied for student success and efficiency. Sixteen faculty, staff and administrators serve on the OC Strategic Planning Council (SPC), which identifies gaps and best practices, supports professional development and applies solutions to improve SAI metrics. SAI members are continually piloting projects for greater success and will continue to do so in the coming years. To date, these revisions and/or new strategies have resulted in positive gains across several identified categories of achievement. In AY15-16, 14 pilot projects are in development for AY16-17 implementation.

Accelerated pre-college math, Starfish and Tutoring are mainstreamed at OC. Finding funding to expand and enhance will continue to be a struggle. Additional work for further implementation is also needed. More faculty need to be trained and participating in the Early Alert program. The need for support continues to increase, both among Starfish referred students and other students across campus. Olympic College has experienced some resource allocation to support proven practices in persistence and completion. The College is also seeking external support through local, state and federal grants. The network of tutoring services is under a budget review to ensure that OC continues to meet growing demand. OC mainstreamed five I-BEST Programs in AY15-16 (Manufacturing, Early Childhood Education, Electronics, Nursing Assistant, and Welding). These programs, if warranted by student demand, will be continued. Other I-BEST programs may be developed based on demand and available funding.

OC applied for and received a FIPSE Center of Excellence for Veteran Student Success (CEVSS) grant, one of only thirteen awarded in 2015. CEVSS funding is ensuring OC's ability to enhance veteran services through continuous development of a model program that will further improve the enrollment, persistence and completion outcomes of veteran students. OC created and filled a new position, Vice President for Equity and Inclusion, to support OC's commitment to the diverse population of its campus and community. The proposed Student Services One Stop is in process. Research and Development is complete on this particular project and the college is currently working to refine an action/revision plan and roll-out the services to improve student satisfaction.

College leadership will participate in two new initiatives launched spring 2016: Graduate Kitsap and Graduate Shelton. These initiative impact all feeder school districts. School district superintendents, business and community leaders, and an Olympic College leadership team are involved in the planning, development and implementation of these initiatives to ensure and sustain long-term educational success at the secondary and post-secondary level.

The Educational Opportunity Center (EOC) College Bridge Program seeks to improve upon the working relationships and collaborative efforts with the high schools in Kitsap and Mason counties. The purpose of this program is to aid graduating College Bound Scholarship (CBS) recipients in the transition from high school to college. CBS Students planning on attending Olympic College will be given the opportunity to learn fundamental skills and knowledge necessary to be academically successful and leaders amongst their peers. An EOC renewal grant will be submitted this year. This grant, if funded, supports 1,000 low-income, potential 1st generation students as they work to attain a high school diploma or equivalency, gain a greater understanding of the benefits of postsecondary education and ultimately enroll in college.

As noted earlier, the college also submitted an Educational Talent Search grant in coordination with Shelton and South Kitsap school districts. This project, if funded, will address the needs of low-income, first generation students and assist them as they work to complete high school and prepare for a college education. With a significant time and/or place bound population and a demand for classes that outpaces facilities, OC works to increase access through online instruction and flexible scheduling. Alternative delivery methods provide students with access to mandatory classes while increasing opportunities for those who might not have attended college without these options.

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OC is currently working to resubmit a Department of Education, Educational Opportunity Center (EOC) grant. This grant, first awarded in AY 2011-12, serves 1,000 low-income or first generation adults (age 17+) each year. The overwhelming majority are both low-income and first generation. Approximately half are between the ages of 19 and 27 and the other half are 28 years of age or older. OC provides support and referrals to guide students through the process of completing their high school degree or equivalency, completing the FAFSA and/or scholarship application, and applying for and enrolling in post-secondary education. EOC activities and outreach take place at area high schools, at community based organizations, and on college campuses. All feeder school districts are involved. EOC also places high emphasis on meeting the needs of veterans and their families.

OC recently drafted an equity and inclusion scorecard. The scorecard is still in development and will be finalized in the coming year. The draft scorecard includes four broad areas and accompanying goals:

1. Student Access & Success:
  - Support the enrollment of a diverse student body
  - Support the progression and completion of a diverse student body
  - Support the academic achievement of a diverse student body.
2. Campus Climate & Intergroup Relations:
  - Foster a campus climate that is welcoming to all.
  - Foster inter-cultural respect, communication, and collaboration.
3. Teaching & Learning:
  - Incorporate diversity, equity and inclusion across the curriculum and co-curriculum.
4. Institutional People, Policies, & Processes:
  - Enhance the recruitment and retention of diverse faculty, staff, and administrators
  - Demonstrate institutional leadership for community equity and empowerment
  - Develop the capacity of our people for diversity, inclusion, equity leadership.

OC is also initiating a “bright idea” process. Draft elements include addressing the opportunity gap by developing targeted actions, interventions, and evaluations to address known underrepresented and underachieving groups. Olympic College recognizes the difference between demographic groups that are underrepresented - not attending the college in numbers correlating to their presence in the community; and underachieving groups – those attending college but not retained and/or groups that are not completing at the same rates than the college population as a whole. The College will identify strategies, interventions, and evaluations specific to these groups, with a view to scaling up the model and successful practices for other groups in future years: (1) Hispanic/ Latino students, who are underrepresented at the College and (2) African American students – who are under-attaining at the College.

## OneGoal

OneGoal in collaboration with Houston, TX; New York, NY; Boston, MA; Atlanta, GA.

**Original Commitment:** In January 2014, OneGoal committed to grow to serve 5,000 students annually in 5 markets by 2017. OneGoal also prioritized innovations that not only work for the student population we directly serve but innovations that also have systemic implications for all students. To augment our efforts, we committed to work alongside K-12 partners and the broader higher education community to

disseminate and replicate the lessons we collectively learn in order to reach the President's 2020 College Completion Goal.

In December 2014 we committed to accelerating our reach by supporting 10,000 students in 6 markets in 2017. We also committed to maintaining or increasing student outcomes, and decreasing cost per student during this expansion. Please note: Expected Progress projections are through 2020; OneGoal is undergoing a significant 5 year strategic planning process in summer 2016 that will set goals and projections most specifically for college enrollment and college graduation, and that process will include projections through 2025.

**Progress Made:** OneGoal is on track to fulfill our commitment to serve nearly 10,000 students in 200 schools in six different regions by 2017. In July 2015 we launched operations in Massachusetts, our fourth region, and will begin operations in our fifth region, Atlanta, GA on July 1, 2016. Throughout this expansion we have maintained student outcomes, with 82% of our Fellows enrolling in college; of those enrolled, 78% are persisting or have graduated with a college degree. By the end of the 2017-2018 school year, we plan to serve approximately 12,000 students in 236 schools across Chicago, Houston, New York, Massachusetts, Atlanta and one an additional region. Since our inception our cost per student has decreased by 70 percent, with a current average across regions of \$804 per student.

Finally, OneGoal continues to be committed to serving minority, low-income students largely missed by other college access and success organizations: students with a GPA at or below 2.7; whose diagnostic standardized test scores place them in the bottom third nationally; and who are unlikely to enroll in college interventions because either their current academic achievement disqualifies them, or because they are excluded by inadvertent selection bias. OneGoal has partnered with over 120 unique schools since 2007; by the end of 2017 we will partner with 200 schools in 6 different school districts to serve almost 10,000 students. We have also forged informal partnerships with a select number of colleges.

OneGoal staff and Program Directors (teachers) seek out and establish partnerships with college counselors on many of our high school campuses to collaborate around Fellow college access options and share best practices. In addition to supporting our own Fellows, we seek to supplement the college and career readiness work on a school's campus whenever possible.

OneGoal's work with juniors and seniors in high school is in direct support of expanding access to college for those who might otherwise not consider college as an option. We specifically target students with a GPA at or below 2.7; whose diagnostic standardized test scores place them in the bottom third nationally; and who are unlikely to enroll in college interventions. Additionally, our students attend schools in low-income, urban districts and 93% identify as people of color. We will continue to emphasize college access, preparedness and persistence for this particular population of students, as through their successes we will begin to see college graduation rates in our nation rise.

#### **Plans to Sustain Progress:**

- Continued codification of our model to ensure the best outcomes for the most students throughout expansion to new regions, districts and schools;
- Strategic planning for the next five years of expansion
- Continue to target underserved students.

In fiscal year 2017 we will grow our postsecondary team so that there are dedicated staff on the ground in each region to work with our partner and cluster colleges, ensuring that our Fellows attending those schools are aware of the myriad of supports available to them.

We will also continue disseminating and replicating best practices with higher education partners to identify and implement proactive, scalable and sustainable supports that are highly effective in helping underserved students graduate, and sharing those with our College Partners and allies.

Finally, we will collaborate with cluster colleges--those schools with a critical mass of OneGoal Fellows attending but that are not yet high performing within their selectivity tiers--to develop and increase together their support of students like OneGoal Fellows across the campus.

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We work to expand access to college through the following strategies:

- Growth and expansion of the OneGoal model to serve 12,000 students in six regions by the end of 2017;
- Supporting students who academically represent the majority of students in their schools;
- Guiding students to apply for and enroll in colleges that best fit their academic performance, interests and support needs;
- Extensive focus on FAFSA and financial aid education throughout the curriculum so that students understand the full financial implications of attending college and are prepared to succeed when they step foot on a college campus;

Partnerships with colleges that are particularly adept at supporting students like ours; we increase Fellows' awareness of these schools during application and enrollment periods.

## Opportunity Network

**Original Commitment:** 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.

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 applying for college, transitioning 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% increase in knowledge of college opportunities, 50% increase in knowledge of career opportunities as they relate to college options, 10% increase in college matriculation and 20% increase in completing the first year of college.

We commit to training 5-10 staff from at least 10 partner institutions, serving a total minimum of 5,000 additional low-income students by 2020. Our progress to date numbers below reflect direct service and partnerships data.

**Progress Made:** Through our direct service programs, The Opportunity Network has dramatically increased the number of students served. This year, we will be accepting a 37% larger class than last year. We also recently created partnerships with schools such as Manhattan

**Plans to Sustain Progress:** Emerging from a thoughtful and deliberate process of growth planning, The Opportunity Network is committed more than ever to growing, not only in New York, but nationally. Our direct service program is expanding to serve more high school students in New York, and our partnerships are expanding to help us train more staff across organizations and across the nation.

Our core program's growth and potential replication to another city will open up even more avenues to serve students past 2025. Through our program, students become college-ready and make best matched and best fit college choices that lead to persistence and career success. Our partnerships extend across district schools, charter schools, Community Based Organizations, and College Access and Success Organizations, and we'll continue to train staff from partner institutions to serve more students by 2025. Our measures of success include knowledge acquisition and college matriculation and persistence data. From last year to this year, the amount of our students enrolling in college and students completing or on track to complete college continue to show gains. These complementary college and career strategies to serve historically underrepresented and underserved students enable The Opportunity Network to support an unprecedented number of students to and through college. As we serve more students, we expect to see these results grow at an even greater rate.

## Oregon State University

Oregon State University in collaboration with Corvallis School District 509J Corvallis, OR and Lebanon Community School District Lebanon, OR.

**Original Commitment:** Commitment made in December, 2014:

- By 2025, 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.

**Progress Made:** The formal partnership for this project with the Corvallis and Lebanon School Districts began with a team that accompanied Dr. Eakin as lead of Reach Higher Oregon to the 2nd White House Convening. The initial work was to include OSU interns working in the school districts contributing upwards of 750 hours during Academic Year 2015 to this collaborative endeavor. Unfortunately, these interns were hired for full time work in counseling as they completed their degrees at OSU. The partnership spent the remainder of year refining and adjust plans for engaging school counselors and OSU interns in project strategies. These project adjustments affect each of the Focus Areas.

The partners in this project are also a part of a larger partnership, Mid-Valley Mid-Coast Partnership (MVMCP) consisting of the University, two community colleges, the Linn-Benton-Lincoln Educational Service District, the community, and five school districts including the two school districts involved in Reach Higher Oregon. The work of MVMCP will leverage the work of this project as we move forward. College of Education administration has made a significant investment in the OSU School Counseling



Program for 2016-17 with the addition of a PhD level program coordinator and an instructor. As described above the partnership is in a process of reorganizing to reinstate work in Academic Year 2017. OSU and school district partners are working out a process for collecting data on the following activities central to college and career readiness.

The OSU School Counseling program currently has seven graduates working in the Corvallis SD forming a cadre for developing the networked improvement community just described. Resources for this NIC include:

- Course revisions in the program now create a focus on preparing graduates to develop and implement comprehensive school counseling emphasizing career and college readiness for all students.
- The addition of full-time staff for 2016-17 reduces reliance on part-time staff and allows the core staff to spend more time further developing and implementing changes in the preparation of pre-professional school counselors and as well as preparing professional development units for school counselors in the Corvallis SD and in Oregon.
- The School Counseling Program Lead is providing leadership for the development and implementation of a new instructional unit that will prepare school counselors to more effectively meet the needs of ELL students and families. This unit will first be taught to students in the program and then be made available online so school counselors in the field may access the course for professional development.
- The Oregon State University School Counseling program is the only school counselor education program in Oregon and perhaps in the northwest with expertise in providing online learning via Canvas – an asynchronous eLearning platform – and Zoom – a synchronous eLearning platform – so professional development provided to school counselors in this k-16 partnership can be replicated via these eLearning platforms and provided to school counselors throughout Oregon.

Oregon State University has the only CACREP PhD program on the west coast. PhD students conduct research and those PhD students with school counseling background conduct research on issues related to college and career readiness and related topics. The School Counseling Program Lead has had one PhD advisee complete research on a mindfulness based intervention to reduce math anxiety with high school students. Another faculty member currently has two students engaged in math anxiety reduction research studies with elementary school teachers. Science and math educators including the Dean and the Associate Dean of the College of Education have a strong track record of securing grant money related to their field and research interests. Partnerships between Counseling and the science and math educators on strengthening STEM education are a part of this project. The College of Education administration continues to make investments in support for research such as recently hiring an Associate Dean for Research who is also a science/math educator with a strong record of securing grant funding for research.

The Oregon State University School Counseling Program is offered in a three year, part-time, hybrid format. This hybrid format allows individuals from all parts of Oregon to earn a master's in counseling that leads to licensure as a school counselor. We are witnessing increasing diversity in the applicants to the program. The impact that the OSU School Counseling Program will have on expanding access to college is, therefore, not limited to the district(s) with which we are partnered. In fact, many of the school counselors in this hybrid program are working in rural Oregon where students have been less likely to matriculate to post high school educational opportunities than their urban counterparts.

**Plans to Sustain Progress:** Dr. Eakin - OSU School Counseling Program Lead - will in the spring of 2016 meet with the Directors of Student Services of the Corvallis and Lebanon School Districts to review

partnership project implementation plans for 2016-17. The OSU School Counseling Program can place one intern and three practicum students in the Corvallis SD for 2016-17. The three practicum students will then be able to complete their internships in 2017-18.

A meeting will also be held with the superintendents of the Corvallis and Lebanon School Districts to discuss offering professional development for the school counselors in that district for Academic Year 2017. The Counseling program draws students from a wide region as a part of an online and face-to-face hybrid. Faculty are working on strategies to focus intern recruitment and placements in partnership districts.

The increase in the school counseling program staffing will provide opportunities for the Program Lead and the new instructor to focus more time on the partnership with the Corvallis school district during the 2016-17 academic year as well as be able to provide professional development for school counselors in the Lebanon SD. The foundation for the partnership now being formed for 2016-17 can be sustained to 2025 and beyond. A major objective for this year is to establish a data sharing agreement on students engaging in strategies for college and career readiness. The data gathering agreements will allow the project to track progress toward its goals.

In addition to descriptions above on how we will sustain progress, we expect to create an ongoing partnership for professional development focused on the goals of this project. The strategy will break the routine of higher education faculty delivering professional development and instead create a true partnership in professional development. This approach will draw from the Carnegie Foundation for the Advancement of Teaching model of networked improvement communities (NIC). In this model, professional school counselors and university faculty will jointly identify strategies that research has suggested are effective. However, it is well known that research results cannot be directly mapped to the varying conditions across schools and school districts. Instead, a NIC takes data from strategy trials done in real time with counselors unobtrusively collecting data on student response to a strategy and bringing it back to the project group for analysis. This arrangement disrupts the traditional roles of researchers and school personnel and instead creates an atmosphere where there is greater two-way information flow about the conditions under which the research-based strategies are most effective.

The Oregon State University School Counseling Program is offered in a three year, part-time, hybrid format. This hybrid format allows individuals from all parts of Oregon to earn a master's in counseling that leads to licensure as a school counselor. We are witnessing increasing diversity in the applicants to the program. The impact that the OSU School Counseling Program will have on expanding access to college is, therefore, not limited to the district(s) with which we are partnered. In fact, many of the school counselors in this hybrid program are working in rural Oregon where students have been less likely to matriculate to post high school educational opportunities than their urban counterparts.

The new school counseling program instructor is a bi-lingual, bi-cultural male with extensive experience in working with multicultural populations. We anticipate this individual will be able to provide additional leadership to the College and school districts during the years to come for expanding college opportunity for underrepresented populations in the Corvallis School District and throughout Oregon.

Counseling has demonstrated its leadership in online learning with each of its two programs:

- The increasing success of the new hybrid school counseling program in providing individuals in all parts of Oregon access to a masters leading to licensure as a school counselor.

- The continued success of the hybrid PhD in counseling program in preparing school counselors to become counselor educators who can conduct research on college and career readiness as well as provide CCR leadership at the institutions and in the states in which they are hired.

The impact of these programs on expanding access to college for underrepresented students will be manifested not only in the school districts in partnership with OSU but also throughout Oregon and the nation through 2025 and beyond.

## Patrick Henry Community College

Patrick Henry Community College in collaboration with Achieving the Dream; The Virginia Community College System (VCCS).

**Original Commitment:** 2014 - Patrick Henry Community College committed to producing 420 additional graduates by 2020 and 600 additional graduates by 2025 for a total of 1,020 additional graduates by 2025. In partnership with Achieving the Dream (ATD) and the Virginia Community College System (VCCS) Patrick Henry Community College (PHCC) 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.

To achieve these goals, Patrick Henry committed to the following strategies: modularization of developmental math from a maximum of 16 credits down to a maximum of 9 credits, alignment of developmental math pre-requisites with on-level requirements, laser-like remediation for modular math, applied degree requirements of only three developmental math modules which can be completed in 8 weeks, non-STEM transfer degree requirements of 5 developmental math modules which can be completed in 1 semester, STEM-degree requirement of 9 developmental math modules which can be completed in 2 semesters, co-enrolled courses (ALP) where students are enrolled in both the developmental course and on-level credit bearing course simultaneously for both Math and English.

**Progress Made:** Patrick Henry Community College has fully deployed several of the strategies set forth to increase the college graduation rates for all students. Much of its early efforts focused on developmental education redesign whereby the entire developmental math system was completely overhauled. Developmental math has now been modularized lowering the maximum number of credits from 16 to 9. Importantly, this means that students complete these requirements more expeditiously. Moreover, unsuccessful students only need repeat a one-credit module as opposed to a three- or four-credit course. Similarly, all programs of study have contextualized their math requirements ensuring that students fully grasp the subject matter rationale for the courses being completed. Finally, the ALP program has been fully deployed as well allowing for students to co-enroll in their developmental course and college-level course simultaneously. These students receive “just in time” remediation to ensure successful completion of their college-level coursework.

Data indicates that these strategies are proving successful as the percentage of new students referred to developmental math is down 36% which the percentage of students enrolled in developmental English is down 50%. Moreover, 73% of students complete college level math within one year of enrollment while 84% of students complete college level English within one year of enrollment, placing Patrick Henry Community College as first in the Virginia Community College System for both metrics.

**Plans to Sustain Progress:** Patrick Henry Community College is now expanding its completion work to maximizing annual retention rates for all students while leveraging the power of technology to assist students in overcoming barriers to completion. The fall to spring retention rate for PHCC is a strong 75% but the fall to fall retention rate is a much lower 42%. Student focus groups report a bevy of barriers as reasons for failing to return for the subsequent fall semester.

To help overcome these barriers, the institution has created and leveraged several partnerships. Like many institutions, PHCC has experienced “siloe services” whereby various departments were providing students with wrap-around services but were scattered across campus each with its own in-take process. The college addressed this challenge by bringing all of these services into one department under one roof with the help of funding provided through its Working Students Success Network (WSSN) grant by Achieving the Dream. Termed the “Student Success Center,” this program now houses a multitude of success initiatives all of which utilize a common, shared in-take process. Moreover, this department is housed in the Learning Resource Center (LRC) which also contains the Math Lab, the Writing Center, the Tutoring Center, the Library, and Student Support Services (a federal TRIO program also earmarked for student success). Data is uploaded into “My Compass,” a locally created system providing all stakeholders with the tools they need to ensure that students’ academic and non-academic needs are being met. This initiative is now fully sustainable and paying significant dividends in assisting students overcome completion barriers.

Additionally, Patrick Henry Community College has also focused on maximizing technology and advising to assist students in college completion. Partnering with multiple funders associated with Achieving the Dream, the college was awarded an iPASS (Integrating Planning and Advising Services) grant to assist the institution with increasing its annual retention rates. The funds provide opportunities for all full-time and adjunct faculty to be fully trained in SAILS (Student Assistance, and Intervention for Learning Success), a product of Starfish, which is an early alert system aimed at providing immediate assistance to students who may be experiencing academic or non-academic difficulties. Instructors raise flags regarding any of a multitude of student concerns at which time support specialist jump into action to connect students with the assistance and resources they need to ensure success. PHCC has set an ambitious goal of raising annual retention rates by ten percent over the next three years.

## Paul Smith’s College

**Original Commitment:** Paul Smith’s College introduces a new program, Excellence in Environmental Education (EEE), combining personal mentoring, undergraduate research opportunities, work experience and financial aid to increase STEM student engagement, retention, and employability. Paul Smith’s College will commit at least \$10,000/year in financial aid for EEE students, with aid continuing as long as students remain in good standing. The goal for this program is to have 80- 90 percent STEM degree completion rates for participants.

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.

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 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.

**Progress Made:** Paul Smith's College has a long history of offering hands-on learning opportunities. We consider our experiential learning processes to be unique, relevant and valuable. We were experiential before the term became an academic buzz word. We value our rich heritage, and pride ourselves on graduating productive, creative, and passionate citizens, who are in industry demand.

At Paul Smith's College, over 90% of our students receive financial aid. Over 50% of our students are first-generation college students. We are committed to providing our students with whatever resources available to help them stay in college and achieve their goals.

Students are able to gain real-time work experience in our Adirondack Watershed Institute (AWI). The Adirondack Watershed Institute Stewardship Program educates the public about aquatic invasive species issues pertaining to specific watersheds. Students are employed through the AWI, and interact with the public in the Adirondacks and surrounding region. Students gain valuable real-life experience that they carry with them throughout their careers.

Our original goal was to have 80-90% STEM degree completion rates for students in our Excellence in Environmental Education (EEE) Program. Although it is too early to be certain of final results, are on track so far to meet this goal.

## The Penn Center for Minority Serving Institutions at the University of Pennsylvania

The Penn Center for Minority Serving Institutions at the University of Pennsylvania in collaboration with University of Pennsylvania, CSU Northridge, UC Davis, Northwestern, Florida International, NYU, UC Berkeley, UT El Paso.

**Original Commitment:** The Penn Center for Minority Serving Institutions committed \$5 million for the development of a brand new program, Hispanic Serving Institutions: Pathways to the Professoriate (HSI-P2P), that is focused on creating rich and nurturing academic and social support experiences for 90 humanities students at Hispanic Serving Institutions in order to foster their success in humanities Ph.D. programs at Majority Research Institutions. Their commitment will provide 5 years of planning, programming, and support for 3 student cohorts and strives to secure admission and matriculation for all 90 students into Ph.D. programs to increase the presence of Latinos in the professoriate. This commitment was made in September of 2015 and went into effect January 2016.

**Progress Made:** We are currently in our first year of our commitment, which serves as our planning year. By the end of 2016, we will have recruited our first cohort of 30 Latino/a students from 3 Hispanic Serving Institutions and will begin our program. Our goal is that each of our 30 students will successfully complete their bachelor's degree and will apply to at least 8 PhD programs in the humanities. By the end of our 5 year program, we would have repeated this process with 90 students total.

## PlayWerks

**Original Commitment:** PlayWerks' goal is to serve and train over 25, 000 students with their Whizgirls Academy by the end of 2015.

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.

**Progress Made:** To date, we have had 2700 girls/boys/adults come through our WhizGirls Academy program since its inception in August 2013. This includes summer camps, afterschool programs, during school programs including New Village Charter High School that has a 40% pregnancy rate. JobCorps which is a US Dept. of Labor Program, LA Public Libraries, LA's Best Teacher Trainings, Boys and Girls Club of Venice, Girl Scouts of Greater LA, an LAUSD school, a charter school, eight hackathons (including most recent one in Long Beach for Mayor Garcia during Innovation Week, three for the White House, and four for Mayor Garcetti) and one TechLAvia event during CicLAvia with Mayor Garcetti in South Central LA. The students have realized that they have a lot of potential and opportunities in the tech space, and not to be confined by their culture/society or their neighborhoods. They have access to potential careers in the tech space, mentors, teachers, and tools to survive and thrive in the digital world that we live in.

In short, WhizGirls Academy provides:

- Career Awareness and Outreach
- Leadership, Team Building, and Presentation Skills
- Critical Thinking
- Healthy Balanced Lifestyles(Fitness: Yoga/Basketball/Dancing and Meditation)
- Creative Expression

WhizGirls Academy has created an integrated learning environment that is fully engaging and adaptive with the real-time opportunities and potential of students, tech entrepreneurs, businesses and communities. We incubate and accelerate the growth of human, social and intellectual capital to drive individualized learning, innovation and ambition. We recognize that learning is a multi-disciplinary, holistic experience that should be centered around each individual's process of self-discovery, identification, exploration and creation. By actively collaborating with students, tech entrepreneurs, community leaders and business leaders, we provide the tools, platform, venue, partnerships and resources that allow each participant to self-actualize and create real world outcomes. Beyond just rhetoric, we have built explicit, specific systems that provide a structured yet evolving framework for learning. This framework enables students to determine their own paths (entrepreneurial and tech) and encourages them to apply, share, and teach by blending theory with practice and bringing their own innovative and creative pursuits from middle school and up to adults as old as 50+. WhizGirls Academy erases the disconnect between students, and specifically tech employers, and businesses to create a truly

shared platform and culture for learning, innovation and growth while learning about balanced healthy lifestyles.

## The Posse Foundation

**Original Commitment:** The Posse Foundation is announcing a doubling of the number of schools committed to supporting STEM Possees. The Posse Foundation is announcing 5 new college and university partners for STEM Possees, doubling the number of institutions committed to supporting STEM Possees and bringing the total number of top tier Posse STEM partners to 10. Over the next five years, these five schools will provide 250 students from diverse, urban backgrounds a total of \$35 million in full-tuition, four-year scholarships, helping them complete STEM degrees at some of the nation's top colleges and universities doubling the number of students served by STEM Possees to 500 with a total of \$70 million in full-tuition, four-year scholarships being provided. The five new university partners for STEM Possees include Davidson College, Georgetown University, Middlebury College, Pomona College, and Smith College. They join the current STEM Posse partners which include Brandeis University, Bryn Mawr College, Franklin & Marshall College, Texas A&M University, and University of Wisconsin-Madison.

## Providence Children and Youth Cabinet

Providence Children and Youth Cabinet in collaboration with Providence, RI, including: Nancy Carriuolo, President, Rhode Island College; Donald Farish, President, Roger Williams University

**Original Commitment:** As a part of Lumina Foundation's Community Partnership for Attainment, Providence has committed to a mobilization effort aimed to increase by 2% the number of residents with postsecondary degrees by December 2016. Providence will focus on early intervention efforts to better prepare secondary school students for higher education success, while supporting youth and adults to complete their degrees. These commitments were made in December 2014 by K-16 partners:

- Increasing the percentage of high school graduates from 71.4% in 2013 to 75% in 2014.
- Increasing the percentage of FAFSA completions from 65% of seniors in 2013 to 76% in 2016.
- 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 postsecondary persistence rate from 59% (2012) to 63% (2016).

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.

**Progress Made:** In March 2015 we released the report *Minding the Gap: Increasing College Persistence in Rhode Island*, with both a call to action to mind the college attainment gap for Latinos in the state, as well as an asset map of resources in local higher education institutions and community-based

organizations working to increase college persistence and help close the gap. The release launched a Minding the Gap Listening Tour to raise awareness about the state of postsecondary persistence in Rhode Island and have community voice inform the work to achieve greater equity. Partner organizations have hosted a total of 8 tour “stops” in 2015 with 156 stakeholder participants.

In October 2015, as part of its PK-20 strategic plan, the RI State Board of Education adopted the goal of 60% of adults attaining a postsecondary degree by 2025. Providence partners committed to champion that goal at a recent Higher Education Partnerships for Attainment meeting in March 2016. The Providence Children and Youth Cabinet and Rhode Island College completed 3 semesters of a Latino Student Success pilot at Rhode Island College (RIC). From fall 2014 to spring 2015, 95.6% of the 23 students in the pilot returned for the second semester, compared to 91.1% of RIC’s Latino Full-Time First-Time Freshmen in fall 2013 who returned in spring 2014, and to 75% of Latino PPSD graduates who persisted from fall to spring in RI public colleges in 2012.

Our case management project has completed signed data sharing agreements with the Providence Public School District (PPSD) for 7 youth-serving partner CBOs. A data sharing agreement between PPSD and RI Division of Higher Education Assistance facilitates. Partners have collaborated to organize and support FAFSA nights for the past two years at local high schools, district-wide, and at one college. Over 80% of respondents reported completing a FAFSA, 90% rated the assistance they received as excellent or very good, and 92% reported their attendance at the event was worthwhile.

**Plans to Sustain Progress:** The Minding the Gap Listening Tour is ongoing, as the information in the report makes its way into the programming of nonprofits, school district partners, and additional higher education institutions. Partner organizations are using this an opportunity to engage a variety of stakeholders in ongoing dialogue; cultivate perspectives and gather feedback on existing strategies and best practices; garner support for the state’s postsecondary attainment goal; identify additional opportunities for collaboration; and ‘hear’ the voices of youth, families, and educators. For example, students were shocked by the gaps in persistence rates and wished someone had talked to them about the data earlier. Parents/caregivers similarly shared feelings of disappointment and surprise. Students and families alike shared the challenges they faced in pursuing a degree and the experiences of their peers and family members. Many students expressed that they had never thought about their experiences as part of a broader issue in education and struggled to identify themselves with the statistics presented. Though not sufficient, one of our necessary strategies is to continue taking data to the community and increasing community engagement and support for partnerships to increase higher education opportunities and address challenges.

We anticipate a final program report in Fall 2016 from the Latino Success Pilot, which we will use to take the learnings from this pilot and develop a set of recommendations (policy, program, practice) for Latino/a student support at RIC more broadly and for other institutions of higher education in the state. The fall report will include quantitative statistics such as student persistence as well as findings from the students in the pilot who are engaging in a PhotoVoice research project that is chronicling their experience at RIC as Latino/a students through pictures and captions they post on a private Facebook page that was developed for this project. RIC is committed to incorporating the lessons learned into ongoing support for Latino student success as well as student support for all under-represented populations at the College.

We are also launching a two-generation strategy for college completion, creating an adult completion initiative called Graduate! RI that will be part of the national Graduate! Network, to support adults who have stopped out of college, especially women and Latinos, to return and complete their degrees. This



builds on and expands our pipeline approach to higher education engagement and connects higher education completion for children in our school district with onramps for their parents to expand the number of college graduates overall.

Our college access CBO partners and PPSD have increased their effective collaboration through a number of events and activities to deepen college-going culture such as FAFSA completion, college application week, college signing days, etc. One longer-term objective to sustain and deepen this collaboration is to build college knowledge teams at PPSD high schools, beginning with target high schools identified as highest need and best aligned with assets at local higher education institutions such as mentors and college visits. Those teams can develop and better support clear school-wide goals and targets for college-readiness metrics which PPSD does not currently track but which CBO partners do measure, such as college applications completed.

Another objective to expand and sustain the FAFSA completion momentum is to develop a messaging campaign to raise awareness about college-going in general to increase the college knowledge component of college readiness. We are in discussions with local youth organizations about them spearheading such a messaging campaign this spring/summer.

Partners have collaborated to organize and support FAFSA nights for the past two years at local high schools, district-wide, and at one college. Over 80% of respondents reported completing a FAFSA, 90% rated the assistance they received as excellent or very good, and 92% reported their attendance at the event was worthwhile.

One strategy to maintain and expand progress in this area is developing robust summer postsecondary transition activities, since increasing financial aid and college access will not lead to greater numbers of degrees unless we ensure our students actually enroll. This summer, the College Crusade of RI is working in collaboration with the Community College of RI to create a new Summer Bridge program. The program, which will be piloted beginning in May 2016, will consist of activities including Accuplacer prep and testing; freshman registration advisories; new student orientations; a college skills development workshop; a connecting to college resources session; and family engagement sessions to raise awareness and identify ways in which parents can support their children in college. Rhode Island College and College Visions also submitted a joint proposal for funding to support a similar Summer Bridge project at RIC for incoming students served through College Visions. The Office of the Postsecondary Commissioner has begun a data mapping project around summer melt to understand the local landscape in this area and is interested in partnering on this strategy.

## REAL School Gardens

REAL School Gardens in collaboration with Suite 200.

**Original Commitment:** REAL School Gardens committed to engage 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.

**Progress Made:** To date, REAL School Gardens has engaged 100,000 students in hands-on outdoor learning, and has trained 4,000+ teachers how to use learning gardens to teach Science, Math, and Language Arts during the school day. This past year, we created our 100th learning garden in Texas and partnered with 10 schools in the Mid-Atlantic area. By reaching low-income students early with engaging hands-on outdoor lessons, we help fix the "leaky" STEM pipeline so that low-income students build a

strong foundation in Math and Science and maintain a natural love of learning into middle school, high school, and beyond.

## Renton Technical College (RTC)

**Original Commitment:** Renton Technical College (RTC) is committed to providing multiple pathways for a diverse student body to succeed in college and increase earning outcomes. Part of this initiative includes our commitment to building upon, and scaling successful instructional strategies in Reading Apprenticeship (RA) and Integrated Basic Education and Skills Training (I-BEST) across all degree programs. This commitment is an effort to maintain an exemplary completion rate while increasing the number and percentage of students who complete associate's degrees at RTC.

RTC's completion agenda includes a bold effort to increase associate's degree completion to 30% by 2020. An established team of faculty will lead this effort, working closely with deans, student services staff and the institutional research office. Through the College's work with Dr. Rob Johnstone and the Bill and Melinda Gates Foundation, we are currently redesigning particular certificate and degree programs to provide more distinct career pathways for students.

**Progress Made:** In the past two years, RTC's estimated job placement rate increased 11%, from 74% in 2013 to 85% in 2015. Not only are RTC graduates placed in jobs at higher rates than the national average, our students' earning potential over time is the highest in the state. According to the Washington State Education Research and Data Center (ERDC), RTC students who were awarded an associate's degree in 2008-09 were making on average \$54,500 by 2013, \$13,300 above the statewide average (\$41,200). Recognizing the importance of degree completion on long-term earning potential, RTC has set a bold goal of increasing associate's degree completion to 30% by 2020 (students completing AAS degree within three years of entry).

At RTC, we track student success data using IPEDS' first-time, full-time degree-seeking cohorts, and an internally defined cohort of new to RTC degree-seeking students, referred to as the Program Enhancement Plan (PEP) cohort. Because the IPEDS cohort represents a smaller percentage of our degree-seeking students, we conduct most of our outcomes tracking using the PEP cohort. In tracking associate's degree completion, RTC is using the PEP cohort rather than the IPEDS cohort.

In tracking the number of students completing an associate's degree within three years of entry, RTC's baseline (ending 2013-14 academic year) was 123 students, or 11.3%. In the 2014-15 academic year, this number increased to 146 students, or 16.4%.

## Riverside County Education Collaborative (RCEC)

Riverside County Education Collaborative (RCEC) in collaboration with Riverside County Office of Education (RCOE), Moreno Valley Unified School District, and the Murrieta Valley Unified School District.

**Original Commitment:** The Riverside County Education Collaborative (RCEC) formed in July 2014 in response to a U.S. Department of Education request to engage leaders across the K-16 pipeline toward helping more students prepare for and graduate college. The members convene monthly and focus on the following goals to increasing postsecondary access and attainment:

- Increase percentage of FAFSA completions to 93%

- Increase percentage of students applying to 3+ colleges to 60%
- Increase percentage of students enrolling in post-secondary education to 65%
- Increase number of students who are college ready from 2.6% to 20%

**Progress Made:** The metrics have become clearer through the data sharing agreements RCOE has secured with all 23 Riverside County districts. These metrics are reflected in each district's required Local Control Accountability Plan (LCAP) which describes how they intend to meet annual goals for all pupils, with specific activities to address identified state and local priorities. The eight data metrics are College Going rate, A-G completion rate, FAFSA completion rate, AP participation rate, AP pass rate, Graduation rate, Dropout rate, EAP ELA Conditional/Ready rate, EAP Math Conditional/Ready rate. In September, 2015, RCEC was named a Gates Foundation implementation grant awardee and received a 3 year grant to support this work in the RCEC districts with the intent to 'scale out' to the rest of our county. Since then, the RCEC 'hub team' has been working with the Carnegie Foundation to accelerate improvements in existing educational systems by applying improvement science research to identify and address specific problems.

The 2015 Riverside County graduation rate was 86.7%, the 3rd highest of any California county with 10,000 or more high school graduates. Graduation rates for Riverside County increased by 1.5 percentage point over the prior year.

For the last three years, over 350 counselors have attended two days of focused workshops hosted by RCEC and RCOE with a focus on College and Career Ready Best Practices. Breakout sessions have included Importance of Financial Literacy, College Bound Student Athlete, FAFSA Completion Strategies, Engaging Hard-To-Reach Students Through Leadership and College Readiness, The NEW Coalition College Application, Current Trends in Higher Education, College Essay Writing, to name a few. With the support of the Gates Foundation grant, RCEC selected and sent two counselors – high school and community college- to the CollegeBoard National Forum conference in Washington, DC in November 2015.

MSJC, working in partnership with their feeder high school campuses, assigns College Transitional Counselors to insure that high school students who plan on attending community college complete their college application and long range educational plan prior to graduating high school. To recognize the important work of the secondary school counselor, Riverside County established the Counselor of the Year Award and is recognizing the first recipient at its annual Celebrating Educators luncheon in May 2016. Riverside County is the first county in the state of California to establish a counselor of the year award.

The second RCOE Race To Submit FAFSA Submission kicked off in January 2016 with the release of an RCEC produced commercial on the importance of FAFSA. The Race encourages a friendly competition among all county high schools to earn the highest percentage of FAFSA submissions. Recognition will be presented to winning schools at the Fall 2016 Secondary Counselor Network meeting.

### **Plans to Sustain Progress:**

The first Annual Riverside County College KickOff Day was held in October 2015 to focus high school students, parents and staff on important college-going activities by grade level. Plans are underway to improve the focus and success for the 2016 RCOE October College KickOff. There continues to be a need to establish a stronger 'I'm Going to College' culture in Riverside County by providing more information on financial aid, career choices and preparation, academic expectations, in-school testing of PSAT and SAT to students and parents.

Story2 is partnering with one of the RCEC districts, Perris Union High SD, to support students in writing their authentic personal essays for college application with their award-winning online EssayBuilder™ in Year 1 of pilot implementation in Fall of 2016 with the goal of creating a deep connection with admissions officers, and with decision makers behind selective jobs, internships, and special programs through a story well told. Students in Perris UHSD typically do not have access to personally funded private coaching on writing personal essays.

RCEC is working to share success stories on best practices for college and career readiness through social media. The development of RCEC website is in progress. Four of the five RCEC school districts have established partnership agreements with CCGI – to track A-G course completion and # of CSU applications. RCOE serves as the fiduciary agent for CCGI. The intention is to encourage the expansion of CCGI partnerships with all Riverside County districts. To date, seven school districts in the county have signed partnership agreements with CCGI. CCGI continues to reach out and host informational meetings with districts interested in partnering.

RCOE has established a data sharing agreement with CollegeBoard for PSAT, SAT and AP data countywide. Data sharing agreements currently exist between RCOE and its 23 school districts. AVID participation continues to increase in Riverside County. Two additional AVID coordinators were hired by Riverside County in partnership with San Bernardino County to support expansion in secondary and elementary school districts. All of the above mentioned activities will continue to be rolled out and monitored for successful implementation.

## Robeson Community College

**Original Commitment:** Robeson Community College committed to improving its Curriculum Student Completion rate. The goal was to meet the North Carolina Community College System (NCCCS) excellence level of 45.6% on the NCCCS Performance Measure. The action plan included implementing Completion by Design components such as more structured programs of study and accelerated precollege paths. The action plan also included changes to the First Year Experience at the institution which consisted of mandatory new student orientation prior to enrollment and a revised student success course during the first semester of enrollment. The combination of these efforts should result in an increase in student success, retention and eventual completion or graduation.

**Progress Made:** The institution did not meet its goal for the Curriculum Student Completion rate established by the NCCCS. Robeson Community College's completion rate from the 2014 Performance Measures Report was 38.6% and unfortunately fell to 34.9% on the 2015 Performance Measures Report. It is important to note that the Fall 2015 measure is based on students who started in Fall 2008; therefore, those students were not exposed to the current institutional strategies to improve student success. The institution has required new student orientation for all new students since Fall of 2014. The institution also continues to make improvements to its required student success courses. The institution has seen an increase in its overall student success rate from 54% in Fall 2013 to 63% in Fall of 2015. We have also seen a significant increase in retention of first-time students. The retention rate of first-time full-time students increased from 44% for the Fall 2013 cohort to 60% for the Fall 2014 cohort. The retention rate of first-time part-time students increased from 37% for the Fall 2013 cohort to 53% for the Fall 2014 cohort. The institution also had a significant increase in graduates or completers for the 2014-15 academic year. During the 2013-14 academic year 299 degrees, diplomas and certificates were awarded. During the 2014-15 academic year 464 degrees, diplomas and certificates were awarded, an increase of 55%. The increase was primarily due to the effort of program areas and records and registration to ensure

that students who had completed the requirements for a certificate in the pursuit of a degree were awarded the credential they had earned.

**Plans to Sustain Progress:** The institution will continue to implement best practices in new student success, such as mandatory new student orientation and a required student success course in the first semester. As mentioned previously, the current cohort for the system completion rate are students who started in Fall 2008. Therefore, those students were not exposed to current strategies which could explain current lack of progress with the NCCCS Performance Measure of Curriculum Student Completion. However, increases in retention and student success may be linked to those strategies and should positively impact future student completion rate. In addition, grant opportunities will allow the institution to hire two Academic Coaches and three Career Coaches that will serve the six public high schools in the area. The purpose will be to support students with their transitions from secondary education to post-secondary education and careers. This is likely to be a pathway to increases in Robeson Community College's enrollment and eventual student completion rate. While the college was unable to develop a centralized advising center the University Transfer leadership and faculty committed to manning a centralized Transfer Center that continues to encourage two year completion and provide guidance for the transition to four year universities by RCC students. The College is investigating online catalog platforms to provide ease of access to program information and requirements improving communication across the campus community and college stakeholders that hopefully will promote student success and completion.

## Rutgers University

Rutgers University – Newark (RU-N), Essex County College (ECC), and New Jersey Institute of Technology (NJIT) in collaboration with Essex County College, New Jersey Institute of Technology, Rutgers-Newark, Camden, New Brunswick and NJ School Districts; Newark, New Brunswick, Piscataway, Camden; and 15+ corporations and foundations.

**Original Commitment:** The Newark City of Learning Collaborative (NCLC), a citywide postsecondary attainment initiative, committed to increasing the percentage of residents with postsecondary degrees, certificates, and high quality credentials from the current 17 percent to 25 percent by 2025. Through goal 25 by 2025, Newark is estimated to have 50,499 postsecondary degree holders. Newark needs 4,472 more degree holders to reach this goal. In partnership with Rutgers University – Newark (RU-N), Essex County College (ECC), and New Jersey Institute of Technology (NJIT), NCLC commits to; 1) Improve the high school-to-college postsecondary pipeline through increased readiness, enrollment, and retention initiatives; 2) Develop transfer agreements between two- and four-year higher education institutions; 3) Increase financial supports to increase postsecondary retention and attainment; 4) Better link local college graduates to employment opportunities in and around Newark.

RUN, ECC, and NJIT have set the following incremental goals for increasing retention and attainment for Newark students:

- Rutgers intends to increase students coming from Newark schools from 6 percent to 10 percent by Fall 2016. Rutgers University-Newark will also increase its retention rate of 75 percent to 80 percent by 2017.
- ECC intends to increase its 2011-2012 retention rate of 50 percent to 60 percent within 3 years.
- NJIT proposes to increase its Newark student population from 3 percent to 4 percent by Fall 2016 and increase its current retention rate from 76 percent to 86 percent by Fall 2016.

**Progress Made:** Rutgers University – Newark (RUN) already has met the second of its targets as the 2014-2015 1-year retention rate for students coming from Newark schools was 87.5%, a product of the second consecutive year of 6%+ increase in retention rates for students from Newark schools since the 2012 baseline NCLC data was collected. With respect to the first of its targets, RU-N has indeed made progress, increasing the share of student coming from Newark schools from 6% to 7.3% by Fall 2015.

RUN's overall graduation rate of 66% is 9.4% above what would be predicted on the basis of its demographics (racial/ethnic mix, % of first generation students, % of Pell eligible students), and its graduation rates for Pell recipients is even higher at 69%.

Essex County College (ECC) has a fall-to-fall retention for first-time students (full- and part-time) of 54.5%. The three-year graduation rate for first-time full-time students is 10.4%, and the transfer-out rate for first-time full-time students who do not graduate is 14%. ECC also works with Single Stop to connect students with social support programs. Healthy Minds, an event held in 2015, focused on addressing students' personal and academic challenges.

The Newark College Institute (NCI) served 240 college students from Newark during the summer of 2015 through its four-day Freshman Institute, an eight-week paid internship program, a two-day Senior Institute, and a mentoring initiative supporting freshmen and senior NCI participants.

NCLC has partnered with the Newark Public School district to help high school students prepare for college, to address the issue of disconnected youth, and to support guidance counselors. In December 2014, the NCLC hosted its first GradNation Summit.

At Rutgers University – Newark, 549 of the 4,514 (12.2%) baccalaureate degrees awarded have been in STEM fields in 2014 and 2015. 57 of the 273 (20.9%) doctoral degrees awarded have been in STEM fields in the same years. Since 2011, RUN increased underrepresented minority graduates in non-medical STEM by 156%, increased African American graduates in non-medical STEM by 148%, and transformed the campus from primarily awarding STEM BS/BA degrees to Euro and Asian Americans to mostly awarding STEM degrees to underrepresented minority students. Programs that support STEM efforts include the Garden State Louis Stokes Alliance for Minority Participation (GS LSAMP).

The Center for Pre-College Programs at New Jersey Institute of Technology (NJIT) was established by the Board of Overseers in 1978 in order to increase access to scientific and technological fields among traditionally underrepresented populations and to improve the teaching of science and mathematics in secondary and elementary schools. The Center annually offers pre-college programs and services for 4,000 students, educators, and schools/districts through the Federal TRIO programs, Gaining Early Awareness for Undergraduate Programs/College Bound, Early College Preparatory Programs, Academy College Courses program, Options for Advanced Academic Achievement program, teacher professional development, and on-campus competitions for secondary school students. Enhanced partnerships have been established with school districts such as Newark Public Schools for the NCLC Scholars program. One particular partnership is the 2015 Coding Institute that served 25 Newark high school students in the Summer of 2015.

NCLC's College Readiness and Success Learning Team implemented a program assessment for all of Newark's college readiness programs. The data was compiled in a program directory and distributed to partners and community members. NCLC also conducts capacity building workshops with learning team members to support them in providing college access assistance to Newark students.

In May 2015, NCLC higher education partners received funding from the Foundation for Newark's Future to launch Newark Achieves! Through these cohort-model programs, students earn college credits while in high school and receive academic advising, tutoring, and social and emotional supports. RU-N works with 40 high school juniors, ECC works with 30 college freshman, and NJIT works with 20 high school seniors. Pillar College and Bloomfield College also host Newark Achieves! cohorts.

The NCLC Leadership Institute provides high school students with college knowledge and career readiness support. The program began in 2015 with the Summer Leadership Institute for participants in the Summer Youth Employment Program and has continued with monthly workshops at Newark's Centers of Hope. Two of these workshops focused on FAFSA completion. This topic was also addressed at an event in partnership with the Urban League of Essex County Young Professionals. More engagement with NPS on this topic is planned for 2016.

NCLC supports two citywide promise scholarship efforts: The Newark Housing Authority (NHA) Promise Scholarship and the Cooperman Scholars Program. Four students received NHA scholarships during the 2014 academic year, with 16 students added in 2015. The Cooperman Scholars Program enrolled 77 scholars in 2015.

**Plans to Sustain Progress:** Essex County College continues to expand its efforts to support students through its Office of Pre-College Programs. The NCLC supports a new cohort of 60 ECC students that are now first-time freshmen taking college-level courses. This program enrolled the students in the summer prior to their first year and saw great progress as the students completed any necessary remedial courses in the summer, allowing them to start the semester taking college-level Math and English.

Rutgers University – Newark is implementing additional efforts to expand college opportunity and serve more students both through NCLC and as a result of its own strategic plan ([https://www.newark.rutgers.edu/files/rutgers\\_strategic\\_plan.pdf](https://www.newark.rutgers.edu/files/rutgers_strategic_plan.pdf)).

- RUN's Honors Living-Learning Community (HLLC) emphasizes college access and success through a cohort model in which students gain access to personalized academic mentoring and advisement; an interdisciplinary curriculum centered on themes of "Local Citizenship in a Global World"; dynamic internships, research assistantships, and community engagement; and a full residential scholarship.
- RUN to the TOP: RUN's signature affordability program for low-income students provides an institutionally-funded last-in tuition and fee scholarship for any enrolling student with a household income of \$60,000 or less who is, at the point of matriculation, either (a) a resident of the City of Newark or (b) a graduate of one of New Jersey's 19 county colleges.
- Rutgers University – Newark Pathways (RUNways) is working with its most important transfer-in institutions, especially neighboring Essex County College and nearby Hudson County Community College, to create academic pathways for transfer students in high-demand disciplines such as biology, criminal justice, supply chain management, and the arts. These pathways, which consist of perspicuous step-by-step guidance for students and counselors and course sequences that are aligned with respect to prerequisites and outcomes, are further supported by a network of academic and financial support made available to county college students by RU-N and, prospectively, supportive learning communities for such students once they arrive at RU-N.

The NCLC continues its work with Newark Public Schools by providing, in Spring 2015, a FREE eight-week SAT prep course for 100 Newark public school students in partnership with Princeton Review.

Principals and guidance counselors have been key partners in the process of recruiting students for this program, which will also offer a two-hour training session to inform principals and guidance counselors about changes to the new SAT. The NCLC is also in the process of developing coordinated meetings with high school guidance counselors to discuss possible professional development and data needs.

The Opportunity Youth Initiative has received funding to develop into a collective impact network. The NCLC remains connected by assisting with research and data needs, supporting the development of its organizational structure, and facilitating dialogue with community stakeholders.

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NCLC supports two citywide promise scholarship efforts: The Newark Housing Authority (NHA) Promise Scholarship and the Cooperman Scholars Program. Four students received NHA scholarships during the 2014 academic year, with 16 students added in 2015. The Cooperman Scholars Program enrolled 77 scholars in 2015.

The Newark Achieves! partnership has seen great progress by connecting students with resources supporting postsecondary enrollment, persistence, and completion.

Rutgers University – Newark: Modeled after the Rutgers Future Scholars program, the Rutgers University – Newark Empowers eXceptional Talent (RU-NEXT) NCLC Scholars program has provided 60 students with one-on-one academic advisement, tutoring, and social development support, in preparation for academic seminars beginning in the spring of their junior year. With their parents/guardians, students also participated in an orientation and a family information session to establish an RU-NEXT Parent Committee.

Essex County College (ECC): From July 6-August 13, 2015, 30 students enrolled in two courses each at ECC, choosing from one of three college-level courses and a development English or math course. Of the summer cohort, 24 students continued at ECC in the fall semester, with 83% taking both college-level and developmental courses. Of the 24 students, 21 were approved for financial aid in 2015-2016.

As part of Essex County College's Newark Achieves! program, curriculum alignment workshops in math, English, chemistry, and biology have been scheduled with high school teachers and college faculty from ECC and Rutgers University – Newark. The work of the English and math workshops has been completed, and the chemistry and biology workshops are scheduled to be completed by May 2016.



New Jersey Institute of Technology (NJIT): 20 participants were recruited from four of NJIT's pre-college programs and participated with their parents in an orientation session in August. They also did program pre-assessments in math and English. Students then engaged in mathematics, STEM, English/language arts, and coding classes, in addition to preparing their college applications.

The NCLC is in the process of planning the 2016 Summer Leadership Institute, which seeks to expand access to college by providing college knowledge to Newark residents. Focusing on high school students between the ages of 14-18, the program intends to build on concrete leadership skill sets that connect to success and enable students to become leaders of their own lives. The institute will continue to focus on the four content areas of financial literacy, college knowledge, career development, and arts and wellness.

## Rutgers University-Camden

Rutgers University-Camden in collaboration with Camden City School District (Camden, NJ); Camden County College (Camden, NJ); and Rowan University (Camden, NJ).

**Original Commitment:** It is clear that the pathway to higher education for students in the Camden City School District is filled with significant challenges. While most students in the district desire to go to college, many do not successfully make the transition. In order to make higher education a reality, there is a need for a coordinated and strategic effort to develop a collaborative plan focused on increasing access and boosting college completion of Camden high school students.

Using the collective impact framework outlined by the Michigan College Access Network, during the 2015-2016 academic year we will develop the Camden City College Access Network (CCCAN) and bring together a wide range of stakeholders, encompassing leaders from all of the higher education institutions in Camden (Rutgers University–Camden, Rowan University, and Camden County College) and the Camden City School District.

Based on initial discussions and areas of need determined by the school district, we will address the following goals immediately, leaving room for additional goals to be added upon the creation of the network.

Goal 1: 75% of on-track seniors will complete and file a FAFSA

Goal 2: 75% of on-track seniors will participate in the SAT/ACT

Goal 3: 10% increase in the average SAT/ACT score

Goal 4: 75% of on-track seniors will apply to two or more colleges

Goal 5: 10% increase in the number of students attending postsecondary education

Goal 6: 25% increase in students persisting through to the 2nd year of higher education

**Progress Made:** Since December 2014, when the initial commitment was made on behalf of the collective of Rutgers University-Camden, the Camden City School District, Camden County College and Rowan University, the following has occurred:

Meetings with all high school counselors: The school district has held professional development sessions with guidance counselors on a variety of topics, including postsecondary planning, college application processes, college preparation programs available in the city, FAFSA completion, and career fairs. All high school counselors also received a post-secondary planning guide to help them assist students with

the postsecondary planning process. Guidance counselors have also been trained on Naviance, a college and career planning tool that is being rolled out to high school students this spring. Furthermore, guidance counselors have received individualized support from the district for specific activities and events at their respective schools.

The district and higher education partners are working together to provide additional college exploration and access resources and supports in all five district high schools. Resources and supports are primarily provided through current college students visiting each school regularly each week to work with students individually or in small groups to research postsecondary programs, complete applications, and/or search for scholarships. This is in addition to the efforts of high school guidance counselors, who also work with students to explore and apply to postsecondary institutions. The district has also begun offering the PSAT to both 10th and 11th graders, to support increased student access to college and scholarships. FAFSA completion events were also held in all district high schools in January and February, with a focus on education and completion. The district is also rolling out use of a college and career exploration and application program called Naviance. Through Naviance, students can explore potential career interests, postsecondary pathways related to those careers, and postsecondary schools that offer related pathways, and track and manage various aspects of the postsecondary planning and application process. High school students also have access to free SAT prep tutoring through a college access program managed by Rowan University.

**Plans to Sustain Progress:** The collaborators of the Camden City College Access Network will continue to meet and over the next couple of months to formally announce the work of the network, add additional partners, and revisit the goals initially outlined. 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 and sustained gains in the school district on increasing the number of students who will apply and successfully transition into higher education. For decades all of the higher education institutions in the city of Camden have consistently provided college access workshops and readiness initiatives to support Camden city youth, and this work will continue. Rowan University founded the CHAMP (Creating Higher Aspirations and Motivations Project) in 1985, which initially worked with 100 college students to provide college access support, and expanded its efforts through the GEAR-UP program, working with thousands of Camden city youth since inception. Rutgers University-Camden has been providing college access programming and initiatives since 2008 through the Rutgers Future Scholars program which provides four years of tuition-free education to Camden city youth who apply and gain admission into Rutgers University. Camden County College has been running a host of early college and “College 101” efforts since the 1990s. With the district creating both a leadership position and hiring a college and career readiness manager, there is also support on the district side to continue advancing this work. It is our hope that over the next year we will exceed the goals we laid out in 2015-2016 and expand dual enrollment opportunities available to students so that they can begin taking college credits prior to graduating high school. Additionally, the district is reviewing its career and technical education programs and exploring potential related partnerships with postsecondary institutions for those students who wish to enter work instead of higher education. However we will remain committed to increasing the number of students who participate in the college access efforts provided by the higher education partners in Camden city and in 2016-2017 agree on goals for the following years that will get us to our 2025 goals of 95% of graduating seniors across the school district visiting colleges, applying to college, and completing their FAFSAs. Rutgers University-Camden remains committed to providing an Americorps/VISTA participant who will continue to provide capacity building efforts to the networks and working in partnership with the collaborative to find funding to support the network and the goals.

The district and higher education partners will continue to work together to increase college access for students. For example, In 2016 Rutgers University-Camden has launched “Bridging the Gap” which will provide tuition scholarships to cover the cost of tuition and fees, after state and federal grants are applied, to any student who gets accepted to Rutgers University-Camden whose family makes less than \$60,000 per year. For students whose families make \$60,001 to \$100,000, Rutgers University-Camden will cover 50% of remaining costs after state and federal grants are applied. This initiative is focused on ensuring that any students who wish to attend college and are successfully admitted will have the opportunity to do so; considering the socioeconomic status of many families in Camden, there are a significant number of students who will be able to take advantage of this opportunity. Over time, the number of college students available to work with high school students on postsecondary exploration, access, and application will also increase to provide more one-on-one mentorship to support students through the college application process all the way until they arrive on campus at the start of their first academic year. The district is also exploring offering college entrance exams to students during the school day to increase participation, and expanding college entrance exam preparation within schools. All opportunities connected with expanding college access will be connected to the network to increase the outcomes of students making the transition to higher education.

## Rutgers University-Newark

Rutgers University-Newark in collaboration with Essex County College, New Jersey Institute of Technology.

**Original Commitment:** 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.

**Progress Made:** We are happy to say that RUN already has met the second of its targets as the 2014-2015 1-year retention rate for students coming from Newark schools was 87.5%, a product of the second consecutive year of 6%+ increase in retention rates for students from Newark schools since the 2012 baseline NCLC data was collected. With respect to the first of its targets, RUN has indeed made progress, increasing the share of student coming from Newark schools from 6% to 7.3% by Fall 2015.

RUN’s overall graduation rate of 66% is 9.4% above what would be predicted on the basis of its demographics (racial/ethnic mix, % of first generation students, % of Pell eligible students), and its graduation rates for Pell recipients is even higher at 69%.

Through the agency of the NCLC:

- Developed and implemented a program assessment that resulted in the creation of an NCLC College Readiness Program Directory and a Snapshot Data Report.
- 549 of the 4,514 (12.2%) baccalaureate degrees awarded have been in STEM fields in 2014 and 2015. 57 of the 273 (20.9%) doctoral degrees awarded have been in STEM fields in the same years. Since 2011, increased underrepresented minority graduates in non-medical STEM by 156%, increased African American graduates in non-medical STEM by 148%, and transformed campus from primarily awarding STEM BS/BA degrees to Euro and Asian Americans to mostly awarding STEM degrees to underrepresented minority students.
- New undergraduate enrollments increased from 2384 in 2014 to 2582 in 2015 (+198), including 1337 transfer students (+12) making up 52% of the entering class, and overall undergraduate enrollment increased from 7408 to 7713 (+305). Of the newly enrolling students, 42.2% were

underrepresented minorities (up from 38.4%) and 55.9% received Pell grants (up from 53%). 8.1% were from Newark schools (up from 7.8%).

**Plans to Sustain Progress:** RUN is implementing multiple efforts to expand college opportunity and serve more students both through Newark City of Learning Collaborative (<http://www.nclc2025.org/>) and as a result of its own strategic plan ([https://www.newark.rutgers.edu/files/rutgers\\_strategic\\_plan.pdf](https://www.newark.rutgers.edu/files/rutgers_strategic_plan.pdf)).

**Honors Living-Learning Community (HLLC):** HLLC quite consciously challenges traditional frameworks for 'honors' and merit and specifically emphasizes college access and success through a cohort model in which students live and learn together to become citizens with agency in their communities. Instead of relying primarily on traditional indicators of merit such as standardized test scores and GPAs, the HLLC team also engages students in in-person activities as part of the application process, using a robust admissions rubric to holistically assess a wide range of talents and characteristics associated with a student's ability to thrive in college and positively contribute to the greater good. Students enrolling in the HLLC gain access to personalized academic mentoring and advisement; an interdisciplinary curriculum centered on themes of "Local Citizenship in a Global World" and dedicated to student success; a close community of peers to enrich the college experience; dynamic internships, research assistantships, and community engagement; international research and service opportunities; opportunities for leadership and professional development on and off campus; richly diverse experiences with individuals from many backgrounds; and a full residential scholarship.

**RUN to the TOP:** RUN's signature affordability program for low-income students, RUN to the TOP provides an institutionally-funded last-in tuition and fee scholarship for any enrolling student with a household income of \$60,000 or less who is, at the point of matriculation, either (a) a resident of the City of Newark or (b) a graduate of one of New Jersey's 19 county colleges.

**Rutgers University – Newark Pathways (RUNways):** RUN is working with its most important transfer-in institutions, especially neighboring Essex County College and nearby Hudson County Community College, to create academic pathways for transfer students in high-demand disciplines such as biology, criminal justice, supply chain management, and the arts. These pathways, which consist of perspicuous step-by-step guidance for students and counselors of course sequences that are aligned with respect to prerequisites and outcomes, are further supported by a network of student academic and financial support made available to county college students by RUN and, prospectively, supportive learning communities for such students once they arrive at RUN. **EAB Student Success Collaborative Campus Implementation:** RUN is in the process of working with EAB to implement the latter's "Campus" for Fall 2016 to provide RUN's advisors and counselors a powerful predictive analytics engine and cross-campus communications network. The goal of this implementation is to enable RUN faculty and staff to identify students at risk of non-retention and non-graduation before these risks materialize in the form of transfer or stop out or academic probation or dismissal. The EAB Campus implementation complements and extends RUN's native CARE and RARE teams that coordinate university-wide interventions to identify students facing acute personal and financial difficulties respectively and provide support for these students to assist them in managing their circumstances.

RUN offers dual enrollment courses with McNair Academic High School (Jersey City), Kearny High School, and several public and private high schools in the City of Newark (Science High School, East Side High School, St. Benedict's Preparatory Academy) and works closely with the KIPP network of charter schools in the City of Newark through the latter's "KIPP through College" programming, though which RUN assists with the transmission of "college knowledge" to KIPPsters and then works with KIPP administration to ensure the successful college completion of KIPP alumni who enroll at RUN.

Programs like Rutgers Future Scholars, RU-NEXT, and RUN First Star, which are described below in the section on promoting college access, also substantially contribute to enhancing college readiness. Please see that section for additional detail.

Many of these dual enrollment programs support the efforts of NCLC. The initial commitment was to organize college going groups, and the higher education community in Newark to create diverse pathways for Newark students. Launched in 2015, the Newark City of Learning Collaborative (NCLC) is a citywide postsecondary collective impact network, committed to increasing the percentage of Newark residents with postsecondary degrees, certificates, and high quality credentials from the current 17 percent to 25 percent by 2025. Over the past year, the NCLC has grown significantly through an expanding network of over 60 partners that includes the higher education community, the City of Newark, private sector organizations and community-based groups that promote college going and completion. Six Learning Teams (1. Internships, Scholarships, and Student Supports; 2. Postsecondary Degrees, Certificates, and High-Quality Credentials; 3. College Readiness and Success Programs; 4. Data, Research Methodology, and Evaluation; 5. Workforce Development and Adult Learners; 6. Communications) have developed strategies to achieve the NCLC goal.

The NCLC College Readiness and Success Learning Team comprises the partners that work in this space, sharing best practices and working closely with higher education institutions to support their students once they start college. The Data and Aligning Systems working groups have developed and implemented the 2014-2015 College Readiness Program Assessment for all college readiness programs in the City of Newark. The program assessment will result in the creation of an NCLC College Readiness Program Directory.

The NCLC supports two citywide promise scholarship efforts. The Newark Housing Authority Promise scholarship and Cooperman Scholars program provide financial support opportunities to assist the increase of postsecondary enrollment and retention and attainment. Four students received Newark Housing Authority scholarships to attend college during the 2014 academic year, increasing the total to 20 students this year. This number included the four students who all re-applied for the scholarship, in addition to 16 new students in 2015. The program enrolled 77 scholars in 2015. The NCLC plays a key role in advertising and raising awareness of both of these scholarship opportunities within the community.

New undergraduate enrollments increased from 2384 in 2014 to 2582 in 2015 (+198), including 1337 transfer students (+12) making up 52% of the entering class, and overall undergraduate enrollment increased from 7408 to 7713 (+305). Of the newly enrolling students, 42.2% were underrepresented minorities (up from 38.4%) and 55.9% received Pell grants (up from 53%). 8.1% were from Newark schools (up from 7.8%).

New Jersey Scholarship and Transformative Education in Prisons Consortium (NJ STEP) and the Mountainview Program at Rutgers University - Newark (RUN-MVP): NJ STEP is an association of higher education institutions in New Jersey, based at RUN, that works in partnership with the New Jersey Department of Corrections to provide higher education courses for students under the custody of the State while they are incarcerated. RUN MVP provides NJ-STEP students an opportunity to pursue a four year degree in a campus setting post-release. RU-MVP assists NJ-STEP students through the university admission process and equips admitted students with the academic, social, and professional resources necessary for success. In AY 2015-2016, NJ STEP offers 160 college-level classes (18 at the BA level) taken by 550 students in seven different prisons, as well as 24 developmental courses, offered by community colleges and taken by 150 students. By August of 2016, STEP students will have earned over 100 AA degrees awarded by two community colleges. 12 students have continued at RUN MVP to date.

Rutgers Future Scholars (RFS): Part of a Rutgers system-wide program and funded through the university with some private assistance, RFS-Newark invites 50 first-generation, low-income rising 8th grade Newark Public School students to become part of a unique pre-college preparatory pipeline each year. This includes a breadth of academic and experiential components, such as rigorous University-taught academic preparation, campus and cultural events, after-school tutoring, and mentoring by positive role models that will continue throughout their high school years. Following this preparation, should they qualify and elect to attend Rutgers (any of the universities in the system), students ("Scholars") are guaranteed four years of full tuition coverage in the form of university, federal and state scholarships and grants. Between 93% and 95% of each of the first three cohorts of RFS students enrolled in and remain enrolled in institutions of higher education with the first of these cohorts scheduled to graduate in May 2017.

Rutgers University-Newark Empowers eXceptional Talent (RU-NEXT): RU-NEXT provides academic enrichment and social development for sixty (60) first-generation college-bound rising juniors and seniors in the City of Newark. Working with students on weekends and over the summers, RU-NEXT's NCLC Scholars take rigorous college-to-career courses, receive on-going tutoring and academic advisement, participate in near-peer mentoring and leadership development, and have the opportunity engage in a rich variety of cultural enrichment activities – all designed to improve college readiness, increase self-efficacy, improve high school persistence and academic performance, and increase college access through better standardized test performance, better college knowledge, and intensified attachment to a college-going life trajectory.

RUN First Star Academy: Operating in conjunction with the New Jersey Division of Youth and Family Services and the Rutgers Graduate School of Social Work (New Brunswick), First Star provides foster children with (i) academic support, enrichment and encouragement so as to assist them in becoming competitive applicants for subsequent admission to two and four year colleges and universities, (ii) grade-appropriate information regarding higher education and (iii) a preview of the collegiate experience.

## Saint Martin's University (SMU)

**Original Commitment:** In November 2014, Saint Martin's University (SMU) committed to 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%.

To increase STEM admittance, SMU's Dept. of Natural Sciences and School of Engineering, in collaboration with the Boys & Girls Club, will develop a series of monthly workshops for 5th – 8th graders. This grass-roots initiative will bring groups of young students to the SMU campus for exposure to STEM and future interest in the school and study in STEM. In addition, the Dept. of Natural Sciences has 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 SMU.

To increase STEM retention, the SMU Biology Program will transform its first-year general biology sequence to coincide 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. 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. It is anticipated that the transformation of our biology program will be complete by the start of the 2016-2017 academic year. Changes started in the Biology Program will potentially be adopted by the rest of the STEM programs at SMU.

**Progress Made:** Substantive, timely, and effective student advising is directly linked to retention and eventual graduation of college students. The College of Arts and Sciences has begun an initiative to improve advising by providing resources and training to new and current faculty in best practices for increased student retention, academic success, and degree attainment. An Advising Manual is being developed that will spearhead this process and will be followed up by information and training session of topics identified as critical to advising success. The manual will also be shared with the other colleges/schools at the university.

In an effort to create a continued pathway, Saint Martin's University has recently formed a partnership with Heritage University (Toppenish, WA) and entered into an agreement (March 2016) establishing a direct transfer agreement in pre-engineering. The direct transfer process will enable students to complete their freshman and sophomore years at Heritage in pre-engineering and, once they have met their transfer degree requirements, to continue as students at Saint Martin's with junior level status in an ABET-accredited engineering program.

Additionally, in an effort to create a STEM-focused university, Saint Martin's University moved its Computer Science degree program under its School of Engineering. This change was effective Fall 2015.

Saint Martin's Dept. of Natural Sciences and School of Engineering, in collaboration with the Boys and Girls Club of Thurston County, developed a series of monthly 1-day workshops designed to introduce students (Grades 5-8) to, and encourage future interest in, STEM fields. Workshops are held on-campus and include a variety of age-appropriate activities to engage students and foster interest in STEM. The number of attendees ranged from 80 to 100 spanning 5 groups. Given that the focus of this project was on engaging students in STEM early and the target population was Grades 5-8, it is too premature to determine its effect on increasing STEM enrollments.

With regard to efforts to increase STEM retention, this past year the Natural Science and Math departments have collaborated to submit a grant application to the new Howard Hughes Medical Institute (HHMI) Inclusive Excellence initiative. This grant, if obtained, would go towards building a database for tracking students, increase and enhance student tutoring options, and provide resources for students and faculty. The grant would spearhead a program to provide supplemental instruction to students who are identified as "at risk" both before and during the regular semester. The grant would also be used to expand research opportunities and provide support for students wishing to participate. Timing and support are important since many underrepresented student populations do not have the funds or time to participate in programs outside of the typical semester. We will know if our pre-proposal is accepted in May 2016.

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Saint Martin's is also in the process of pursuing grant and other opportunities to expand scholarship opportunities to expand access and retention of disadvantaged and underrepresented students to STEM programs. Such efforts include, but are not limited to planned grant requests to the National Science Foundation Scholarships under NSF's Scholarships in Science, Technology, Engineering and Math (S-STEM) program. To assist with this effort, the University has also hired a fulltime Director of Grant Development and Management; a key part of the grants director's responsibility is securing grant funding to support university initiatives and increase opportunities and success for students.

**Plans to Sustain Progress:** Current and recent efforts focused on access, recruitment, and retention to sustain Saint Martin's progress in increasing student success and degree completion include, but are not limited to:

- Completion of a new strategic plan and investment in its success.
- Creation of a new process for tutoring in the library.
- Investment in the creation of a STEM tutoring area in the library.
- Construction of a 17,000 sq. ft. engineering industrial lab building that includes a fluids lab, a soils and material lab, a robotics lab, two computer labs, a fabrication lab, and a senior project area for student capstone design. Major pieces of equipment include three-axes milling machines, robotics fabrication materials, MTS 1000 kN Static Hydraulic test system, a Particle Image Velocimetry (PIV) system, compression and compacting devices, a wind tunnel, and other apparatus. This new industrial lab enables engineering students to gain essential hands-on experience. This facility complements Saint Martin's recently constructed (2014) state-of-the-art 26,000 sq. ft. LEED Platinum certified School of Engineering building.
- Plans to construct a new 26,000 sq. ft. state-of-the-art science building that will house the university's natural and physical science programs. We are currently in the silent phase of raising the funding for this \$11M facility.
- Launch of a new website to assist students with access to enrollment and financial aid information.
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## San Diego State University

**Original Commitment:** 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, increase college application rates, decrease remediation rates, increase postsecondary enrollment, increase PSAT and SAT participation, and increase AP enrollment 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 and create an online presence to house links, databases, action plans, training, webinars and other resources to support state team implementation efforts.
- 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.
- Faculty will focus on training its student fellows to conduct, publish, and present empirical research, 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.

**Progress Made:** San Diego State University (SDSU)'s school counseling program faculty continue to strengthen partnerships with K-12 districts to improve student access to highly qualified school counselors and student outcomes in college and career readiness. Districts have created student level benchmarks and collect and report their own data. SDSU also reports that from 2014 to 2015, university applications are up 8.45% (from 54,323 to 58,815); CSU eligible applications are up 6.4% (from 42, 149 to 44, 880); admissions are up 3.15% (from 19,526 to 20, 141); and enrollees are up 3.3% (from 4,942 to 5,142).

New protocols have been created to ensure proper placement in practicum and fieldwork sites within local schools. Faculty ensure college and career readiness instruction, engage in discussions of expectations with site administrators, utilize required evaluations of competencies and dispositions, and sign Service Learning Agreements and Service Learning Plans.

Dr. Hatch and Dr. Owen continue to support the First Lady's Reach Higher Campaign. Following the SDSU White House Convening on School Counseling and College Advising, they assisted in the creation of the National Consortium for School Counseling and Postsecondary Success (NCSCPS) and put on a 3rd White House Convening in Florida in 2015 with over 300 attendees. Dr. Estrada provides mentoring programs for students interested in research on boys and men of color with the goal of promoting retention and college graduation rates for historically underrepresented students of color. Faculty present and publish this work.

The Center for Excellence in School Counseling (CESCaL) contracts with districts and the California State University (CSU) GEAR-UP to provide training, mentorship and consultation for administrators and school counselors in high need high schools as they seek to improve their college going rates for first generation students.

## Santa Fe College

Santa Fe College in collaboration with Aspen Prize 2020 Completion Collective.

**Original Commitment:** In October of 2014, Santa Fe College joined the Aspen Prize 2020 Completion Collective.

Santa Fe is partnering with area high schools at which 40% or more of students receive free or reduced lunch. We are focusing on high school students whose behaviors signal impending lapses in academic performance (absences, missed homework deadlines, inattention in class, low test and assignment scores, etc.). The program is called “Navigating to College.” It includes activities designed to increase high school students’ tendencies to apply a growth mindset to their learning, and to make connections between classroom and potential career. These activities are conducted at the high schools by Santa Fe’s strongest faculty proponents of active, problem-based learning.

Santa Fe’s Strategic Plan is built on the action themes Access, Connection, Direction, and Achievement. Increased success among our region’s most challenged high school students will better position them to parlay access to Santa Fe College into completion of their postsecondary educational goals. When they reach Santa Fe, they will find our institutionalized program for ensuring their connection and direction to be a familiar, supportive, and natural extension of support they received from us in high school.

Conceptually, we are committed to partnering with our region’s high schools to cultivate students’ educational persistence and academic perseverance to the point they are deep habits of mind. Practically, we are committed to increasing our retention and cohort-based completion rates by 10% and 7%, respectively, by the year 2020.

**Progress Made:** To initiate our partnership with staff at area high schools at which 40% or more of students receive free or reduced lunch, we have facilitated reading circles, using Carol Dweck’s book “Mindset.”

## Say Yes To Education-Buffalo

Say Yes To Education-Buffalo in collaboration with Buffalo, NY.

**Original Commitment:** The Say Yes Buffalo Partnership is dedicated to increasing high school and postsecondary graduation rates for students who attend Buffalo public and charter schools. We began our work in Buffalo in 2012 and the Class of 2013 was the first to receive supports that we put in place, including college tuition scholarships for all eligible graduates. Our effort joined the College Opportunity Day of Action in January 2014. Postsecondary completion rates for our first class of four-year graduates will be available in 2017.

**Progress Made:** Since Say Yes Buffalo began offering scholarships and programs in 2013, there has been a 13 percentage point increase in the public high school graduation rate (48% in 2012 to 61% in 2015) and a 10 percentage point increase in number of public high school students who matriculated to college (57% in 2012 to 67% in 2015); For those students who began college we’ve seen a 2 percentage point increase in persistence (72% in 2012 to 74% in 2013).

We’ve been selected to receive funding from the U.S. Department of Education and New York State through the GEAR UP program which has strengthened our abilities to create a college going culture among younger students (i.e., middle schoolers).

Our scholarship program, which provides tuition scholarships to graduates of our public and charter schools, has made a tremendous impact in the lives of hundreds of students during just our first few years of operation. This is evident in the 10 percentage point increase in the number of public high school grads who matriculated to college since our work began. Our scholarships can be used at any New York State public college or university or at almost 100 public and private universities around the U.S. A partnership with Southwest Airlines allows our students free air travel to and from college campuses outside the immediate area to visit schools or to travel home after enrolling - this expands opportunities significantly for our city's young people, many who have little experience outside of their neighborhood or the city.

**Plans to Sustain Progress:** We are continuing to add support programs into the public schools to help remove barriers to academic achievement for students in grades K-12 as well as adding additional supports for our college scholars. These include after school and summer school programs; mental health and health services; preventive/social services; legal supports; mentoring; high school to college bridge programs; and paid internships. Furthermore, every program we implement is done so with a long-term sustainability plan behind it to ensure consistency and long-term availability of the supports. Our scholarship program, which provides tuition scholarships to all graduates of public and charter schools in Buffalo (eligibility means a student completes at least grades 9-12 in the district) has raised \$24 million over the past 4 years toward an initial goal of \$33 million which will ensure scholarship availability through at least the class of 2023; additional efforts are underway to raise the \$100 million needed to endow the scholarship so it is available to students in Buffalo in perpetuity. Buffalo is one of the poorest cities in the U.S. and the metro area has one of the lowest percentages of its population having earned a postsecondary degree. Through this program we expect to tackle the issues such as poverty and economic disparity by investing in the education of our city's youth who have only had access to sub-par educational opportunities in recent decades.

While our initial efforts have focused on high school seniors and then high school students in general, as our messaging of College is for Everyone becomes embedded into the culture of our schools we will increasingly focus efforts on younger students so that the next generation of Say Yes Scholars know early on that college is for them and it is the expectation.

We are continuing to raise money for our scholarship fund which we hope to endow so that we are able to provide college tuition scholarships to Buffalo students in perpetuity. In addition, all of our efforts K-16 are built with sustainability and flexibility in mind so that we can continually improve our offerings with the knowledge that our future as a partnership is stable.

## Scholarship America

**Original Commitment:** Scholarship America commits to promoting earlier scholarship program application periods that will align with an earlier FAFSA deadline and the prior-prior year use of financial information. Scholarship America will help educate and promote how students can benefit from these earlier timelines to 1,200 scholarship and educational assistance providers. Scholarship America will commit to getting pledges from partner scholarship programs to commit to moving their scholarship program application periods to earlier to better align with the earlier FAFSA and prior-prior year timelines by 2016-17 and beyond.

Scholarship America programs already committed to an early deadline or adjusting to an earlier deadline by 2016-17 by: encouraging 100% of Dollars for Scholars affiliates to shift to earlier application periods that align with the earlier FAFSA and prior-prior year timelines; continuing to run the Scholarship America Dream Award program from 10/15 to 12/15 annually; and accepting prior-prior year tax information to determine financial need for the Dream Award. Scholarship America and its local Dollars for Scholars affiliates will partner, promote and/or host events to support students in the FAFSA completion process to support the earlier FAFSA deadline in 2016-17.

In summary: Scholarship America will encourage 1,200 scholarship and educational assistance providers to accelerate their application periods to align with the early FAFSA. Scholarship America will also encourage 100% of its Dollar for Scholars affiliates to shift to earlier scholarship application periods and host events across the country to help students complete their FAFSA.

These statements were made on August 27, 2015.

**Progress Made:** Scholarship America supports more than 13,000 custom scholarship and aid programs for local communities, businesses, foundations, associations, nonprofits and philanthropic individuals—serving as the nation’s premier higher education financing experts. Our programs strive to not only ensure access to postsecondary degrees, but to also provide the necessary support tools for students to persist and complete their college degrees.

This work is made possible through our network of more than 500 volunteer-driven local affiliates, custom scholarship and aid programs, and our most recent progress in serving as the voice of the private sector in higher education financing by informing public policy decisions, participating in research initiatives, and amplifying advocacy campaigns that positively impact students and policies that affect them.

In total, these initiatives have driven more than \$200 million to over 100,000 students annually.

Through Scholarship America’s flagship program, Dollars for Scholars, we partner with tens of thousands of volunteers to advance a national network of more than 500 community-based affiliates. With this national network of support behind them, Dollars for

In 1958, an optometrist in Fall River, Massachusetts, had a simple but profound idea—if everyone in their community gave just one dollar, it would be enough to help every student attend college. Dr. Irving Fradkin called his plan “Dollars for Scholars,” and it has expanded into what is today Scholarship America, the nation’s largest nonprofit, private-sector scholarship and educational support organization. At 94 years young, Dr. Fradkin is still as devoted as ever to helping students pursue the American Dream through education—and Dollars for Scholars affiliates continue to thrive across the country. These affiliates operate on a 90 percent volunteer rate, and serve a vital role in advancing Scholarship America’s mission of mobilizing America through scholarship at the grassroots level by engaging local communities in efforts to make postsecondary education accessible for students who most need help.

In addition to Dollars for Scholars and other programs mentioned above, Scholarship America’s Families of Freedom Scholarship Fund reaches an entire generation of financially needy dependents of those killed or permanently disabled in the 9/11 attacks and their aftermath. Established within one week of the attacks, the Families of Freedom Scholarship Fund was unprecedented in scope, sparking donations from more than 20,000 corporations, foundations, educational institutions, grassroots organizations and individuals. Initially co-chaired by President Bill Clinton and U.S. Senator Bob Dole, the Fund reached a significant milestone in 2014, topping the \$100 million mark in distributions. As of September 2015, the

Fund and its subfunds had provided needed scholarships to 2,825 individuals, totaling \$115.9 million; there are currently more than 3,800 individuals registered for Families of Freedom scholarships until it sunsets in 2030.

**Plans to Sustain Progress:** With nearly 60 years of expertise, Scholarship America continues to build on a legacy of student support by designing and managing custom education assistance programs; delivering financial and other supports to students in need to fill gaps and promote degree completion; and engaging with stakeholders to make higher education more accessible and affordable for all. These programs include private scholarship programs, emergency aid programs and employee benefit programs, such as tuition assistance, student loan payoff benefits and children-of-employee scholarships.

Programs like Scholarship America Dreamkeepers directly reach students who are traditionally underrepresented in higher education at community colleges. Through the Dreamkeepers program, partner institutions provide emergency aid to students who face unforeseen financial crises. These small-dollar grants can help prevent interruptions a student's studies and keep them from dropping out. In 2015, the program distributed more than \$438,000 in emergency aid to 907 students at 44 campuses. More than \$3.4 million has been awarded to over 6,682 students since 2004. Scholarship America intends to pursue growth of the Dreamkeepers program while also participating in innovative emergency aid programs across the country.

In addition, specific scholarship programs, such as Scholarship America's own Dream Award, have been specifically designed to ensure that students have financial resources—on top of state and federal student aid—to start and complete their degrees. The Dream Award is a national renewable scholarship program targeted to assist Deferred Action for Childhood Arrivals (DACA) students, as well as traditional and nontraditional scholars. This unique scholarship grows by \$1,000 each year, incenting students to complete their higher education.

To date, Scholarship America has provided more than \$3.1 billion in financial support to over 2 million students. With the announcement of an early FAFSA this fall, Scholarship America looks forward to continuing to raise awareness of its availability, as well as the ability to use prior-year tax information on the FAFSA. These efforts build on our Dollars for Scholars network, which serves students across the nation. In tandem with local work happening across the K-16 spectrum, especially in grades 9-16, Scholarship America seeks to expand its Collegiate Partners program. Collegiate Partners are more than 350 postsecondary institutions that agree to treat scholarships awarded through Scholarship America programs fairly. Collegiate Partners agree to distribute these scholarships without reducing a student's financial aid package, ensuring that these scholarships help meet students' unmet financial needs. If there is no unmet need, Collegiate Partners will use up to \$2,500 of a scholarship to reduce the self-help portion (loan, Federal Work-Study, etc.) of a student's financial aid package.

Finally some Collegiate Partners agree to match scholarships from Dollars for Scholars affiliate and other Scholarship America programs, up to a specific dollar amount. All told, in fiscal year 2015, over 19,000 students attended Collegiate Partner institutions, bringing \$32.8 million in scholarship awards to those schools. These efforts are bolstered by Scholarship America's focus on serving low- to moderate-income students and communities of greatest need. As part of this new strategic focus, Scholarship America seeks to add 110 community-based scholarship affiliates across the nation by 2020. These affiliates will be primarily 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, K-16. In addition, we seek to partner with an additional 142 Collegiate Partners, for a



total of 500 colleges and universities that agree not to displace scholarship funds with other grant aid, some of which also agree to match a portion of scholarship funds.

By continuing to leverage private dollars and a diverse set of stakeholders, including community volunteers, civic leaders, private donors, corporations, community foundations, and postsecondary institutions, Scholarship America will serve as a catalyst for postsecondary success.

In 1958, an optometrist in Fall River, Massachusetts, had a simple but profound idea—if everyone in their community gave just one dollar, it would be enough to help every student attend college. Dr. Irving Fradkin called his plan “Dollars for Scholars,” and it has expanded into what is today Scholarship America, the nation's largest nonprofit, private-sector scholarship and educational support organization. At 94 years young, Dr. Fradkin is still as devoted as ever to helping students pursue the American Dream through education—and Dollars for Scholars affiliates continue to thrive across the country. These affiliates operate on a 90 percent volunteer rate, and serve a vital role in advancing Scholarship America’s mission of mobilizing America through scholarship at the grassroots level by engaging local communities in efforts to make postsecondary education accessible for students who most need help.

In addition to Dollars for Scholars and other programs mentioned above, Scholarship America’s Families of Freedom Scholarship Fund reaches an entire generation of financially needy dependents of those killed or permanently disabled in the 9/11 attacks and their aftermath. Established within one week of the attacks, the Families of Freedom Scholarship Fund was unprecedented in scope, sparking donations from more than 20,000 corporations, foundations, educational institutions, grassroots organizations and individuals. Initially co-chaired by President Bill Clinton and U.S. Senator Bob Dole, the Fund reached a significant milestone in 2014, topping the \$100 million mark in distributions. As of September 2015, the Fund and its subfunds had provided needed scholarships to 2,825 individuals, totaling \$115.9 million; there are currently more than 3,800 individuals registered for Families of Freedom scholarships until it sunsets in 2030.

In order to maximize dollars and impact, Scholarship America established our public policy agenda in the summer of 2015. The agenda is focused around three priority areas: expanding public-private partnerships to increase access and persistence; delivering a robust financial aid system that works for students; and requiring institutional transparency, minimum outcomes and standards. Scholarship America will continue working with the Administration, Members of Congress, foundation partners, and all higher education stake-holders to advance our mission of making postsecondary success possible for all.

## Seeding Success

Seeding Success in collaboration with Ste. 310.

### **Original Commitment:**

- 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.

**Progress Made:** Seeding Success partners have focused on increasing FAFSA completion, enrollment, and retention and persistence. These efforts have been led in the community by our local higher ed institutions, through our Lumina Foundation-supported Community Partnership for Attainment Collaborative Action Network and postsecondary access Collaborative Action Network supported by Graduate Memphis. Seeding Success and its partners continue to focus on broadening the reach of its collaborative efforts and building the capacity of its partners to use data for continuous improvement of our shared goals.

One barrier to effective collaboration remains access to individual student data surrounding FAFSA completion and persistence in post-secondary. Students in Memphis face significant non-academic barriers to success which is a priority focus for partners moving forward, and this level of data is critical to inform aligned supports.

Seeding Success and its partners have worked to increase FAFSA from 65% in 2014 to 88% in 2015. We are on track to have ~88% complete a FAFSA again in 2016 by June 30, 2016.

**Plans to Sustain Progress:** Seeding Success (S2) is a cradle to career partnership focused on continuously improving outcomes K-16. The partnership builds the capacity of its partners to use data effectively and to collaborate across sectors and organizations for collective impact.

Our goal as a partnership is to build a seamless infrastructure of preparation, access, and support to completion of credential or degree that leads to employment. There have been many commitments in this space both at the state level through TNPromise, TN Reconnect, and other programs as well as local efforts to improve our alignment and effectiveness. Locally organizations like the Workforce Investment Network, the Greater Memphis Alliance for a Competitive workforce, Shelby County Schools, Achievement School District, Seeding Success, and local higher education institutions have been partnering to find better ways to support the short-term and long-term training and education needs of our underserved populations.

Federal grants have played a significant role in expanding our local capacity to take this work on, but sustainability is difficult without long-term funding and structural changes at the state and federal levels to support increased certificate and degree completions. The backbone team has received funding commitments through the StriveTogether Accelerator Fund to accelerate the progress of Seeding Success to achieve its goals of proof point by 2025.

We will also focus on reducing summer melt, as there are significant barriers to successful student enrollment. We are also focusing on leveraging the TNPromise to ensure affordability at our two-year and technical school partners. We will continue to align work with the TNPromise and other local, state, and federal resources to make the pathway to college seamless and affordable. Additionally, we continue to look for creative ways to enhance the counseling capacity within the K12 systems and to share resources across postsecondary partners.

## Seminole State College of Florida and Seminole County Public Schools

Seminole State College of Florida and Seminole County Public Schools in collaboration with Seminole County (FL) Public Schools.

**Original Commitment:** Seminole State College of Florida and Seminole County Public Schools commit to accomplishing these goals by 2019-2020 school year:

- 1) Reduce the number of students needing English remediation:

- From 8% (120 students) of SCPS students entering Seminole State today to zero.
- From 19% (967 students) of all other students entering Seminole State today to 5% (285 students).

2) Increase SSC student enrollment, persistence, and completion:

- Increase enrollment of First-time-in-college (FTIC) students 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%.
- Increase the number of associate degree graduates from 19%, from 2,846 to 3,400 students.

**Progress Made:** Seminole State College of Florida implemented the five technology-based initiatives defined in our 2014 commitment: enhanced record intake and processing; faster transcript evaluation and posting; streamlined certification and graduation processes; improved responsiveness and communication with constituents; and more student-focused registration cycles. The college monitors results each term, tracking student enrollments, retention rates, conversion rates (applicants to enrollments), student progressions through course completions, and graduation rates.

**Plans to Sustain Progress:** Seminole State College of Florida and Seminole County Public Schools will continue to work closely together to increase student access to postsecondary opportunities, particularly for underrepresented students. Their efforts will continue through and beyond 2025 using several initiatives already established, including the following:

- Dual enrollment, offering high school students an opportunity to earn postsecondary credits and credentials at no cost to students and families.
- A collegiate academy established at an SCPS high school, allowing students to earn associate degrees and high school credentials simultaneously.
- Decision days and other opportunities hosted jointly, allowing students to experience "a day at the college" to explore career and postsecondary opportunities and meet with advisors and academic program managers.
- Joint annual meetings between college trustees and the school board to promote articulation and facilitate student transitions.
- Monthly operational meetings between college vice presidents and school board vice presidents to promote dialog, address common concerns, and facilitate student success.
- Regular meetings between college faculty and high school faculty to discuss curriculum alignment and course expectations.

A shared commitment to academic rigor and educational excellence, ensuring that students are prepared for postsecondary and career success.

## South Mountain Community College

**Original Commitment:** We pledge to focus on diverse course delivery options, such as condensed and paired Developmental Education courses, in order to accelerate student progress and success. These delivery options are supported by a new student intake process that includes a mandatory New Student Orientation and student success course.

**Progress Made:** The College has made progress in offering a guaranteed schedule for students to earn an AA or AGECE with intent to graduate or transfer to a university. This program will enter its initial phase in fall 2016, and the goal is to have 30 students in the College-Ready Cohort and 50 students in the Developmental English Cohort. In addition, the college has implemented the mandatory new student orientation for students in the Student Success Initiative Cohort (first generation, degree seeking). Over the past year, there has been a four percent increase in the number of students participating in New Student Orientation.

**Plans to Sustain Progress:** The College will expand its guaranteed schedule to include occupational degrees and AA's in Fine Arts, which require classes above the regular AA. We will also be expanding the guaranteed schedule to include additional options for students that test into developmental math and reading. In addition, the college is expanding its use of Open Educational Resources, which will provide greater accessibility to learning materials for our underrepresented students that may find college to be too expensive.

## Southern Connecticut State University

**Original Commitment:** In 2014, Southern Connecticut State University committed 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.

In order to achieve these student gains, the university is focusing on strengthening STEM education. In the original commitment, the university articulated three action steps: (1) Enhance K-12 student success in STEM disciplines by transforming the preparation of teachers through integrating STEM into various programs, including elementary education and school leadership programs; (2) The university's 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; and (3) The university 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 and leadership in research and teaching at the university level.

Southern Connecticut State University is committed to increasing the number and quality of students graduating in the STEM disciplines through a variety of initiatives with regional companies. Southern plans to work closely with the City of New Haven to provide high school students access to state-of-the-art labs and will build upon current programs such as career days, peer mentoring programs, teacher training, and other cooperative activities.

**Progress Made:** SCSU is committed to curricular and scholarly innovation, particularly in relation to the STEM disciplines. This commitment is clearly evident not only in the recent opening of the new Science Laboratory Building, but also in the development of Southern's new Office of STEM Innovation and Leadership. Southern has also invested in the creation of new Centers of Excellence in Mathematics and Science (CEMS), Marine and Coastal Studies, and Nanotechnology that help to drive innovative research and educational opportunities for students. The new Bioscience Academic and Career Pathway will complement an expanding array of exemplary science programs that provide innovative research and educational opportunities for students. Southern is increasing course-embedded research, making the Honors College more flexible for STEM majors, launching a STEM Living-Learning Community, and

implementing the interdisciplinary major with a concentration in STEM courses for elementary school preservice teachers. The university identified three metrics to track progress: the number of college first-year students retained in STEM majors, students completing or on track to complete STEM majors, and STEM teachers trained.

To enhance access to a STEM education for students in local urban schools the High School College Connection Committee is in the process of modifying the College Preparatory Algebra 2 curriculum. The Urban Education Fellows engage in curricular and extra-curricular activities focused on urban education. Success of this program will continue to be measured by graduates gaining employment in New Haven public schools. In workshops offered to teachers in New Haven, participants improve knowledge of core interdisciplinary science concepts.

## Southern Regional Education Board (SREB) and the George Alternate Assessment (GAA)

**Original Commitment:** In December 2014, GAA committed to expand into new states and concentrate on broader and more effective implementation in participating states. SREB staff will meet with state school superintendents, representatives from higher education agencies, and school counseling leaders to help them form strategic alliances. Together we will expand the training of school counselors through district-wide efforts and school counseling master's programs.

SREB will work with the University of Georgia and faculty from other school counseling programs to create a certificate in college and career counseling. An updated version of the training will include accompanying materials for non-school-based college access professionals, including staff of community-based organizations and college access programs. Also, GAA will partner with SREB's Student-Centered Leadership program to create modules for administrators on principal-counselor relationships that help build a college-going school culture. SREB will undertake longitudinal research to determine the impact of GAA training on school counselor practice and specific student outcomes in participating school districts. A qualitative approach will identify and document organizational barriers to training implementation success.

GAA 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. GAA will help states develop effective policies for school counseling, including policies on roles and responsibilities for counselors and licensure requirements. SREB will 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.

**Progress Made:** Go Alliance is a multi-state collaborative focused on increasing the number of low-income and "first in the family" students who successfully complete a postsecondary credential. Go Alliance Academy (GAA) made significant improvements in 2015-2016 by adopting a state-of-the-art learning management platform and rewriting four modules of the curriculum, which now include content for college access professionals.

GAA increased its reach by expanding to three new states as well as to new districts, college access programs, and postsecondary institutions in existing states. The training is offered at twelve universities in pre-service degree programs for future school counselors and classroom teachers. An additional 63 instructors completed the intensive Facilitator Training course and are now teaching the modules to practicing counselors. The 2015 annual meeting brought ten state teams together for how-to presentations

and discussions on Implementing Effective School Counseling Policies; Statewide Comprehensive School Counseling Programs; Sustaining Effective State Collective Impact Teams; and Best Practices for Effective Implementation of the GAA training.

GAA Director Alice Anne Bailey provided extensive technical assistance to all member states. She was particularly instrumental in Georgia, where she helped lead a professional school counseling task force to revise the Educator Preparation rule 505-3-.67 for School Counselor Programs; in Mississippi, by helping to form a School Counselor Educator Collaborative representing all school counseling degree programs; in South Carolina, where she formed a working group of practicing school counselors, school counseling faculty, district supervisors, and education agency staff to draft an evaluation rubric for professional school counselors and assist the Department of Education in revising its job description for professional school counselors; and in Oklahoma and Maryland, to support state legislators with proposed policy.

**Plans to Sustain Progress:** Go Alliance is currently in negotiation with several additional states, four of which are expected to join Go Alliance Academy in 2016. In addition, Go Alliance Academy has changed its model beyond state-level participation only--Go Alliance Academy now works directly with school districts and postsecondary institutions to offer the GAA training program. Given its new extended focus, Go Alliance Academy expects to have a training presence in all 50 states by 2025.

## Southwest Texas Junior College (SWTJC)

Southwest Texas Junior College (SWTJC) in collaboration with Stephanie Cerna, [scerna@swtjc.edu](mailto:scerna@swtjc.edu); Ana Lisa Conde, [analismartinez@swtjc.edu](mailto:analismartinez@swtjc.edu); Claudia Valdez, [claudiav@swtjc.edu](mailto:claudiav@swtjc.edu)

**Original Commitment:** The original commitment by Southwest Texas Junior College (SWTJC) was made in December 2014. The commitment included several goals for college completion (all cohorts are first-time degree-seeking students):

1. Increase the percentage of students completing associate's degrees within 3 years of entry;
2. Increase the percentage of students completing other postsecondary credentials within 3 years of entry;
3. Increase the percentage of students who transfer to four-year institutions within 3 years of entry.

Strategies designed to specifically address these goals include:

1. Intrusive student advising upon enrollment with specific, individual guidance in the creation of a structured degree plan designed to complete their educational goal;
2. Increased focus on Core Completer Certificates (42 hours of the 60 needed for graduation);
3. Revisions to articulation agreements with partnering institutions that better ensure no loss of seat time for students;
4. Expansion of support services geared toward degree attainment and career readiness.

Additionally, over the last four years, SWTJC has worked to establish a region wide network of partners including K-12 public and private education, higher education, community-based organizations, Latino-advocacy organizations and the business community. The network shares a common agenda of establishing a “college going culture.” Using shared data to inform decision making and demonstrating collaborative commitment, this group has already had a significant collective impact on the establishment of that culture.

**Progress Made:** In an effort to document the progress toward our commitment, we are tracking the following metrics each year. The number and percent for 2015-2016 is estimated because the academic year is not yet complete.

Students completing associate's degree within 3 years of entry (#/%):

- 2013-2014- 142/11
- 2014-2015 - 124/12
- 2015-2016 - 177/15

Students completing other post-secondary credential within 3 years of entry (#/%):

- 2013-2014 - 94/7
- 2014-2015 - 98/9
- 2015-2016 - 109/9

Students who transfer to four-year institutions within 3 years of entry (#/%):

- 2013-2014 - 274/22
- 2014-2015 - 240/23
- 2015-2016 - 287/25

**Plans to Sustain Progress:** In February, Southwest Texas Junior College (SWTJC) began a process for accomplishing goals called “The 4 Disciplines of Execution (4DX).” Using the principles in the 4DX process, the President’s Cabinet adopted one major goal (and several sub-goals) with the aim of increasing the number of SWTJC graduates. It is the intent of the college administration to continue the 4DX process of systematically setting improvement goals and reaching them.

Additionally, SWTJC continues to employ the interventions detailed in the original commitment proposal. Those interventions include:

- Student Planning – creates a clear pathway to credentials by mapping a complete multi –semester schedule (degree plan) for each first time entering student;
- High impact support services to include: Intrusive student advising and case management by counselors and Student Success Center intervention of at risk students;
- Consistent, systematic, and strategic use of data such as comprehensive and detailed documentation of student progress on attendance, 3rd week, midterm and final grades, core completion progress, developmental to gateway progress, financial aid risk factors, retention and graduation factors;
- Develop and grow strong external partnerships that support student services and encourage collective impact;

Faculty and staff are given structured time and space to meet, analyze, and discuss data on student outcomes.

## St. Louis Public Schools

### Original Commitment:

- Place a College Specialist in EVERY High School-*COMPLETED*

- Partner with the business community for private investment in post-secondary SLPS efforts-  
*COMPLETED*
- Increase FAFSA participation-*COMPLETED* but setting new targets.
- 80% of students to College.

**Progress Made:** Funding has been raised from private entities to support CCR in SLPS. EVERY high school not has a CCR center: FAFSA participation is increasing and we are utilizing the Federal access info to better monitor this; post-secondary entrances have increased and more initiatives are in place to sustain and increase this growth; funding has increased the ability for post-secondary institution tours but we need to continue to grow that also to 100% for every graduate.

In this area we have done a great deal of work. In the last year we have more than doubled the number of students taking dual college credit, we are beginning an Early College Pilot during the 2016-2017 school year.

Through our Private Partners we have been able to increase our Professional Development for ALL HS Counselors and College Specialists. The personnel are also part of a new department which is more aligned with their work and more able to monitor the efforts and results. All parties are taking part in a three day retreat at the end of the year to learn and plan for more effective work next year. This is measurable through PD hours, and change in practices and results.

This has not been an area of concentration but in Career and Technical Ed we are aware that this is the area of the future and are working daily to support the tie ins, the career options and the course offerings. This is being addressed in several ways. First, we are re-educating students, families and staff what college means (all post-secondary options-not just a four year college). Secondly, we are utilizing our Private Partners for funds to get more students than ever on to post-secondary campuses. Our goal is 100% of grads will have visited a site for post-secondary by 206-17. Thirdly, we are addressing rigor for our students from course selection to level of rigor within courses. Tied to this we are also working to get 90% of our students in some form of post-secondary test prep by 2018-19.

**Plans to Sustain Progress:** We are utilizing College Advising Corps from two universities as College Specialists. We are redesigning our CCR curriculum integration from PreK-12 to better educate students on post-secondary options and to increase academic rigor. We are beginning a College Mentor Volunteer Corps to support students grade 11-16. We are also working to better match students to "student friendly" schools (schools that take care of students proactively).

We are working throughout the District on our plan to raise CCR awareness and in doing so creating a more positive culture for ALL post-secondary options. Increased Professional Development for HS Counselors and College Specialists as well as marketing our mission more effectively are two key activities that are already occurring. Add to that more effective monitoring of all aspects of CCR and the staff involved and gains are being made daily.

This is being addressed in several ways. First, we are re-educating students, families and staff what college means (all post-secondary options-not just a four year college). Secondly, we are utilizing our Private Partners for funds to get more students than ever on to post-secondary campuses. Our goal is 100% of grads will have visited a site for post-secondary by 206-17. Thirdly, we are addressing rigor for our students from course selection to level of rigor within courses. Tied to this we are also working to get 90% of our students in some form of post-secondary test prep by 2018-19.



Efforts will be sustained through active monitoring by the newly established Office of College and Career Readiness and the utilization of the new staff and practices of the St. Louis Public Schools.

## Starfish Retention Solutions

**Original Commitment:** Starfish Retention Solutions was pleased to make six commitments at the January and December 2014 White House events. In March 2015, Starfish was acquired by Hobsons – a company that shares a passion and commitment to student success. Hobsons enables thousands of educational institutions to improve college and career planning, admissions and enrollment management, and student success and advising for millions of students around the globe.

The January commitments centered on a theme of research. First, the company committed to working with a team of qualified researchers to analyze de-identified, aggregated data sets to learn about promising student outreach and student support strategies. Second, the company committed to devoting resources to working with a leading not-for-profit organization to promote their research findings across the Starfish community. Third, the company committed to helping develop a public domain Taxonomy of Student Success in collaboration with industry standards bodies and student service associations.

The December commitments reflected a partnership with five higher education institutions and systems to more effectively and efficiently achieve their goals of producing more graduates. First, the company committed to providing the North Carolina Community College System and the University of Missouri System the aggregated student data from their member colleges/campuses that are part of the Starfish community. Second, the company committed to offering complimentary predictive analytic services to Davidson County Community College, Northeast Wisconsin Technical College, and Morgan State University. Third, the company committed to researching the common characteristics of the institutions that most successfully produce women and minority graduates in STEM majors.

**Progress Made:** In March 2015, Starfish was acquired by Hobsons. In addition, in February 2016, Hobsons acquired the PAR Framework, a national membership collaborative that helps colleges, universities, and higher education systems use data to improve retention and postsecondary success. While progress was made on all commitments when Starfish was a standalone organization – the acquisition by Hobsons, and the inclusion of PAR, has helped to accelerate the delivery of the original commitments.

First, the PAR Framework membership collaborative, by its very nature, is focused on working with qualified researchers at more than 40 colleges, universities, and systems to use data analytics to uncover insights regarding student success. Second, the Hobsons Policy & Advocacy team is devoted to working with leading not-for-profits to identify promising practices in student success to bring to life in the Starfish software platform. Third, PAR has published in the public domain a common set of data definitions and a taxonomy of interventions. These two resources have been downloaded more than 2,000 times.

Similarly, progress has been made on the December commitments. First, the company provided North Carolina Community College System and the University of Missouri System a complimentary license to a data export tool to which enables them to pull aggregated student data from the colleges/campuses within their respective systems using Starfish. Second, the company delivered complimentary predictive analytics services to Davidson County Community College, Northeast Wisconsin Technical College, and Morgan State University. The models are being refined and will be utilized at the institutions’

determination. Third, while outcomes are not measurable yet, the company has devoted resources to studying the factors of student success with STEM majors.

**Plans to Sustain Progress:** In March 2015, Starfish was acquired by Hobsons. In addition, in February 2016, Hobsons acquired the PAR Framework, a national membership collaborative that helps colleges, universities, and higher education systems use data to improve retention and postsecondary success. While progress was made on all commitments when Starfish was a standalone organization – the acquisition by Hobsons, and the inclusion of PAR, has helped to lay the foundation for sustainability of the company’s efforts.

Higher education has produced tremendous innovation around student success inside and outside of the classroom. However, too little of this innovation reaches full scale. Hobsons’ efforts to sustain progress on College Opportunity initiatives is concerned with helping colleges and universities scale these successful efforts. Hobsons will continue to engage higher education institutions and thought-leadership associations on these topics. We will provide innovative software. We will share best practices. Our focus will be on the following areas: analyzing capacity, delivering interventions at scale while collecting data, and analyzing intervention effectiveness.

Typically colleges and universities have between 80 and 100 interventions they support for various categories of at-risk students. However, rarely are these interventions cataloged anywhere. Without cataloging, it’s hard to find redundancy, compare effectiveness if any data exists, or find holes for specific student populations. Hobsons will continue to enhance our tools and techniques to inventory and analyze interventions. Combined with predictive models of which student groups are more or less likely to succeed or persist, this catalog becomes an effective way to understand each institution’s current capacity for helping students.

Colleges and universities have diverse data on students, but often this information is maintained in departmental systems and held by many people with different roles on campus. Given that low-income students, in particular, often experience challenges academically, financially, motivationally, and administratively, Hobsons will continue to increase the number of systems we aggregate to get a better handle on the whole student and to work with institutions on the best ways to provide holistic student support without overwhelming staff. In order to serve the entire student population economically, tools and techniques need to both prioritize which students to support and which economical interventions can be supported at scale. Flowing data from the classroom, advising, tutoring, residence halls, and other locations enables accurate predictive analytics to aid in this area. Tools for documenting what interventions are prescribed and which actually happened will continue to be refined in order to improve effectiveness measures.

Following models from Alexander Astin, the value added for each student will be measured by analyzing student outcomes against interventions (environment & experiences) compared to the students’ inputs (demographics, prior academic success, and even measures of motivation). Perfecting the ability of institutions to measure their innovations at scale is critical to effective allocation of budgets and other resources to enable scale. Lastly, benchmarking will then help each institution know if their effectiveness can be improved. Hobsons, which now includes Starfish and PAR, remains fully committed to fulfilling the important commitments originally made by Starfish Retention Solutions.

[State University of New York \(SUNY\)](#)

**Original Commitment:** In January 2014, SUNY committed to multiple initiatives that aligned with and furthered our strategic plan, The Power of SUNY, to bolster access, completion and success of the students across our campuses. These commitments included launching a new outreach program to low-income and underserved students through community-based partnerships; creating a one-stop learning center for financial literacy for current and future students; develop SUNY Pathways to Success for better placement and support of students entering college needing English and/or math remediation; identifying and implementing supports to SUNY’s Educational Opportunity Program (EOP) to bring to scale and expand access to underserved students; and finally, to build on existing efforts such as offering high-quality academic courses and programs through the expansion of the “Open SUNY” online-learning platform across the SUNY system, and recommit to our community networks through programs like SUNY’s Smart Scholars/Early College High Schools and Cradle-to-Career to help build frameworks for civic infrastructure to support student success. 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. 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” eportfolio, 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. 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. 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.

**Progress Made:** SUNY has committed its efforts to bring quality, affordable education to students across the state, with particular focus on underserved populations. In an effort to help students stay on track for on-time completion, SUNY is actively addressing remediation through a predictive data analytic model to provide more accurate course placements, reducing the number of students being referred to remedial

courses. The method uses multiple measures to predict student performance in college-level math and English courses, including placement test scores, high school GPA, high-school course patterns, and non-cognitive assessments. Additional progress is being made through the expansion of “Open SUNY”, our online learning platform that offers degree programs and courses across the 64-campus system. Open SUNY creates an environment where all students, in particular non-traditional and economically disadvantaged students, can access quality educational opportunities on a flexible schedule with personalized support. Linking Open SUNY to SUNY’s degree-planning tool alerts students when a course is available online that is not available at their home campus, thus eliminating an obstacle that has often delayed completion.

Though not an explicit goal in SUNY’s initial commitments, the system is always looking for means to promote opportunities to high school students across the state and help them get the best education possible to prepare them for college. In 2012, SUNY was awarded a multi-million dollar Race to the Top (RTTT) grant from the New York State Education Department to develop and implement a reform initiative through the SUNY Teacher and Leader Education Network (S-TEN). The goal of this pioneering effort is to engage higher education faculty and their educational partners in the renewal of teacher and school leader preparation to meet the needs of today’s children. The initiative focuses on four topics of the Regents Reform Agenda: Clinically-Rich Teacher and Leader Preparation, the Common Core Standards, Performance Assessments of Pre-Service and Practicing Educators, and Data-Driven Instruction. S-TEN and TeachNY are companion initiatives, the latter focused on development of policy to ensure sustainability of most effective

Adding up the efforts of all campuses within the SUNY System, we estimate a 7.5% growth in STEM undergraduate degrees granted in 10 years and a 5% increase at the graduate level. Part of SUNY’s commitment to strengthen STEM education across its system includes participation in the Empire State STEM Learning Network, a statewide, community-led collaborative. The Network’s mission is to advance STEM education to prepare all students for success in school, work and life to fuel innovation and economic vitality in the Empire State. The Network’s vision provides a roadmap for communities to accelerate the way they learn and compete by leveraging assets, expertise and partnerships. Additionally, SUNY’s Office of the Education Pipeline is partnering with the New York Academy of Sciences (the Academy) and SUNY Empire State College to scale a successful after-school program in Brooklyn in which graduate students and postdoctoral fellows mentor middle school students from high-need school districts in STEM. Through a grant from the National Science Foundation, SUNY and the Academy will introduce the program in urban and rural communities throughout New York State over the next three years. The NYS Master Teacher Program exceeded its target goal of 600 Master Teachers. Currently, there are 623 NYS Master Teachers reaching more than 50,000 students in grades 6 through 12. NYS Master Teachers have created a professional network to further deepen their content knowledge and to share best pedagogical practices. Through this ongoing professional sharing, they are providing the most innovative, dynamic STEM learning experiences for students in urban, rural and suburban school districts across the ten academic regions of NYS.

Over 70% of NYS Master Teachers regularly partner with the STEM industries in their communities to help students envision a future career as scientist, technology specialist, engineer or mathematician. Over 20% of the Master Teachers teach dual credit courses, allowing their students to simultaneously earn high school and college credit.

The NYS Master Teacher Program is a successful model for a “STEM Master Teacher Corps” as outlined in the Every Student Succeeds Act of 2015, specifically the section dedicated to

“Preparing, Training, and Recruiting High-Quality Teachers and School Leaders (Title II),” as follows:

- National Activities Funds Authorized for STEM Master Teacher Corps and STEM Professional Development: Provides the Secretary with a new authority to use a portion of the funding devoted to “national activities” under Title II of the bill to conduct an annual competitive grant program for the states to develop a STEM Master Teacher Corps or to provide professional development for STEM teachers. (Sec. 2245 STEM Master Teacher Corps)

The scale-up of SUNY’s Educational Opportunity Programs (EOP), with special focus in New York City where the largest proportion of our underserved student population resides, has been central to increasing college access. EOP provides access, academic support and financial aid to at-risk students who show promise to succeed but who may not have otherwise been offered college admission. SUNY EOP boasts more than 70,000 graduates and operates on 43 of SUNY’s 64 campuses. Through partnerships between SUNY’s Center for Student Recruitment, EOP Recruitment Office and the College Access Consortium of NY - a collective of more than 200 community-based organizations - SUNY has expanded EOP’s support for students through workshops and programs which highlight academic programming, financial literacy, and identifying cost-effective educational opportunities.

We continued improving SUNY Smart Track, the nation’s most comprehensive effort to ensure financial aid transparency with interactive tools in areas including paying for college, banking basics, budgeting, borrowing, debt, and credit. Our Governor, Andrew M. Cuomo, also passed a law modeled on SUNY’s system-wide standard Financial Aid Award Letter that will now implement a standard letter at all institutions across the State. SUNY has seen significant reductions in cohort default rates over the past two years:

- 23 of 30 Community Colleges showed reduced default rates. SUNY’s two-year cohort default rate is 14.96%, below the national sector average of 19.10%;
- All four SUNY University Centers lowered their rates;
- The average cohort default rate of 5% at SUNY’s comprehensive colleges falls below the national average of 7.6%.

**Plans to Sustain Progress:** SUNY is embarking on an ambitious plan to increase the number of degrees awarded from 90,000/year to 150,000/year by 2020. We will do this by optimizing current enrollment by asking our institutions to strive for “best-in-sector” retention and graduation rates and increasing our workforce-ready credentialing. And we will strategically increase enrollment to approach our historic maximums and continue to promote online education through OpenSUNY.

The Open SUNY online learning platform now provides 472 online programs, 20,000 course sections and has served more than 230,000 students since its launch in 2014. In January 2016, Chancellor Zimpher announced plans to expand Open SUNY even further by offering professional development courses as well as building our capability to provide stackable credentials. Maximizing student mobility through SUNY Transfer Paths, which guarantee common lower division required courses will transfer across the SUNY system within each discipline, is another critical completion initiative. Nearly 30,000 SUNY students transfer each year and 44 percent of our bachelor’s graduates started at one of our community colleges. More than 166,000 students are enrolled in 54 transfer paths and we maintain a database of 40,000 courses guaranteed to transfer. SUNY’s customized degree-planning tool, Degree Works, helps not only transfer students but ALL SUNY students stay on track for completion and this tool has already generated a half million users including students, parents, and advisors within the last 8 months. Finally, SUNY is dedicated to eliminating the need for remediation. Efforts include the implementation of

Quantway and Statway math competency programs at our community colleges, which have a national student success rate that is double the average of traditional remedial classes.

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As part of SUNY's recent Investment and Performance Fund, in February 2016 Chancellor Zimpher and Chairman McCall announced awards totaling \$2.4 million to establish new and expand existing EOP programs at 16 SUNY campuses. Currently active on 43 SUNY campuses across New York State, SUNY's EOP program provides access, academic support, and financial aid to more than 10,000 academically and economically disadvantaged students, helping them prepare for and succeed in college. SUNY's EOP program has a six-year baccalaureate graduation rate of 65 percent, far exceeding the national rate of 56 percent for all public institutions. In 2014-2015, more than 3,000 EOP students achieved a cumulative grade point average of 3.0 or greater. In concert with the EOP program, SUNY's Educational Opportunity Centers (EOC) and Advanced Technology Training and Information Networking (ATTAIN) Labs deliver community-based, academic and workforce development programs and services to more than 20,000 adult learners at more than 40 locations across the state. EOCs assist students in re-entering the education pipeline who may have dropped out of school, are underprepared for the workforce or higher education, or who are seeking new or different skill sets in order to take advantage of new employment opportunities. As institutions with a dual focus on both academic and workforce development, EOCs provide tuition free programs for those who meet residency, academic, and economic criteria.

## Stetson University

**Original Commitment:** At Stetson University, we are 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.

The MAT program we are developing complements our new Master of Education Program in Elementary Education: Educating for Social Justice. This degree, which we are 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.

Stetson is a small comprehensive university located in central Florida with an enrollment of 4,300. Stetson's mission is "to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world." Stetson serves a diverse population, with a 33.5% minority undergraduate enrollment and a 17% minority graduate enrollment. 98% of our students receive financial aid and 35% are Pell-eligible.

**Progress Made:** M.A.T. (Masters of Arts in Teaching): The State of Florida, after a moratorium on accepting program proposals for new licensing programs, has reopened the application approval process for colleges and universities interested in adding new licensure programs for state consideration. We are beginning the design work for submittal to both the university and FLDOE, a proposal to add a Master of Arts in Teaching program with an emphasis on STEM disciplines. Our team will begin formal design work in the summer of 2016. We are designing the program to accommodate both undergraduate students interested in earning a five-year degree as well as candidates reentering education from another field of study or employment. Depending on the approval process and timeline at both the university level and the state level we hope to have program approval in the spring of 2017.

M.Ed. for Social Justice: Our Masters of Education in Social Justice is up and running with our first cohort scheduled to graduate in the summer of 2016. We are currently in the recruiting and admissions phase for our second cohort of program candidates who will begin their program of studies in May of 2016. Our short term planning for program expansion includes beginning a cohort at our Celebration/South Orlando campus in May of 2017 and the development of an additional program of studies in the area of social justice for candidates interested in focusing on more generalized areas of social justice and children services outside of the elementary school environment.

## StriveTogether

StriveTogether in collaboration with 64 Communities in 26 states & D.C.

**Original Commitment:** In December 2014, StriveTogether committed to further deepening our work to increase college enrollment, with support of the Lumina Foundation and their Community Partnership for Attainment. We aim to collectively increase FAFSA completion within six StriveTogether Cradle to Career Network communities by June 30, 2015 through the use of continuous improvement practices.

**Progress Made:** Our first cohort of seven communities successfully increase FAFSA completion rates by 4.3%, an additional 1,585 students, in the 2014-2015 school year. Our second cohort of six communities is on track to increase FAFSA completion rate in their communities.

**Plans to Sustain Progress:** The lessons learned from our first and second cohort are being communicated across our network of 64 community partnerships. By spreading what works across our network, we will be able to help all of our community partnerships identify and implement FAFSA completion best practices including the best ways to reach undeserved student populations, student populations who have experienced barriers to enrolling in college and continuous improvement tools and techniques that increase FAFSA completion rates. We will be convening our current cohort of community partnerships in Washington, D.C. in May to discuss the best ways to sustain the progress they have made and will be developing a sustainability action plan in order to ensure that the progress they have made continues.

## Summer Search

**Original Commitment:** In November 2014, Summer Search made a commitment to expand access to college counseling with the goal of achieving the following results between 2014 and 2017:

- 25% increase in total students enrolled in our program
- 31% increase in students entered into our college readiness pipeline
- 20% increase in college matriculation amongst our student base
- 91% increase in students attaining a B.A.

Our key strategies to accomplish these results are as follows:

- Work with students to develop critical non-cognitive and college persistence skills such as problem solving, planning, accountability, and self-advocacy, which we expect to result in an increase in B.A. attainment.
- Partner full-time college advisors with mentors to ensure an integrated approach in increasing college readiness knowledge among students. College advisors work individually with each student and walk through every step of the college process to increase students' expectations for college, build their knowledge of the admissions and financial aid processes, optimize their learning from the mentoring and summer trips, and ultimately make the best individualized college match.
- Identify additional growth and foundational partners over the next year to expand that critical support and to reach new students.
- Test new innovation strategies to find ways in which we can significantly scale our program to impact thousands more students across the nation.
- Codify and evaluate our unique mentoring-focused college and career readiness model to determine how it can best be shared as an integrated approach with other college access organizations or schools.

**Progress Made:** Summer Search is steadily increasing the number of high school and college students in the college readiness and success pipeline, with a 12% increase in our student body between 2014 and the end of the 2015/2016 academic year. Since our initial commitment, we have continued to codify the program model to further elevate program quality and standardize best practices. We have substantially enhanced our staff training system to provide dynamic learning opportunities that provide staff with the knowledge and techniques to best support students. The trainings prepare mentors and college staff to be more effective at cultivating essential non-cognitive skills, college-going identities, mindsets, and



behaviors in our low-income, first generation students. We are also preparing to launch a robust training platform, which is a critical building block for Summer Search to achieve scale.

Additionally, we have made great progress in testing innovations to scale the program. The Group Mentoring Pilot, which has the potential to serve thousands more youth in need of our program, is in its second year of pilot testing. We have secured a grant from AT&T to develop and implement enhanced outreach and enrollment strategies to increase the recruitment and retention of males of color. The importance of the AT&T support is twofold. First, it enables us to address one of our priority initiatives of serving more males of color to improve their long-term outcomes. Second, it facilitates an opportunity for us to leverage partnerships with other organizations in order to expand our reach and impact.

**Plans to Sustain Progress:** Summer Search is steadily increasing the number of high school and college students in the college readiness and success pipeline, with a 12% increase in our student body between 2014 and the end of the 2015/2016 academic year. Since our initial commitment, we have continued to codify the program model to further elevate program quality and standardize best practices. We have substantially enhanced our staff training system to provide dynamic learning opportunities that provide staff with the knowledge and techniques to best support students. The trainings prepare mentors and college staff to be more effective at cultivating essential non-cognitive skills, college-going identities, mindsets, and behaviors in our low-income, first generation students. We are also preparing to launch a robust training platform, which is a critical building block for Summer Search to achieve scale.

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Summer Search will continue to expand college access and success opportunities for traditionally underrepresented students by increasing the number of students served year over year. By 2025, we aim to serve 5000 high school and college students per year. Summer Search is currently in the early stages of planning and building additional infrastructure to realize a vision for increased scale beyond 2025. Our unique support to low-income students in the college process lies at the intersection of having caring adults involved in students' lives and the cultivation of non-cognitive skills that foster college success and leadership. We believe that if we forged more partnerships with other organizations who already having caring adults in relationships with youth, and providing them with curriculum, training and assistance, we could create a powerful pathway to scale our impact exponentially.

To lay the foundation for our scaling efforts, we will focus primarily on two main areas – rigorous evaluation of program practices and outcomes, as well as innovation to achieve greater impact. In 2015, Summer Search began preparations for a formal evaluation to assess the impact of program elements and outcomes for our population of low-income, first-generation students. We launched a network-wide comprehensive data audit, refined measures of risk, introduced an extensive evaluation of students' summer programming, and implemented a high school outcomes survey to measure changes in the evidence-based mindsets, behaviors, and non-cognitive skills that lead to college attendance, persistence, and success. Through this collective effort, we aim to demonstrate the importance of integrating mentoring and experiential opportunities with college advising.

Innovation efforts will continue to test and evaluate practices that will enable us to significantly scale the program so that thousands of more high school and college students may benefit from Summer Search. In addition to our current pilots focused on group mentoring and increasing the recruitment and retention of males of color, we will continue to pursue funding to engage in several other innovations that increase our impact and scale.

## Temple University

**Original Commitment:** In December 2014, Temple University made the following commitments in response to the White House College Opportunity Initiative. Improving access to highly-trained school counselors: Temple University commits to the development of a graduate certificate in College Access Counseling 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. We will assess our impact based on the percentage of graduating seniors completing a FAFSA, submitting college applications, enrolling in and graduating from post-secondary institutions.

Enhancing college readiness through K-16 partnerships: In partnership with the School District of Philadelphia and in collaboration with Ernst & Young Corporation, Temple University commits to expand a College Pathways program designed to make a dramatic impact on college-going and success for low-income and under-represented students. The College Pathways intervention involves development of a college preparatory curriculum in reading, writing, and quantitative reasoning; professional development for teachers and student teachers; and collaborative teaching and reflection.

Strengthening STEM education: 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. Temple University anticipates preparing 53 new Middle Grades STEM teachers over a 5 year period who will impact at least 5000 students per year in STEM related disciplines.

**Progress Made:** We have made significant progress in the college mentoring and preparation program. We analyzed the data from our first year of work and found a statistically significant improvement in both math and writing. In response to the White House Initiative, Commitment to Action on College Access, Temple University's College of Education has committed to a multi-facet effort to increase the percentage of graduating high school seniors submitting college applications, a FAFSA, enrolling and graduating from postsecondary institutions. Based on the analysis of best practices, research and the needs of local school districts, Temple has developed a new Graduate Certificate in College Access and Success that provides a post-baccalaureate credential focused on college and career readiness. As Temple strives to prepare existing and incoming professionals in the ever-changing landscape of post-secondary education and career readiness, this new certificate serves as a critical bridge to helping college access providers, such as college counselors develop marketable skills and competencies. Courses offered through this graduate certificate program will challenge norms by placing significant emphasis on urban issues and themes of equity, access and affordability.

The certificate consists of four courses (12 credits): 1. Access and Equity in Higher Education, 2. Diversity Issues in Higher Education, 3. Getting into College: Strategic Enrollment Management, and 4. Paying for College: Higher Education Economics and Finance. . The four-course certificate is an attractive way to organize purposefully selected courses into an array of content relevant and professionally related courses aim at increasing the professionalization of those working with students.

The program had a soft launch in the spring 2016 semester with the online instructional delivery of the first two foundational courses in the certificate. This project consists of the development and implementation of a Temple Teacher Residency (TTR) program to prepare 53 middle grades math and science teachers for success in Philadelphia Public Schools over a five year period. Our main goal is to ensure that Graduates of this program earn their Masters of Education (M.Ed.), a teacher certification in Middle-Grades (4th-8th), and an optional certification in Special Education. During the 2015-16 school year we recruited 8 out of 8 intended residents for our first cohort. These residents will finish their teacher preparation program in June 2016 and seek teacher certification at that time. Our eight accepted residents hold prerequisites (specified undergraduate degrees and grade point averages) for the Middle Grades 4th-8th certification areas of Math and Science as indicated in the project design. The incoming residents (50% students of color) have bachelor's degrees in the following areas: biochemistry, civil engineering (2), biology, math, environmental engineering, kinesiology as well as humanities/environmental science.

**Plans to Sustain Progress:** With positive results from year one in hand, we have worked with our collaborators in the Philadelphia office of Ernst & Young to develop a campaign to expand the program to additional sites. We have created materials to tell our story to corporate funders. We have reached out to the School District of Philadelphia and to the Mayor's Office of Education to advise them of our progress and to ask for their assistance. We are meeting this spring to develop a work plan that includes a timeline and the delineation of specific responsibilities of all of the institutions involved as we work to expand the program.

## Tennessee Board of Regents

**Original Commitment:** In January 2014 the Tennessee Board of Regents pledged to impact student success by transforming its approach to developmental education. Our plan was to do this in two ways: first by moving to a co-requisite pedagogy model for mathematics, writing and reading courses at all our community colleges and universities by Fall 2015; and second by expanding the Seamless Alignment and Integration of Learning Support (SAILS) program to all 13 community colleges and across the state high schools. The SAILS program partners community colleges with local K-12 school districts to provide remedial math instruction in high schools to students with below college-ready math scores, radically increasing their likelihood of success in college. Success was defined as increasing the numbers of students completing a credit-bearing math, writing or reading-intensive class within one academic year.

**Progress Made:** In 2014-15, co-requisite pilots were conducted in mathematics, writing and reading with extremely encouraging results. These results prompted implementation across the system in fall 2015. The full-scale results were just as impressive as the pilot. In the credit bearing mathematics class, co-requisite student success rates increased four-fold from 12.3% to 51%, and for co-requisite writing students, success rates nearly doubled from 30% to 59%. There were substantial gains in student success across the full range of ACT scores.

For minority students the success rate in mathematics rose more than six-fold from 6.7% to 42.6%, and in writing the achievement gap was all but closed at full scale with a success rate increase from 18.6% to 52.8%. Results for adult and low-income students followed the same pattern. The success rates for adults showed an almost five-fold increase in mathematics from 11% to 52.3%, and a doubling in writing from 30.9% to 63.3%. Low-income student success rates matched those of the general population at 48.4% in mathematics and 57.6% in writing.

The SAILS program served nearly 11,000 students in 2014-15. Almost 90% of those students were able to become ready for college math. An analysis of the 2013 cohort showed that those students were

graduated from high school and enrolled in college at higher rates than their non-SAILS peers. In a first year college-level math course, 58% of the SAILS students passed the class; again a substantial increase over the historical 12%.

**Plans to Sustain Progress:** In 2014-15, co-requisite pilots were conducted in mathematics, writing and reading with extremely encouraging results. These results prompted implementation across the system in fall 2015. The full-scale results were just as impressive as the pilot. In the credit bearing mathematics class, co-requisite student success rates increased four-fold from 12.3% to 51%, and for co-requisite writing students, success rates nearly doubled from 30% to 59%. There were substantial gains in student success across the full range of ACT scores.

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The TBR continues to explore ways to refine the co-requisite model to further improve these results. Continuous improvement of implementation-at-scale is supported by system-wide convenings of co-requisite faculty in mathematics, writing and reading, enabling discussion of pedagogical approaches and technology in teaching. We are also exploring ways to employ academic mindset interventions.

SAILS is a key aspect of Governor Haslam's Drive to 55 initiative, removing barriers to college success by allowing students to begin in post-secondary education prepared for credit bearing coursework. In the 2015-16 school year, the SAILS Math program reached some 17,000 Tennessee high school seniors, representing over half of the students who have not met college-ready benchmarks by the senior year of high school. Plans remain to increase this number further.

The SAILS English program is currently being piloted at five Tennessee high schools. The program was developed through collaboration between K-12 and higher education subject matter experts. The program aligns Tennessee Academic Standards and TBR competencies, allowing students to gain credit for both high school English and TBR Reading and Writing Learning Support.

## Tennessee College Access and Success Network

Tennessee College Access and Success Network in collaboration with Lipscomb University.

**Original Commitment:** In December 2014, the Tennessee College Access and Success Network committed to: 1. Train 200 total school counselors and college access practitioners through the College Access Project (CAP) course. 2. Help 40,000 students access college. 3. Partner with K-12 school districts to assess how CAP is affecting school counselor practice and student level outcomes around college-going.

**Progress Made:** To date, 112 unique professionals have participated in our College Access Project course, and these professionals have completed a total of 220 strands of the course, which is designed with stackable strands. Most of these professionals are school counselors. CAP serves a critical need for counselors in Tennessee, a state in which, until January 2016, only two institutions of higher education offer credited, elective coursework in college counseling as part of masters-level school counselor programs. Additionally, we have worked with Lipscomb University to establish a research project on the effect of CAP training on practicing school counselors in a large urban school district, including the impact of participation on student-level outcomes related to college-going. If we assume that each professional trained through the College Access Project serves a caseload of 200 students, 22,400 students have better access to college as a result of our commitment to date.

**Plans to Sustain Progress:** If we assume that each professional trained through the College Access Project serves a caseload of 200 students, 22,400 students have better access to college as a result of our commitment to date. As we work to sustain and expand access to the College Access Project in Tennessee, more and more students will benefit. The content of the College Access Project is specifically targeted to the needs of underrepresented students, with particular guidance given on at-risk populations such as undocumented students, students who have been incarcerated, and foster youth, as well as low-income and first generation students generally. As more professionals access this material, these student populations are more likely to receive college counseling that aligns with their particular needs and they are more likely to access and succeed in higher education.

## Trinity Washington University

Trinity Washington University in collaboration with District of Columbia Public Schools.

**Original Commitment:** Trinity made two commitments: (1) a STEM initiative to promote improved retention and completion of all STEM majors and especially students from DCPS, DC Charter Schools, Prince Georges and Montgomery County Schools; and (2) to improve college readiness and completion for DC Public School students at Trinity, particularly those that require strong math/science preparation including healthcare majors such as Nursing, Occupational Therapy, Psychology and STEM majors.

**Progress Made:** Trinity's overall first year retention rate has increased by 15% in two years, from 54% to 69%, which is the baseline to ensure improved completion rates for DCPS students at Trinity. Additionally, overall completion rates have improved. In addition to the overall commitment to work with DCPS to achieve better collegiate outcomes, Trinity made a specific commitment to strengthen STEM outcomes by promoting greater collegiate readiness, improved teacher training and expanded undergraduate research opportunities. With a NASA grant in Spring 2016, Trinity was able to offer a first round of teacher training for STEM high school faculty in DC, and Trinity will continue to seek funding for this initiative. With the opening of a new academic center with STEM laboratories in Fall 2016, Trinity will be able to expand DC high school STEM teacher education as well as further opportunities for recruiting DCPS students into the STEM disciplines. (Note: Trinity is not able to provide the very specific quantitative numbers requested in the data boxes; this commitment is still too young to have measurable outcomes such as those requested.)

**Plans to Sustain Progress:** Trinity is already serving a largely under-represented population in DC and the metro Washington region. The most critical need is for enlarged and sustained sources of scholarship support for these students to stay in college, not only tuition support but living expenses, books and transportation, food and housing. Trinity has successfully secured much scholarship support in the past, and enlarging these sources is a top goal. Additionally, Trinity and DCPS both believe that securing

funding for a long-term dual enrollment program is essential, so that exploration continues. With the opening of a new academic center with state-of-the-art STEM and nursing labs in Fall 2016, Trinity will also have the space and leverage to secure funding for more teacher preparation activities with DCPS.

## uAspire

**Original Commitment:** uAspire commits to establishing Training & Technical Assistance partnerships with 40 school districts and charter management organizations, 20 national and/or community-based college access and success organizations through which we will provide customized training, tools, and ongoing support on issues of college affordability for their frontline staff. Through these partnerships, we will train 1,600 school counselors who will in turn, reach more than 60,000 students. uAspire commits to establishing Training & Technical Assistance partnerships with 20 national and/or community-based college access and success organizations through which we will provide customized training, tools and ongoing support on issues of college affordability for their frontline staff. Through these partnerships, we will train 400 college access staff members who will, in turn, reach more than 30,000 students. uAspire commits to exploring the development of a Certification/Credential in College Affordability. This professional development program will be made available to school counselors and college access advisors nationwide and will build their knowledge and skills in addressing issues of affordability with students and families from low and moderate income backgrounds

**Progress Made:** uAspire has established 14 Training and Technical Assistance Partnerships with school districts and charter management organizations. With our combined training partnerships with CMOs, CBOs, school districts and national nonprofits, we have trained 2,463. We are still in the exploration and development phase of this program. At this point we have secured an online learning platform and have begun to create programmatic offerings and curriculum modules which we see as a foundation for a broader certification/credentialing program in the coming years.

uAspire has established 10 Training and Technical Assistance Partnerships with national nonprofits or community based organizations. With our combined training partnerships with CMOs, CBOs, school districts and national nonprofits, we have trained 2,463 college access staff, impacted 59,142 students, increased FAFSA completion rates by 8% and increased the number of students who make an informed college choice by 14%. At this time we do not have data on increased enrollment or second-year persistence rates for the 2015-16 school year.

**Plans to Sustain Progress:** uAspire will continue to establish partnerships annually We will continue to add training partners, and build partnerships to meet students where they are at. We have found through our training work, that partners who are best fit for Training and Technical Assistance Partnerships have a strong commitment to affordability, the usage of data to inform practice, and the capacity to implement what is tough through our training offerings. Therefore, uAspire is exploring how to best identify good fit training partners as well as leveraging virtual advising and in-person direct service offerings to sustain our progress through a holistic approach.

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## UChicago Charter School

UChicago Charter School in collaboration with Chicago Public Schools, Academy for Urban School Leaders, UChicago Charter School.

**Original Commitment:** The Success Project aims to better prepare middle grade students for graduation from college. Through a combination of classroom lessons, online experiences and targeted support starting in 6th grade, the embedded 6to16 curriculum builds the knowledge, dispositions and skills to help low-income students transition to and complete high school, and also to be prepared to succeed in college. Many institutions start planning for success in high school by smoothing the often perilous transition between 8th and 9th grades. That work must start earlier – as early as 6th grade – with better academic preparation, social supports and help identifying “right fit” high schools to put more young people on the path to success.

**Progress Made:** This year, Success Project schools have witnessed an increase in High School applications that provide the students we serve with more options and stronger pathways to college. Application submissions have gone from 2-6 on average for each of our schools, to 5-14 high school applications per student. At the 10 UChicago Impact schools, On-Track rates (grades and attendance) have increased steadily from before the project to the present state, averaging a 12% increase in On-Track every quarter. The 10 schools are also averaging higher On-Track rates as compared to Chicago Public Schools at every marking period. One school in particular increased from 26% to 54% of students On-Track to graduate middle school this school year.

We are currently working to expand our programming to all middle grades in Chicago Public Schools so as to increase support in a grade-level not touched by many organizations. Currently we are working with the City of Chicago office and Chicago Public Schools to develop a training credential and program for middle school counselors. While there is already a program being established in the high school to transition space, we are pioneering a new venture that can ensure all CPS 8th grade students receive the information and support they need to matriculate to the best fit and match high schools for them. In Chicago, they high school you attend is a large predictor of success in high school and college attainment. Our aim is to increase support for all students at this critical juncture through the Success Project work, as well as through a soon to be developed Success Credential program for all CPS middle school counselors.

We strongly believe we are expanding opportunities for students across Chicago through the work of the Success Project. The November 2014 UChicago Consortium report on Middle Grades Indicators has linked 8th grade success to 9th grade On-Track, which is a predictor for High School graduation. Our aim is to push the needle on attainment in the middle grades (using Consortium research) in order to positively impact high school graduation rates and college completion for the students in Chicago.

**Plans to Sustain Progress:** Currently we are working with the Chicago Public Schools to scale this program across the entire district, 422 elementary schools, by 2018. We are working to ensure this

program can be scaled in a high quality and sustainable fashion. This is particularly meaningful in Chicago given that our current estimated college graduation for High School freshman is 18% (based on UChicago Consortium research). Our aim is to improve outcomes by ensuring all middle grades students in Chicago are adequately supported to successfully transition to high school and beyond by 2025.

Our ideal is to begin by having the 6to16 curriculum expand to more schools, districts, and community-based organizations across the nation so that it can reach more low-income, first-generation college bound students. We have recently secured a partnership with the YMCA USA and expect to pilot the 6to16 curriculum in 20 cities across the country beginning Fall 2016. The Success Project, on the other hand, is a program we are working to sustain in Chicago at the current moment, given our scaling plans for the program, but there is also possibility to expand this to our 6to16 partners in the future.

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We are currently working on scaling the Success Project across all Chicago Public Schools by 2018, as well as expanding the reach of 6to16 to our Chicago high schools, as well as other districts and community-based organizations across the nation (beginning with the 20 new cities 6to16 will be in through our partnership with the YMCA USA). These efforts are all to ensure more first-generation college-bound students from low-income backgrounds can have the support, knowledge, beliefs, and skillsets they need to make it to and through high school and college.

## California State University, Fullerton

**Original Commitment:** To 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. Additionally, we committed to increase the 4-year transfer graduation rate.

**Progress Made:** CSU Fullerton has a strong commitment to increasing graduation rates for all of our students. Our 2013-2018 Strategic Plan set a goal to increase the first time freshman six-year graduation rate by 10 percentage points between the Fall 2006 cohort and the Fall 2013 cohort. For transfer students, the goal is to increase the four-year graduation rate by 10 percentage points between the Fall 2008 cohort and the Fall 2014 cohort. In additions, the university committed to cut the achievement gap of underrepresented students by half.

We are proud to report that we have achieved the goal for the Fall 2009 freshman cohort, which is three years earlier than scheduled. Our freshman six-year graduation rate for the Fall 2009 cohort is 61.9%, 10.8 percentage points higher than the six-year rate for our Fall 2006 cohort. Our transfer student rate has increased significantly. The graduation rate for our Fall 2011 transfer cohort is 8.5 percentage points higher than that of our Fall 2008 cohort.

We are also making progress in the achievement gap. Our underrepresented transfer students are graduating at a higher rate than non-underrepresented students, and the freshman achievement gap has been reduced by 3.8 percentage points from 12.5% to 8.7%. We are committed to the success of all of our students, and the initiatives below show how Titans Reach Higher.



CSU Fullerton is involved in several partnerships with our feeder elementary schools, high schools, and community colleges. The Santa Ana partnership was established 30 years ago as a collaboration between Santa Ana Unified Schools District, Santa Ana Co

CSU Fullerton's commitment to access to trained counselors extends beyond our current students. The Educational Partnership program provides professional development opportunities for middle school and high school counselors to help prepare their students for higher education. Last year, we provided professional development opportunities for all counselors in Anaheim Union High School District and Santa Ana Unified School District on topics such as A-G completion, admission to the California State University System, and resources for students. These partners provide opportunities for collaboration and conversations with counselors in our surrounding community.

At the university, we have expanded the number of counselors, retention specialists, graduation specialists, and career specialists to improve retention, graduation, and lifelong learning goals. These specialists are often housed in "one-stop shops" so the students can easily access their services. Each specialist works with students at different points in their educational career. The retention specialists primarily work with freshmen and sophomores to keep them on track. Graduation specialists work with juniors and seniors to make sure they are on track to fulfill all the requirements for graduation, and career specialists help the students in their transition from the university to the work world.

At CSU Fullerton, we have at least 24 STEM initiatives. Because of the emphasis on student support, the university has increased the first time freshman six-year graduation rate 10.3 percentage points in College of Engineering and Computer Science, and 16.6 percentage points in the College of Natural Sciences and Math. The transfer student's 4-year graduation rates have also increased 5.2 percentage points in the College of Engineering and Computer Science and 7 percentage points in the College of Natural Sciences and Math.

The STEM programs at CSU Fullerton are supported by a large Supplemental Instruction program that has helped to increase student retention. Supplemental Instruction is a peer-facilitated session in which students openly discuss the learning materials in a collaborative learning setting. It supports to help students succeed in key gateway courses. For the Fall 2014 semester, 90% of participants in Supplemental Instruction were successful in gateway Biology courses, while non-SI participants had success rates of 65%.

As a result of multiple efforts in strengthening STEM education, a total of 635 bachelors' and 435 masters' degrees in STEM majors were awarded for students in 2014-2015. 87% of first-time freshmen with STEM majors at entry returned in 2nd year to continue college coursework. 6-year graduation rates of STEM first-time freshmen were 57%, and 4-year graduation rates of STEM transfers are 55%. As of fall 2015, 6026 undergraduate and 1603 graduate students are enrolled in STEM majors.

CSUF has established a department for "Educational Partnerships", which are aimed at enhancing access to higher education for students from first-generation, low-income, and underrepresented backgrounds. The department is dedicated to fostering collaborative relationships with schools, school districts, colleges, universities, and community organizations to provide meaningful educational experiences that impact the lives of students. In addition, our "University Outreach" program has been connecting low-income underrepresented students to the college, and increasing the pool of students preparing for college through early intervention. The program is committed to college advising, SAT/ACT test preparation, and strengthening remediation to help academically underprepared student progress through and complete college. A variety of efforts to expand college access for underrepresented students led to increase in the number of college applications. Additionally, as graduation rates for first-time freshmen and transfers

improve, we have increased number of seats available for new students. To expand access to more students, CSU Fullerton has enrolled new freshmen and new transfer students at a level at least 5% more than our baseline funding from the state.

In college year 2014-2015, a total of 30,209 FTES (Full-Time Equivalent Students) were enrolled. This is 1,469 more FTES over our baseline funding level of 28,824. Similarly, 31,094 FTES were enrolled in 2015-2016 which was 1,464 more FTES over our baseline funding of 29,630. In this spring 2016, we significantly expanded college access for new transfers, and almost 2500 students are newly enrolled as transfers from community colleges. We will continue to grow to provide more college opportunity particularly for underrepresented students.

**Plans to Sustain Progress:** At CSU Fullerton, we are committed to the success of all students. This is shown in the many initiatives to support student's educational progress. Our support for students starts long before they enter our institution. We have partnerships with many of the K-12 districts and community colleges in the area. The Santa Ana Partnership is a collaborative with the Santa Ana Unified School District, Santa Ana Community College, CSU Fullerton, and UC Irvine. The goals of the collaborative are to ensure that students are ready for college, that they receive sufficient financial support to attend college, and that parents are a full partner in their child's educational journey. This partnership has been in existence for 30 years, and has helped many students reach their educational goals.

The support for students is continued when the student arrives on campus. The first goal of the strategic plan is that at least 75% of CSU Fullerton students participate in an advising system that integrates academic, career and personal development components. In addition to advisors and student success centers, the CSU Fullerton has established Student Success Teams (SST), which are a collaboration between Student Affairs and Academic Affairs. Each of our 8 colleges has an SST, in addition to SST's specific to our Irvine campus and one devoted to special populations. Each SST is chaired by an associate dean, and includes career specialists, retention specialist, and graduation specialists to support our students in their educational journey.

We have also leveraged technology to improve and sustain student success. The Student Success dashboard at Cal State Fullerton tracks and compares performance of both first-time freshman and new transfer students cohorts broken down by gender, ethnic-race, parents' education, underrepresented status, college at entry, latest college, and prior institution type. It furthermore allows the users to drill down on a particular subgroup of students in order to obtain detailed actionable student-level information that can be used for, among other things, intervention. Ability to drill down to this detailed student-level information is limited to certain users through the application's security settings. The underlying data warehouse is refreshed daily and so all performance indicators are up-to-date as of the most recent refresh of the warehouse.

In addition to our longstanding partnerships with local feeder high school and community college districts, there are discipline specific programs that are integral to our students' success.

The TEST:UP (Talent Expansion in Science and Technology: an Urban Partnership) is a partnership that includes CSU Fullerton, Mt. San Antonio College, and Santa Ana College. This partnership seeks to increase the recruitment and retention of STEM students at the community college level, produce more students with STEM associates degrees, and improve the retention and graduation rates of students at CSU Fullerton.

The STEM2 partnership is collaboration between CSU Fullerton and three of our feeder community colleges, Citrus College, Cypress College, and Santiago Canyon College. The initiative includes

supplemental instructions and a summer research experience for students to increase their enthusiasm for STEM majors. This program also includes enhanced student advisement, structured articulation of courses, and improved student tracking strategies.

CSU Fullerton participates in the highly successful GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program in collaboration with the Anaheim Union High School District. This award winning program, which is focused on students who would be the first in their family to attend college, will be offered to all 7th grade students in the district to provide comprehensive support and academic services.

The state of California passed the Student Transfer Achievement Reform (STAR) Act in 2010. This program is designed to improve graduation rates for transfer students to the California State University system by aligning curriculum. The student completes a specified sequence of courses at the community college level and is guaranteed admission to a CSU campus. The CSU campus is required to offer a degree program that can be completed in 60 additional units. For the 2015-2016 academic year, CSU Fullerton offers 25 STAR programs. In Fall 2015, CSUF admitted 1407 STAR students (35% of transfer students). Two-year graduation rates for the fall 2012 entering cohort of STAR students are 30 percentage points higher than students who were admitted with non-STAR associates degrees.

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Both the Office of Educational Partnerships and University Outreach programs will continue to connect their work to expand college opportunities for underrepresented students. The “Educational Talent Search” program encourages and assists eligible high school students with the knowledge and skills to pursue a post-secondary education. The CSUF Talent Search Program serves nearly 600 participants annually from high schools in the Anaheim Unified High School District. The “Upward Bound” program prepares eligible high school students with preparation for postsecondary education. The program provides academic enrichment opportunities, financial aid assistance, higher education preparation, and exposure to career opportunities. CSUF Upward Bound serves about 90 students from high schools in the Santa Ana Unified School District. The “GEAR UP” program strives to increase the number of

underrepresented students from low-income backgrounds who enter and succeed in postsecondary education. In partnership with Anaheim Union High School District, the project serves a cohort of students beginning in the 7th grade and follows their successes through high school graduation. A six-year grant was funded in 2011 and serves 1,500 students from local high schools. An additional grant has been funded in 2015 and will continue to serve the students who attend schools in the local area with the highest need.

These programs impact potential students with the highest need in our local communities as demonstrated by the following statistics: 97% of the “Educational Talent Search” and “Upward Bound” program participants have been enrolled in college by the fall term immediately following high school graduation. In a recent survey, 96% of the GEAR UP Class of 2017 indicated they would attend college.

For college access for African-Americans, CSU Fullerton participates in the “Super Sunday” program. Administrators, including President Garcia, visit approximately 100 AME (African Methodist Episcopal) churches across the state of California. Outreach staff, students and other college representatives are available to provide information and answer questions to the audiences. The goal is to impart the message that college is for everyone and is accessible and affordable. The “Fall in Love with Fullerton Day” event is also open to admitted African-American students. In collaboration with the African American Faculty and Staff Association and the African American Resource Center, various activities are offered including the workshops, tours and opportunities to engage with current African American students. The students are provided an opportunity to see themselves reflected within the Titan community with the hopes of selecting the campus as their school of choice. Institution-wide efforts as well as a variety of programs described above will continue to expand college access for prospective students in the community.

## University Innovation Alliance

**Original Commitment:** The UIA institutions committed in December 2014 to produced 35,000 additional college graduates by 2020, and a total of 67,529 additional graduates by 2025. This will be accomplished by engaging 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.
- 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.

**Progress Made:** Ten out of eleven UIA institutions have increased undergraduate degree awards in their first two years, between 2012-13 and 2014-15. In total, the number of undergraduate degree awards by Alliance institutions in 2012-13 was 79,584. This number increased to 81,919 in 2013-14 and 83,876 in 2014-15, for a 5.4% increase in the annual number of bachelor’s degrees awarded in only two years.

Moreover, the UIA's goal is for not only producing more graduates, but also graduating more students across the socioeconomic spectrum. While in aggregate, the number of students graduating from Alliance institutions has increased by 5.4% in two years since the baseline 2012-13 year, the rate of increase for the low-income group is more than triple that, with a rate of 17.9%. With the higher increases in the

lower-income group, the Alliance has already increased the proportion of graduates who are low-income students by three percentage points, from 29% to 32% of total graduates.

**Plans to Sustain Progress:** UIA degree production increases have exceeded expectations in its first two years, and many institutions have subsequently updated the goals they established in the beginning of the 2014-15 year. In October 2014, the Alliance projected that it would produce an additional 67,529 (rounded to 68,000) graduates by 2022-23. Only two years into this ten-year goal, Alliance institutions have already produced 6,627 (or 10%) of these additional graduates. Several Alliance institutions have increased their original bachelor's degree projections to 94,270 additional graduates (nearly 27,000 or 40% over the original goal of 68,000) during that same window.

These additional graduates are due to not only increasing access by enrolling larger cohorts of students, but also by equipping all students, and particularly at-risk populations, with information, strategies, and support necessary to complete their degree. The UIA is innovating the use of predictive analytics to identify potentially at-risk students and pair them with advisement strategies targeted to areas of concern. As these methods are adopted and refined, the impact will be measurable. All 11 UIA institutions project improvements of first-year retention rates between 1 and 10 percentage points over ten years between 2012-13 and 2022-23, for an overall improvement of 3.2% for all 11 UIA institutions combined. Improvements on this scale means that over the course of ten years, nearly 12,000 freshmen who would otherwise have dropped out after their first year will continue on to their second year of enrollment, thereby dramatically increasing their chances of graduating.

## University of California

University of California in collaboration with 10 UC campuses, California Community College Chancellor's Office, community colleges and high schools throughout California.

**Original Commitment:** In October 2014, the President of the University of California Made Four Commitments (note these are distinct from commitments made by individual UC campuses):

### 1) Increased Collaboration Between UC and the California Community Colleges to Enhance Transfer

Compared to most flagship public research universities, UC has an admirable record of providing access for transfers from the community colleges: approximately 30% of each year's class of new undergraduates transfer from community colleges. These students succeed at UC, with more than 80% graduating within four years of matriculating.

In October 2014 President Napolitano committed to:

- Smoothing the pathway for transfer students by working to better align admission requirements and lower division preparation with newly created transfer A.A. degrees
- Establishing new collaborations with California community colleges that historically have transferred relatively few students to UC
- Increasing dialog with the Community Colleges leadership
- Enhancing services designed to improve retention and graduation rates for transfer students.

### 2) Improving STEM Learning and Degree Completion for Students Underrepresented in STEM Fields

The UC Science and Math Teacher Initiative (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 while participants complete their undergraduate STEM degrees. Since 2006-07,

credentials awarded to CalTeach graduates has steadily increased, despite a diminishing number of teacher credentials being awarded across the state.

For 2015-16, UC committed to expand enrollment to more than 2,000 UC undergraduates. Based on our data, this will lead to an estimated 300 new STEM credentials earned in California since 2006.

### 3) Improving High School Counseling/College Advising to Enhance Access to College

UC's Transcript Evaluation Service (TES) assesses annual progress toward meeting the college readiness standards for UC and the California State University. An external review of TES found that after four consecutive years, the number of students completing required college preparatory coursework at TES high schools increased for UC by 21.6 percent and for CSU by 32.1 percent, contributing to increased postsecondary application and enrollment.

For the 2015-16 academic year, UC committed to expanding TES to 1,300 new high schools and adding middle-grade evaluations for 1,300 middle schools.

### 4) The UC Curriculum Integration (UCCI) program

UCCI supports the development and implementation of integrated high school courses that blend rigorous content and applied skills of both academic subjects and career technical education (CTE). In the four years since UCCI was created, approximately 550 educators have participated, developing a total of 68 integrated courses. Thirty-eight of these courses have earned certification as part of California's required college preparatory curriculum and are being offered in 160 California high schools.

For 2015-16, the University of California committed to serving at least 100 new educators at 6-12 new Institutes. To sustain the UCCI Initiative beyond the 2014-15 fiscal year, UC will to seek funding support, as the current funds granted by the California Department of Education expire in June 2015.

## **Progress Made:**

**Enhancing Community College Transfer:** In 2015-16, UC has continued its work with the California Community College system to enhance community college transfer to UC. Over the past 15 months, UC has developed standardized lower division major preparation pathways that align with community college AA for Transfer degrees, making transfer to UC easier and more transparent and increasing the likelihood that community college students will seek and successfully complete UC baccalaureate degrees. A total of 21 pathways have been developed, covering UC's most popular majors, including anthropology, biochemistry, biology, business administration, cell biology, chemistry, communication, computer science, economics, English, film and media studies, history, mathematics, mechanical engineering, molecular biology, philosophy, physics, political science, psychology, and sociology. These advances mean that prospective transfer applicants can now prepare for admission to any of the University's nine undergraduate campuses using the same set of course expectations for the 21 most popular majors. (UC Transfer Pathways cover two-thirds of all admission applications UC receives from transfer students.) In addition, increased transparency regarding UC's transfer admissions requirements ensures that prospective transfers—especially those without access to sustained academic counseling—can navigate the process with greater ease. Finally, students who are better prepared to transfer are more likely to persist and graduate.

**UC Curriculum Integration (UCCI) Initiative:** As a state leader and partner to K-12, UC continues to address the challenges of engaging students in learning while helping them cultivate critical skills for college and careers. UC's CalTeach program is designed to help meet California's critical need for strong

K-12 science and math teachers prepared to teach the next generation of STEM students, with particular focus on addressing the needs of the state's diverse learners. As part of its mission, CalTeach has a commitment to prepare prospective educators that are themselves representative of the growing diversity of California's K-12 students. Since its inception, over 10,000 UC undergraduate students have explored a career in teaching math or science through participation in CalTeach. Of those who went on to enroll in a teacher education program, nearly 1,700 earned math and science credentials and pursued a teaching career in one of California's public schools.

#### Key Indicators for 2014-15:

- Nearly 1,700 UC undergraduate students participated in a CalTeach program at one of UC's 9 undergraduate campuses. This is lower than we had projected due in part to campus budget cuts as well as stricter program requirements and the increased availability of courses in other disciplines on some campuses.
- 308 math, science and supplemental credentials were awarded to alumni of the CalTeach program, slightly higher than we had projected in our original commitment.
- 67% of CalTeach STEM majors were students of color, including a significant number of underrepresented minorities.
- 45% of CalTeach STEM majors were the first in their families to attend college.
- CalTeach alumni account for nearly 56% of all of the math and science credentials awarded to UC baccalaureates, a 9% increase in the share over the previous year.

UC's Transcript Evaluation Service (TES) assesses annual progress toward meeting the college readiness standards for UC and the California State University. This allows schools, students, and parents to identify gaps in student preparation and ensure students stay on track to be college-ready at graduation. In March 2015 the Transcript Evaluation Service (TES) successfully launched an enhanced system intended to increase the efficiency and accuracy of student transcript analysis and expand the number of TES schools throughout the state. Since the launch of the new system back in March 2015, the TES system has evaluated transcripts for 156,312 students.

**Plans to Sustain Progress:** Anticipating increases in transfer applications as a result of the Transfer Pathways and other work, UC has committed to increasing enrollment of new California transfer students by 2,000 students in 2016-17 over 2014-15. UC is also seeking state funding to support another 5,000 new undergraduates over the following two academic years, at least one-third of whom would be transfers from community college.

UC has also just launched a new partnership effort, funded with a \$1.6 million grant from the community colleges, to enhance advising and academic support services at the community colleges for student seeking to transfer to UC.

Following up on its work on the Transfer Pathways, the UC Office of the President, in close collaboration with UC's undergraduate campuses, is coordinating a statewide effort to identify all courses in the California community college system that will satisfy each of the UC Transfer Pathway course expectations. This involves the articulation of courses offered at 113 community colleges and 9 UC campuses; an alignment among 21 separate course pathways involving nearly 100,000 courses. The University will also identify course or articulation "gaps" (instances where courses do not exist or are not articulated for these Pathways). These gaps will be communicated to the California Community College Chancellor's Office so that it may work with individual institutions to create or align courses with UC's Transfer Pathways.

Finally, sustaining this effort will involve UC's undergraduate campuses, which will identify instances in which articulation between a UC campus and a specific California community college has not been initiated or to re-examine community college courses reviewed previously. The outcome of this effort will be closer alignment of California community college and UC campus course expectations, providing prospective transfer students with the confidence that they will be fully prepared for transfer to UC.

The UC Curriculum Integration (UCCI) Initiative housed at the UC systemwide Office of the President plans to contract with the California Department of Education (CDE) in 2016-17 to accomplish three primary goals:

- 1) Sustain the state funding for the UCCI Initiative in its current form to continue offering two main programs:
  - UCCI Institutes, where academic and career technical education (CTE) teachers work in teams to develop brand new integrated courses that blend the content and skills of traditional academics and CTE; and
  - UCCI Teacher Exchange Program, through which experienced teachers of UCCI courses share their expertise—and the lesson plans, project ideas, assessment methods, and other resources they have developed—with colleagues who will be teaching the same UCCI course for the first time. This program was designed in direct response to educator requests seeking guidance from UC in implementing UCCI courses.
- 2) Expand UCCI partnerships to collaborate with new California Career Pathways Trust (CCPT) and Specialized Secondary Program (SSP) grantees throughout the state in developing and implementing integrated curriculum aligned to K-12 standards, high-need CTE sectors for specific regions in California, and “a-g” course criteria for high school articulation purposes.
- 3) Expand UCCI course resources through a new grant program, the UCCI Course Resources Development Grant, to facilitate the development and sharing of instructional materials for UCCI courses. This grant program would further support the adoption and implementation of UCCI courses, as its deliverables would provide schools and teachers statewide with much-needed instructional materials and lesson plans for UCCI courses.

UC has maintained this partnership with the CDE for UCCI since 2010, serving thousands of high school students in California with integrated curriculum covering 16 CTE sectors and spanning all “a-g” subject areas required for University undergraduate admissions. With a new focus on CCPT and SSP grantees, this work supports a multiple pathways model and can be integrated into Linked Learning districts, as well as California Partnership Academies, thereby greatly expanding UCCI's reach to both high school students and educators throughout the state.

UC's Transcript Evaluation Service (TES) assesses annual progress toward meeting the college readiness standards for UC and the California State University. This allows schools, students, and parents to identify gaps in student preparation and ensure students stay on track to be college-ready at graduation. In March 2015 the Transcript Evaluation Service (TES) successfully launched an enhanced system intended to increase the efficiency and accuracy of student transcript analysis and expand the number of TES schools throughout the state. Since the launch of the new system back in March 2015, the TES system has evaluated transcripts for 156,312 students.



The University of California is committed to supporting students from underrepresented backgrounds as evidenced by our portfolio of programs and strategies in our Education Pipeline Programs, which includes TES.

In an effort to continue to refine and enhance the TES system, a new algorithm will be deployed fall 2016 that will increase efficiencies at the system and personnel levels. The enhanced algorithm will allow more student transcripts to be evaluated more quickly, with even greater accuracy, helping more students to become both UC and CSU eligible. This will ultimately contribute to increased postsecondary application and enrollment. In addition, the launch of the updated algorithm will also have an impact on the level at which we can expand TES across the state. We anticipate surpassing our goal of 1,300 high schools and middle schools by the end of the 2017-2018 academic year.

## University of California, Irvine

University of California, Irvine in collaboration with Stephanie Reyes-Tuccio, Director, Center for Educational Partnerships.

**Original Commitment:** The Louis Stokes California Alliance for Minority Participation (CAMP) is a University of California systemwide initiative funded through a cooperative agreement with the National Science Foundation (NSF). The commitment by the University, with greater than a 2:1 match in in-kind support over a 24-year period, is unsurpassed. CAMP is dedicated to increasing STEM enrollment and degree completion for historically underrepresented groups. Beginning in 1991, with the University of California, Irvine, serving as lead campus, the program has 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 our combined efforts is an increase in B.S. STE, 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. Our projections, by 2016, include enrolling 20,600 underrepresented STEM majors and graduating 2,500. In 2013, 6,181 students conducted research UC-wide.

The following salient enrichment and intervention activities, enhanced by a welcoming campus environment, support enrollment, retention, and degree completion:

- Summer Science Academy “boot camp of the mind” for newly enrolled freshmen
- Orientation and smooth transition for community college transfers
- Development of written and oral communication skills
- Persistence in STEM majors through academic, social, and professional activities
- Summer and academic year laboratory research with faculty mentors
- Professional development through engagement in professional societies
- Intergenerational counseling and coaching
- Preparation of a scientific poster for presentation at science conference
- UC Systemwide networking and opportunities for research exchanges
- Graduate school preparation including GRE, personal statement, interview skills
- Student tracking and documentation of program success indicators
- Documentation and dissemination of outcomes and impact through data analysis, publications, and online information formats.

The Alliance has fostered local, regional, and national synergistic relationships that create an infrastructure within California higher education. Specifically, the program at UC Irvine provides support throughout the students' educational career at the critical transition points along the STEM education pipeline. CAMP's effectiveness is attributed to sustained commitment from our highest levels of administration, deans, departments, faculty, and staff. Through one-on-one interactions with caring mentors, students grow in scholarship and confidence in their abilities to achieve academically and to communicate effectively, thus taking their places in the scientific community. CAMP precipitates retention in the degree pathway particularly by introducing students to the challenges and rewards of conducting research in a faculty laboratory. Undergraduates interact with a team of graduate students and postdoctoral fellows and move forward in subject mastery. Early research exposure, along with opportunities to present at national conferences, is emphasized. Students establish new relationships, broaden their peer network, and boost determination to persist. Comprehensive graduate school preparation and readiness for employment ensures a technically trained workforce to meet the Nation's need for leadership and innovation in STEM, ultimately improving quality of life.

**Progress Made:** In 2015-16, the University of California, supported by LSAMP activities, reports 21,090 underrepresented minority STEM majors enrolled systemwide, and 3,749 B.S. STEM degrees awarded in 2015. This was achieved by engaged and dedicated program staff working to ensure student success and progress along the degree pathway. Projections for growth in STEM enrollment by underrepresented minority students are 37,169 students enrolled by 2020 and awarding of 5,017 B.S. degrees, also by 2020. In the past year alone, 816 UC students on 9 campuses were provided stipends to conduct research and 308 students were provided mentoring and tutoring in the major. Additionally, 884 UC faculty members provided guidance and mentoring to undergraduates participating in LSAMP. Results were also achieved by individualized academic and study plans aligned with the STEM major, and students benefitted as well from institutionalized commitment to minority STEM undergraduate success. Systemwide, 2,365 students were involved in service and "giving back to community," by mentoring newly enrolled freshmen and transfers.

**Plans to Sustain Progress:** Sustained progress will be supported over the next five years with support from the National Science Foundation's LSAMP program and by UC systemwide commitment to increase the number of minorities enrolled in STEM majors and degrees awarded.

A range of student development activities will continue to be offered at UC campuses through LSAMP, including developing written and oral communication skills, and engaging students in STEM professional organizations and national conferences. These activities expand networks and connections to future internships available throughout the country. Regular contact with students, in person and electronically, supports tracking academic progress and enables staff to provide interventions in a timely manner.

For transfer students, special events such as an open house and campus orientation helps new transfers to adjust to UC environment and expectations. Additional efforts to prepare B.S. degree recipients for career opportunities made possible through graduate education include workshops on the GRE, participation in professional organizations that foster an advanced degree, and writing the graduate school statement.

## University of Chicago

**Original Commitment:** Our commitments are in the areas of school counseling and expanding access. Counseling: 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; train low-income internship students in admissions and financial aid issues, and deploy those students over the summer in their home cities to provided low –income students with one-on-one college counseling. Expanding access: commit at least \$1 million to implement the No Barriers program and increase the number of Pell-eligible students matriculating at the University of Chicago by 20% in the next two years; provide meaningful employment in the form of 300 paid internships during the summer after freshman year for low-income students.

**Progress Made:** Admissions staff held recommendation writing and college advising workshops for counselors at schools and community-based organizations around the country; UChicago hosted 231 information sessions nationwide, focused on informing families about the process of applying to selecting private colleges; have reached over 100,000 low-income and Pell-eligible families nationwide; admissions staff visited over 1,800 high schools in 2015, and met with school counselors to discuss the admissions process at almost all of them. In addition, we hosted 29 informational breakfasts for counselors in cities across the country, held a day-long college advising workshop in Chicago for 100 counselors from public high schools; our Neubauer counselor fly-in will fund visits to campus for 50 public school counselors each year; plans are underway to train low-income internship students in admissions and financial aid issues, and deploy those students over the summer in their home cities to provided low –income students with one-on-one college counseling -- positions have been posted. The University of Chicago has just launched a \$100 million enhancement of support for lower-income students with outstanding potential through a \$50 million gift and challenge.

The new five-year commitment is part of a \$350 million investment by the University in the Odyssey Scholarship Program—UChicago’s distinct and successful model of support for undergraduate students with the greatest economic need. The Odyssey program currently eliminates loans and academic-year work requirements for lower-income students; the gift and challenge will help the students thrive in school and pursue rewarding career includes additional support for study abroad, academic enrichment and career development through paid, substantive internships for each Odyssey Scholar. In addition, for the 2015-2016 school year, our financial aid budget increased by more than \$10M from the prior year; and our Pell recipients increased by 10% from the prior year. Our commitment was made in Dec. 2014.

**Plans to Sustain Progress:** The University of Chicago has just launched a \$100 million enhancement of support for lower-income students with outstanding potential through a \$50 million gift and challenge.

The new five-year commitment is part of a \$350 million investment by the University in the Odyssey Scholarship Program—UChicago’s distinct and successful model of support for undergraduate students with the greatest economic need. The Odyssey program currently eliminates loans and academic-year work requirements for lower-income students; the gift and challenge will help the students thrive in school and pursue rewarding career includes additional support for study abroad, academic enrichment and career development through paid, substantive internships for each Odyssey Scholar.

In addition, for the 2015-2016 school year, our financial aid budget increased by more than \$10M from the prior year; and our Pell recipients increased by 10% from the prior year. Our commitment was made in Dec. 2014. All of the commitments described above will continue to grow from this point onward, so that by 2025, significant progress will be made in all of these commitments, particularly as the Moritz-Heyman \$50 million gift is matched.

## University of Cincinnati (UC)

University of Cincinnati (UC) in collaboration with Hughes STEM High School (Cincinnati Public Schools).

**Original Commitment:** 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.

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.

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)

- Supporting academic programming, partnerships, and innovation in STEM education.
- Supporting Hughes students, faculty, staff, and parents.
- Developing the Hughes Training Center for dissemination of STEM education best practices.

2) Proof-of-Concept Demonstration Projects (Start date of Summer 2015)

- To implement best practice “college and career ready” models where cohorts of students are supported throughout the academic year and summer residential bridge.
- To apply a continuous improvement approach to iterate and refine using a formalized evaluation framework.

Additionally, the key components of these projects will include:

- Leadership development.
- Partnerships with the following UC colleges and units to fully integrate efforts: Engineering, Education, Nursing, Allied Health, Arts & Sciences, the Center for Community Engagement, and UC Information Technology.

Twenty high school students will be selected as participants in the first cohort for a summer bridge and year-round support with an investment over \$100,000.

**Progress Made:** The original commitment made at the White House College Opportunity Day of Action has catalyzed an unprecedented university-wide collective action for enhancing college readiness through K-16 partnerships. The University of Cincinnati has committed to sustaining a partnership with its closest neighbor and the only high school in Uptown, Hughes STEM High School. The partnership between Hughes and UC will co-develop a national, best-practice model for both increasing access and supporting students. The partnership seeks to bring to reality a more diverse local student body and workforce that increases the vitality of the region. This is a systemic partnership among UC, Hughes STEM High School, and other community partners to capitalize on the expertise of each partner and to demonstrate the validity of our college and career readiness approaches as well as longitudinal improvement in STEM+A or STEAM (science, technology, engineering, arts, and math) performance measures for Hughes students.

The UC Scholars Academy initiative has three distinct, but related purposes:

- Connect existing K-12 outreach programming to learn from, support, and grow these K-12 outreach programs that seek to bring a more diverse student body to the University of Cincinnati.

- Support Hughes STEM High School (the only urban neighborhood high school in Uptown), as UC's partner, by providing academic as well as college and career readiness experiences using an aligned and articulated approach across all disciplines.
- Create and implement a scalable, interdisciplinary bridge program that increases access to and supports our community's students.

Thus, the UC Scholars Academy seeks to meet both a historical and current national need in connecting and creating pathways that bring in a more diverse student body and intentionally grow the next generation of not only scholars, but leaders, innovators, and community change agents.

At the core of the UC Scholars Academy is the belief that kids at Hughes (and all over CPS) can be the next innovators and leaders. Together, we as one UC, can change the outcome for our kids; supporting and bringing more CPS students to UC. The overarching work of the UC Scholars Academy is to create opportunities for external shared actions; through shared actions we are able to learn together through doing together. This doing informs both an interdisciplinary approach to this work and provides a collective impact as well as informs each college's independent work to support K-12 students through pathways into the University.

**Plans to Sustain Progress:** The UC Scholars Academy will benefit from a structure and governance that allows for university-wide support. Additionally, it is this university-wide partnership that also provides the infrastructure and space supports to allow for the sustainability of this initiative. Furthermore, the explicit development of shared metrics of success and evaluation systems will enable this initiative to share its successes and challenges and to improve its outcomes.

The UC Scholars Academy increases access to and supports Greater Cincinnati students to become leaders, innovators, and community change agents. Currently, this program is solely with students from Hughes STEM High School, but will grow to increase access to and support diverse students in all of greater Cincinnati, or even from across the state of Ohio. The Academy begins with a competitive selection process and immerses a select cadre of students in a three week residential summer bridge program at UC. Students participate in college experiences across UC's colleges as well as career immersion opportunities. These students are supported throughout the academic year with academic enrichment, critical skill and leadership building workshops, mentoring and college and career experiences. Additionally, each student develops an individualized academic plan to facilitate their continued growth as leaders, innovators, and community change agents.

The details for the UC Scholars Academy Bridge Program are captured here:

- **Vision:** Greater Cincinnati has a diverse leadership reflective of its population, bringing a vitality to the region and serving as a model for the nation.
- **Mission:** Create a nationally recognized model for providing greater access and support for K-12 students to become the next generation of leaders, innovators, and community change agents.
- **Objective:** UC's colleges, along with other community partners, will enable the development of the competencies necessary for leaders who can drive innovation and facilitate community change.
- **Aspirational Goal:** By 2020, the UC Scholars Academy Program has expanded to support all 14 Cincinnati Public Schools (CPS) high schools and provides a continuum of college, career, and leadership supports from grades K-12.
- **Rationale:** Though minorities represent roughly 30% of the population, they fill only 3 percent of senior management positions at American corporations and nonprofits.

Program Goals: 1) Increase leadership skills; 2) Increase skills of innovation (problem solving and creativity); 3) Increase skills of collective impact to support and drive community change; 4) Increase academic learning to remove barriers to college and career readiness; and, 5) Develop effective, sustainable and replicable program models for developing leaders, innovators, and community change agents.

The focused investment in a university-wide initiative, and an organizational model that successfully fosters interdisciplinary research and educational outreach, will position UC to be a national leader in best-practice models that that successfully increase diversity of the University by supporting our community's students.

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- Support Hughes STEM High School (the only urban neighborhood high school in Uptown), as UC's partner, by providing academic as well as college and career readiness experiences using an aligned and articulated approach across all disciplines.
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UC is committed to recruiting, retaining, and graduating academically prepared students who reflect a wide range of diversity. As part of our Diversity initiatives, the University of Cincinnati will connect and support existing efforts; develop and implement new models and programs, which grow our diversity locally through shared work across the university, with neighboring Hughes STEM High School, with other K-12 schools, and with the community. UC recognizes the historical and current work necessary to make the "Academy" (academia) increasingly more and more inclusive; clearly representing the community in which it is situated. It is this diverse representation that brings a stronger voice as well as a breadth in the types of knowledge that are valued and perpetuated (Milem, Chang, Antoni & Lising, 2005).

Sustainability for this initiative comes in multiple ways: 1) the permanent funds provided by both the President and Provost of the University, 2) the funds supplied by the Deans, 3) the capacity and expertise of the university in using internal funds to leverage for external business and foundation funding, 4) the capacity and expertise of the university in acquiring grant funding, and 5) the cross-college and unit network that has been formed to allow all colleges to co-construct the UC Scholars Academy for mutual benefit of the individual colleges, the university, and the community.

## University of Colorado, Colorado Springs

**Original Commitment:** 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.

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.

**Progress Made:** The model laid out in the previous report related to UCCS Pre-Collegiate outreach is moving forward. Projections for the summer 2016 enrollment of sophomore students into the program to take concurrent enrollment courses will be 90 students from two local school districts. Fall enrollment will include an additional school district comprised of 25 students. This first year of project implementation will put the program on target to serve between 250-300 regional students within the next 3 years. Planning on 15% participant attrition from the program these targeted numbers will produce a 2-3% increase in first-time freshman enrollment among first-generation students. K-16 partnerships continue to be developed and finalized. First, all partner school districts enter into a memorandum of understanding with UCCS related to concurrent enrollment terms, access to student records, and ability to partner with school district

The UCCS Pre-Collegiate program is strengthening STEM education by providing extensive academic support for under-represented students in STEM as they progress through high school. This early

academic support targets math and writing proficiency through concurrent enrollment courses and the use of UCCS undergraduates as success coaches for each program participant. Program student's academic performance is closely monitored throughout the program using several nationally normed metrics including 1) Accuplacer results to measure college-readiness; 2) ALEKS to measure specific math competencies; 3) four different psycho-social metrics to measure career identity and academic self-efficacy; and 4) writing metrics to measure writing and communication growth over time. All of these metrics have been shown to be important predictors of success in a STEM major. Finally, students progress through the support structures in a strategic and data-informed manner to ensure that each student has the necessary academic and psycho-social skills to be successful in the next phase of the program. As such, students start with several workshops and concurrent enrollment courses that focus on academic success strategies, math, and writing. After meeting particular benchmark measures, students will progress into STEM-major specific courses which will give them a taste of what these courses are like in college. Additionally, these courses are taught by UCCS faculty and instructors thereby giving the students experience in interacting with faculty in a supportive environment. Finally, students are supported throughout the program by a UCCS undergraduate success coach which can help them navigate through the challenges of pre-collegiate preparation.

**Plans to Sustain Progress:** By aligning efforts with the UCCS student success programs we anticipate increasing the number of first-generation college graduates as a direct result of the pre-collegiate program to be approximately 150-160 additional students graduating. Among these graduates it is anticipated that approximately 80-90 will be STEM majors in engineering, health sciences, basic sciences, and STEM teaching. Additionally, 78% of the incoming student cohort are minorities. The program currently works with 3 STEM industry corporate partners to support STEM career exploration workshops and hands-on STEM activities. Currently, programs exist in 4 schools among partner school districts. With these additional funds from corporate partners, this number will probably double by the end of AY 2017.

## Learn To Earn Dayton - University of Dayton

**Original Commitment:** Learn to Earn Dayton focuses on providing 60% of the Dayton region workforce with some type of postsecondary credential by the year 2025.

**Progress Made:** All 16 school districts in Montgomery County have champions for each of the three major college enrollment efforts: FAFSA Champion, College Application Champion, and College and Career Signing Day Champion.. At each high school, these individuals are responsible for encouraging students to complete their FAFSAs and then make an application to college or to a credentialing program.

All 16 school districts and their 21 high schools are collecting the NSC data and are using that data to better understand how to create pathways to success. We have developed a Counselor Education course around college readiness. There are approximately 40 counselors from our different high schools in the county taking the course at the present time. Our goal is to have 75% of all high school counselors complete the course by 2018. A syllabus for the course is available upon request.

We have worked with Montgomery ESC to create a STEM Fellows Program. This program takes classroom teachers who may or may not be teaching math or science and helps them understand how to use the STEM framework to teach content and to foster critical thinking and problem solving. We currently have almost 100 active STEM fellows and we are currently training an additional 40. The goal is to have at least one STEM fellow in every middle and high school in Montgomery County. We are working with our high school and college partners to better transition young people from high school to college.



**Plans to Sustain Progress:** The 16 schools from across the county meet once a month to discuss how they individually and collectively can increase the percentage of young people who graduate from high school and then pursue a college credential or degree. We have worked together to create a road map to success that helps young people understand what they need to do to be fully college and career ready.

Learn to Earn Dayton has been housed at the University of Dayton and it has been the primary vehicle for reporting on the county wide success of the different schools and school districts. It is going to move from an initiative that is based at the University to become a Type I supporting org within the Dayton Foundation and this will give it more autonomy and also allow it to work with a wider variety of partners and it will also help it on a pathway to organizational sustainability. We are working with our high school and college partners to better transition young people from high school to college.

We have been collecting the NSC data for almost 5 years and we have now created a database that allows us to understand exactly what we have accomplished and to understand what goals seem reasonable. We also have a very close working relationship with our local school district partners and meet with them monthly to explore and access the efficacy of our strategies. Again, our strategy document is available upon request.

## University of Hawaii System

### **Original Commitment:**

- Eliminate achievement gap for low-income and underrepresented students.
- Eliminate STEM participation gap for low-income and underrepresented students, and create a statewide model to institutionalize and dramatically expand summer bridge programs for high school students.
- Every public school participates in college access portal to increase and simplify college application and enrollment.
- Institutionalize and dramatically expand statewide dual enrollment programs in partnership with K12, and establish pathways for all degree programs, including dual enrollment and community college to baccalaureate transitions with advising support.
- Institutionalize early intervention advising systems across public higher education.
- Implement statewide adaptive registration that shifts focus from courses to programs and pathways.
- Pilot statewide online support for the completion of college and financial aid applications.
- Pilot cohort programs for part-time degree seeking students to increase graduation rates.
- Statewide implementation of multiple measures of college level course placement in Math and English, including Common Core assessments.

**Progress Made:** Early intervention is one of the key elements in Hawaii's strategy to ensure student success. A technology-based early alert system with a strong communication component was implemented. Early in the semester, surveys are sent to faculty to identify struggling students who are then contacted by their counselors. These communications, responses and actions are tracked. Over a two-year period, January 2014-December 2015, the following actions were taken:

- 29,675 academic and personal concerns were raised.
- 20,111 reminders were sent to students.
- 19,383 positive kudos were sent.

In addition, the early alert program is able to:

- Manage appointments for Counselors, Retention Specialists, and Peer Mentors.
- Document and share between counselors notes on counseling appointments.
- Refer students to Job Prep Services.
- Complete interventions with students.
- Intervene with students who have received academic sanctions.
- Document student issues.
- Facilitate communication between instructors and students.
- Collect data for program/service evaluation and improvement.

Because part-time students are a large part of our student population, efforts have been made to seek out ways to encourage part-time students to increase their course load from part-time to full-time and/or complete their educational goals with few disruptions. From FY 2014 through FY 2015, 18 projects aimed to benefit part-time students focused on financial aid, study skills, and financial support for childcare.

- Early College Trends: Our public high school graduates have dramatically increased AP exam completion, AP exam achievement, and dual credit/early college attainment. In the Class of 2013, 3,022 graduates completed at least 1 AP exam.

In November 2015, the State of Hawaii sent a K-12/higher education team to the First Lady's White House Reach Higher Initiative convening in Florida. As a result of that convening, the team has been meeting to strategize support and professional development for our grade-level and post-high counselors throughout our state.

In February 2016, the team brought a representative from the American School Counselor Association (ASCA) to introduce the ASCA National Model (a data-driven comprehensive framework for school counseling programs) to Hawaii. This participation provided in-depth training to counselors in the Honolulu District and meetings with K-12 and higher education leaders about the need for deeper training and learning by counselors throughout the K-12 system. Together with the Hawaii School Counselor Association, the team plans to support 2 - 3 complex areas to implement the ASCA National Model around college and career readiness in the 2016-17 school year.

In our October 2014 White House updates, UH committed to establishing multiple, fully-articulated STEM pathways in 2015, including developing three new pathways in: Engineering, Biotechnology, and Data Sciences, and four additional pathways in subsequent years. This has been accomplished. Progress was achieved through coordinated work in all segments of the ten-campus University of Hawaii (UH) System. First, on May 1, 2015, the UH Community College Vice Chancellors for Academic Affairs met with the UH System Director of STEM Education and committed to establishing four UHCC concentrated pathways for the Associate in Science in Natural Science degree at all UH Community Colleges. The four pathways are: 1) Biological Sciences; 2) Engineering; 3) Information and Communications Technology; and 4) Physical Sciences.

Second, UH has established a Memorandum of Agreement (MOA) that facilitates the transfer to the UH Manoa College of Engineering of students who complete, at participating UH community colleges, the Associate of Science in Natural Science degree with a Pre-Engineering Concentration. This agreement is intended to streamline the transfer process, increase the number of students in the engineering program pipeline, and ease the transition for transfer students to support timely degree completion.

Third, UH has established a new Office of STEM Education and has hired a professional staff focused on STEM Pathways in Hawaii, STEM diversity and inclusion and STEM workforce development. This office opened its doors on March 7, 2016. For more information see [www.hawaii.edu/stem](http://www.hawaii.edu/stem). A My Future Hawaii College and Career Portal was developed, and currently engages 32 out of 50 Hawaii high schools in the use of this tool. The portal allows students to complete their Personal Transition Plan online, explore careers, get job salary information, explore college options based on their profile, and apply directly to any UH campus. Hawaii's high schools and colleges also have collaborated to set goals for college application completion. Currently 13 high schools have joined the College Application and Exploration Season campaign. The goal is to have every high school senior complete at least one college application.

Participating high schools can utilize the My Future portal tool together with the College Application & Exploration Season initiative to give opportunity for more seniors to apply to college. This tool is also the mechanism by which 11th grade assessment scores, and some college admission scores (ACT) can be linked to college applications. Hawaii's progress in expanding access can be attributed to institutional commitments and collaborations by the K-12, higher education, and P-20 communities as well as by the communication campaigns that have reached individual students and families. As stated earlier, Hawaii has witness an explosion in participation and access as indicated by growth in early college activity.

**Plans to Sustain Progress:** Our state has committed to an educational attainment goal - "55 by '25" - that 55% of working-age adults would have a 2-year or 4-year college degree by the year 2025. Therefore, our college success goals, K-16 alignment goals, middle-to-high school transition goals, and third grade reading goals all align with this overall goal, in order to ensure that all of our Hawaii residents are prepared for the demand for more education in the workforce. The Georgetown University Center on Education and the Workforce is predicting that 70% of jobs in Hawaii will require some college. Therefore, all parts of the education pipeline must prepare students to earn meaningful certificates and degrees that translate into living wage careers. The initiatives and progress listed above are essential to reach the statewide goal for college attainment, and these interventions will carry through the year 2025 and beyond.

Statewide, colleges are implementing multiple measures for college level course placement, eliminating high-stakes testing. The following placement options will be implemented in fall 2016:

- ACT English or Math Score
- SAT English or Math Score
- Smarter Balance Score
- Cumulative high school GPA
- 12th grade high school English or math class
- HiSet College Ready Score
- GED

For returning adults, many of whom have years of work experience, the UH has instituted a Prior Learning Assessment program. PLA offers students the opportunity to produce evidence (for example, through AP test scores, CLEP, Dante, or portfolio) to demonstrate that they have achieved the learning outcomes of a course or courses.

In addition, the University of Hawaii System, in November 2015, piloted the STAR Guided Pathways System (GPS) with one program at a single campus. STAR, an online advising tool developed at UH Manoa, has been recognized nationally as an innovative tool that allows students to track progress toward

a degree. With state support, STAR GPS was made more robust so that it links dynamically to course registration. Students are provided feedback to direct them to course selections that meet their major and degree requirements, thus keeping them on their degree pathways and supporting on time college graduation.

In April 2016, all 10 UH campuses will conduct STAR GPS pilots for students in selected programs. By April 2017, it is expected that all 50,000 UH undergraduate students will register through the GPS, and the UH Guided Pathway System (UH GPS) will become UH's new normal for student registration. All students will utilize the GPS to register for courses, as well as to view their remaining requirements alongside their projected graduation date. Advisors will be able to know immediately when a student is enrolling in a course that is not part of their pathway and advise appropriately. Faculty will know how many seats in each course are needed to ensure students are able to take required courses to fulfill their pathways. We believe this new normal will lead to increased college completion, shorten the student's time to degree and decrease the number of excess credits at graduation.

The University of Hawaii has a deep partnership with the Hawaii Department of Education that continues through a cross-sector partnership, the Hawaii P-20 Partnerships for Education office. This office is committed to strengthening the education pipeline in the state so that all students achieve college and career success. It also runs the statewide GEAR UP and College Access Challenge Grant, both of which target low-income and underrepresented youth to prepare them for college attainment. Targets are determined in partnership with the University of Hawaii System, the Hawaii Department of Education and the Hawaii P-20 Partnerships Office. These targets include measures of college enrollment, college-level preparation, college completion, and career readiness.

Another significant aspect of Hawaii's strategy is maintaining close relationships with national organizations such as Achieving the Dream, Complete College America, and Jobs for the Future in order to ensure that national trends will be part of the continuous dialogue on program improvement. This year, a grant from Jobs for the Future provided funds to support a Student Success Center, and another grant from Complete College America provided technical support for the Co-Requisite remediation initiative. These partnerships are critical to ensure that UH colleges learn from nationwide research and peer data, and are on the leading edge of the student success movement.

A My Future Hawaii College and Career Portal was developed, and currently engages 32 out of 50 Hawaii high schools in the use of this tool. The portal allows students to complete their Personal Transition Plan online, explore careers, get job salary information, explore college options based on their profile, and apply directly to any UH campus. Hawaii's high schools and colleges also have collaborated to set goals for college application completion. Currently 13 high schools have joined the College Application and Exploration Season campaign. The goal is to have every high school senior complete at least one college application.

Participating high schools can utilize the My Future portal tool together with the College Application & Exploration Season initiative to give opportunity for more seniors to apply to college. This tool is also the mechanism by which 11th grade assessment scores, and some college admission scores (ACT) can be linked to college applications.

Hawaii's progress in expanding access can be attributed to institutional commitments and collaborations by the K-12, higher education, and P-20 communities as well as by the communication campaigns that have reached individual students and families. As stated earlier, Hawaii has witness an explosion in participation and access as indicated by growth in early college activity.

As a state, we are constantly open to new opportunities to turn cutting-edge research and education reform into outcomes for our students. Through partnerships such as Complete College America, NASH, Achieve, NACEP and others, we will pursue new strategies and opportunities to reach more students so that they can achieve college, career and community success in 2025 and beyond.

Moreover, as indicated by the examples given in this survey, Hawaii is committed to using technology to link K-12 and the University of Hawaii, whether it is through an auto-population of the University's application to make applying to college easier for students or exploring the possibility of an early alert system from high school to help college advising.

The sustainability of Hawaii's progress is evidenced by our clear student success goals and metrics that have been set at both the state and the University levels; our investment in technology and in technology development to support the attainment of these goals; and our active and strong partnerships among K-12, UH, state government and industry to work collaboratively to achieve the goals of college opportunity and completion.

## University of Illinois at Chicago

**Original Commitment:** In December 2013, the University of Illinois at Chicago (UIC) committed to continue to increase our recruitment, retention, and graduation rates of all students, including economically disadvantaged students through a variety of actions as part of our Student Success Initiative and Undergraduate Success Center. Further, we committed to continue our work with the Thrive Chicago Initiative. Thrive Chicago is a collective impact model that brings together everyone with a stake in the success of Chicago's youth—a true cradle-to-career initiative. UIC was invited to be a partner in Thrive Chicago because of our leadership of the Chicago Collaborative for Undergraduate Success. In addition, UIC will continue to offer Summer College to ease the transition from high school to college. The vast majority of the students who enroll in UIC Summer College are Pell eligible. We also committed to continue our work as part of the Complete College America initiative to implement Guided Pathways to Success (GPS) in STEM career strategies, in collaboration with the Illinois Board of Higher Education, City Colleges of Chicago and Southern Illinois University at Carbondale.

**Progress Made:** Through the UIC Student Success Initiative there is a major focus on assuring a higher graduation rate while increasing enrollment. Current projects include enhanced collaborative academic advising (project completed), revised summer tuition to encourage on time degree completion (completed), transition coaching program in partnership with community organizations (implemented), no-fee summer bridge program for incoming students in need of remediation so as to be eligible for credit-bearing courses in the first semester. A new block scheduling program for freshmen will be instituted for Fall 2016 as will a campaign to encourage 15 credit hours registration that will lead to degree completion on four years. We have initiated co-remediation in the required English writing course and have instituted reforms in developmental math. To be initiated shortly are projects to improve the sense of a student-centered culture at UIC and explore the use of adaptive courseware by our faculty.

Assessment criteria include changes in graduation rates and numbers of degrees granted, performance in developmental and next level courses, and mean credit hours registered and completed in the first and subsequent semesters.

In 2013, UIC received a grant from NIH to launch the Bridges to Baccalaureate program to increase the number of underrepresented students who pursue bachelor's degrees in the behavioral and biomedical sciences. UIC partners with the City Colleges of Chicago and South Suburban College to bolster the

recruitment, training, mentorship, and degree completion for students in health-related fields. Over the past two years, UIC has partnered on a number of fronts to assure college readiness and subsequent college success. UIC is a major partner with the Chicago Public Schools (CPS) in the Chicago Compact for College Completion, the goal of which is

Each of our STEM disciplines have been reviewing and revising their curricula through much discussion and recognition of the needs of students with a view of the future needs for the nation. An area of particular concern has been in math performance, and through dynamic leadership in the math department, change is underway. A new view of developmental math has resulted in the appointment of a specialist who is reframing developmental math with an emphasis on co-requisite courses to enable a student in need of some remediation to do so while taking a credit-bearing course. The approach to teaching for the educational benefit of the student more so than the interests of faculty, has been a culture change, and is being met with satisfaction. Math-specific pathways have been created so that students are met by their interests, rather than with a “one size fits all” approach. This has involved the creation of new courses in college algebra, calculus for life sciences, and general and life science statistics.

It is expected that the reforms will reduce the disillusionment of students with math-based STEM disciplines. The College of Engineering is currently considering curricular revisions to enable students to complete the degree in for years rather than the present typical five years. The department of Chemistry has modified its introductory chemistry credits to encourage students, and the department of Physics has been doing an intensive study of student performance and proposing changes to both prepare students for the rigors of physics and enable their success.

**Plans to Sustain Progress:** Each of our initiatives are project-managed and includes a plan for sustainable implementation. The projects, of which there are 39 with 16 already underway and half of those completed, each have a “sponsor” who has the ultimate responsibility for maintaining the project. Responsibilities are shared by the offices of the Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs and managed by the success management team.

The significant focus on student success and outcomes occurs from the highest levels of the administration with continual reinforcement of our commitment by the Chancellor and Provost. UIC is in the planning stage to have a campus-wide “finish line” program to assure that students with reach of the degree but unable to register for lack of funds and financial holds are able to remove those holds so as to be able to register for the last course or two.

Efforts to sustain the progress made to date have largely benefited from positive, working relationships with our partners. An important aspect is assuring that the interactions have reciprocal benefits for everyone involved. Taking a leadership role is critical in assuring that advancements are sustained and expanded. Time and again, CPS has emphasized the major role that UIC has taken in leading success efforts. We sit on the Leadership Council of Thrive Chicago and serve to guide the agenda of the Chicago Collaborative.

The investments and commitments of the HSLE membership contribute to the sustainability of our statewide efforts. The HSLE currently has 168 members. These are comprised of 42 Secondary Education Institutions and Administrations, 23 employers, 40 four-year universities or colleges, 11 community colleges, 7 industry associations, 7state education economic development agencies, 10 community based and non-profit organizations, 5 local workforce investment boards, 8 STEM education researchers, 3 labor unions, 7 educators, 2 professional associations, and 3 museums.

UIC also provides support and space for many ongoing collaborative programs for K-16. For example, on four Saturday mornings per semester, UIC hosts the ChiS&E, Dr. Kenneth Hill's math and physics program for K-7th grades and partner organization of the HSLE. The mission of the ChiS&E is to increase the number of historically underrepresented African American and Latino students who are motivated and academically prepared to pursue careers in science, technology, engineering, and mathematics (STEM). ChiS&E now provides age-appropriate hands-on science, engineering, and digital technology activities for K – 7 students, and their parents, in 30 elementary schools in the Chicago region, and develops the capacity of elementary school teachers to provide such activities in classrooms and out-of-school settings.

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The willingness of our STEM departments to revise their programs to meet student interest, needs, and outcomes is indicative of sustaining those changes. UIC has created, partners with, or provides support to the following programs and initiatives that promote, engage and provide opportunities for students and teachers in the STEM sciences, including:

- President's Award Program STEM Initiative
- Chicago Public Schools-University of Illinois at Chicago I-STEM Science Area Partnership
- UIC Engineering Summer Camp
- UIC College of Pharmacy High School Pharmacy Camp
- Student Summer Internships with UIC Department of Physics
- Summer Youth S.T.E.M Camp
- 100 Black Men of Chicago, Inc./African American Academic Network leadership development program
- Annual Biomedical Research Conference for Minority Students
- Center for the Mathematics Education of Latinos (CEMELA)
- UIC Learning Sciences Research Institute
- Teaching Integrated Mathematics and Science (TIMS) Project
- Math Trailblazers Research and Revision Study (MTBRR)
- The University of Illinois at Chicago- All Learn Mathematics Project (UIC-ALM)
- The Connected Chemistry Curriculum (CCC)

- Intensified Algebra (IA)

## University of Kansas

**Original Commitment:** The University of Kansas commits to developing a new cohort-model program specifically focused on Pell-eligible students who meet certain academic standards. In addition to KU's extensive retention programs, this program will add orientation and cohort-building annual events, a staff position to support these students, and an opportunity fund for experiential learning opportunities. KU will redesign intermediate and College Algebra to improve the adaptive learning elements of the online components. KU will also explore funding to begin a summer bridge program designed to assist less well-prepared members of this cohort in their transition to the college environment.

**Building on Existing Efforts:** KU's proposed new cohort program will complement existing programs designed to promote the success of KU students. Current programs include the Pell Advantage program, which combined with the Pell Grant covers the cost of tuition at KU, and cohort programs that provide funding, special advising, and persistence 57 programming, such as the Hixson and Kauffmann Scholars programs and Hawk Link. In addition, KU has undertaken course redesign efforts, first-year experience initiatives, an early warning system, and data analytics efforts to improve retention and graduation rates university-wide. Finally, KU is exploring a partnership with the local school district (USD 497) to provide college preparation for students who aspire to a two- or four-year college.

**Progress Made:** KU is employing the predictive analytics of the EAB Student Success Collaborative platform and the Office of Institutional Research and Planning (e.g., institutional reports, retention model) to refine advising and pathways into professional schools and majors for Pell-eligible students. Predictive analytics has allowed the university to be more proactive in connecting with these students and setting them on a pathway to academic success earlier. A refinement of advisement during orientation in summer 2016 is the next critical step.

Additionally, in August 2015 we launch a 5-day expanded orientation for low-income, first generation, and under-represented minority students as a cohort building intensive introduction to college. Students access dorm housing early, meet with various key offices and programs for early introductions, and begin to build a community of scholars and mentors. We are tracking the student progress throughout the academic year and looking to double the number of students served in the program for the fall 2016.

In the areas of math redesign, we are working to expand a piloted version of College Algebra for non-calculus-bound student. We have also adjusted instruction in College Algebra and Calculus to put additional emphases on the concepts that students have most difficulty with, creating additional practice opportunities. These efforts are coupled with track student use of existing math resources and supports to find out whether those resources are sufficient and whether students use them effectively. The University of Kansas has partnered with Johnson County Community College (JCCC) to create a Degree Partnership Program (DPP) that was launched in fall 2015. This program will enable JCCC and KU students to move freely between both systems.

**Plans to Sustain Progress:** Coordinated effort on our campus will help to sustain and expand the work in increasing the number of college graduates. A Progression & Graduation Committee was formed to help coordinate and strategically frame our efforts on campus. This includes various sub-committee that work directly and intensely with these and other on-going efforts. Additionally, we are a member The University Innovation Alliance (UIA) which is a consortium of 11 large public research universities committed to graduating an additional 68,000 graduates by 2020. This group of large, public, research



universities have self-organized across state and conference lines specifically to test and scale solutions designed to increase retention and graduation rates in higher education. Our participation in the UIA will play a key and critical role in sustaining and growing these efforts on our campus.

Moving from an informal dual enrollment to a formal partnerships will help to institutionalize and sustain these efforts. Overall the partnership will allow students to more easily manage joint admission and enrollment into both institutions, improve student access, success, and degree completion, improve academic program articulation, and use resources at both institutions more efficiently and effectively.

## University of Maryland, Baltimore County

University of Maryland, Baltimore County (UMBC) in collaboration with Dr. Dallas Dance, Superintendent, Baltimore County Public Schools (BCPS); and Dr. Sandra Kurtinitis, President, Community College of Baltimore County (CCBC).

**Original Commitment:** The Collegiate Alliance Program (CAP) will provide a seamless pathway to the baccalaureate degree that entails:

- Two years (junior and senior year) of high school study with a focus on early and continuous college prep coaching and counseling.
- Two years of community college study focusing on building students' academic foundation while preparing them for transition through joint campus affiliation, joint programming, shared resources and other collaboration.
- Two years of baccalaureate study with a focus on student social and academic integration upon transfer.

Specifically, the pre-college (high school) portion of the 2+2+2 program will draw on expertise from all three institutions to deliver a year-long series of college prep workshops to participating 11th and 12th grade students and their parents. The workshop series will include content aimed at ensuring students are “on track for college success,” i.e., preparing students and families to complete the FAFSA, apply to two or more colleges, enroll in college, and eliminate the need for remediation. The workshop series will culminate with an annual Baltimore County College Readiness Symposium providing students and parents with timely hands on, action-oriented college prep activities such as drafting a college essay, completing a college application, and filing a FAFSA. The event will be hosted by UMBC in partnership with CCBC and BCPS. Finally, the Baltimore County Collegiate Alliance Program (CAP) will leverage existing and new technologies including mobile apps and social media platforms to deliver timely and relevant content to students to support the college preparation and planning process. Through the CAP program, we aim to increase the college going rate by 10% at our secondary schools with the lowest college-going rates.

**Progress Made:** To expand access to college, the CAP continues to focus on, among many important areas, community college to four-year, program to program articulation. UMBC and CCBC faculty have been actively engaged in efforts to develop articulation agreements that provide students a smooth and seamless transition from CCBC to UMBC. Recently executed or in progress agreements include the following programs: Honors College, Social Work, Information Systems, Health Administration and Policy, Geography and Environmental Studies, and Global Studies. Additionally, planning is now underway for a Baltimore Collegiate Alliance Partnership Day. The full-day program will provide an opportunity for Baltimore County high school students from targeted high schools to spend a day on both campuses – CCBC and UMBC – to learn about the benefits of a college education, college life, pathways

for college, and some fundamentals of college planning including applying for financial aid. The CAP Visit Day will happen annually during the fall.

### **Plans to Sustain Progress:**

To support and sustain the work and progress of the Collegiate Alliance Partnership efforts, we are also in the process of solidifying our commitment via a formal Memorandum of Understanding (MOU). The MOU serves to not only affirm our institutional commitments to continue working collaboratively to address these important issues but also details our resource commitments (i.e., staff representatives, fee waivers, scholarships, etc.). Additionally, UMBC is seeking funding support through an Education Talent Search grant. Through this grant, we hope to be able to deliver workshops and other activities to increase college awareness and preparedness and increase the number of students matriculating to college from Baltimore County schools with the lowest college-going rates. The grant was submitted in February 2016. We are awaiting outcome of the grant application review.

## University of Michigan

**Original Commitment:** 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: U-M 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. 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 NSF, will reach several thousand students each year, improving retention of all students, including women and minorities. 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. Initial work suggests that women in the STEM fields are particularly interested in this pedagogy.

**Progress Made:** U-M has embarked on a major new initiative to improve college readiness at the K-12 level. Wolverine Pathways (was launched in March 2016 for 193 7th and 10th grade students in two Southeastern Michigan communities. The goal is to improve college readiness.

U-M continues to field a cohort of college advisors in 15 under-resourced high schools across the state of Michigan. These advisors are part of our Michigan College Advising Corps, aligned with the National College Advising Corps. More information about the current Corps members may be found here: <http://ceo.umich.edu/mcac/partnerhighschools.html>

For the College of Engineering M-STEM program, described in the original commitment, the 2015 graduating class was fully 88% of the original freshmen class, a record. Included within this cohort of 143

graduating engineers were a total of 48% underrepresented minority students, 45% female, 45% low-income, and 39% first generation students.

For REBUILD, the project described in the original commitment involving the departments of Physics, Chemistry, Biology, Math, and Astronomy in an effort to increase the use of evidence based methods in STEM instruction, They are now in discussion with the University administration about ways to institutionalize the support which our NSF WIDER grant has supplied so far. Furthermore, REBUILD plans to submit to the NSF INCLUDES grant to expand support.

U-M has embarked on a major new initiative to improve college readiness at the K-12 level. Wolverine Pathways (was launched in March 2016 for 193 7th and 10th grade students in two Southeastern Michigan communities. The goal is to improve college readiness and competitiveness within those communities via three six-week supplemental academic sessions, taking place on Saturdays and during the summer. Students who remain enrolled in Wolverine Pathways through 12th grade, and who apply and are admitted to U-M, may attend U-M tuition-free for four years. Plans for expansion of Wolverine Pathways to more under-resourced school districts in Southeastern Michigan are ongoing.

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## University of Michigan-Dearborn

University of Michigan-Dearborn in collaboration with Michigan College Access Network.

**Original Commitment:** The University of Michigan-Dearborn will partner with the Michigan College Access Network (MCAN) in order to expand the quantity and quality of college access professionals working in Michigan high schools. The University of Michigan-Dearborn is committed to becoming a partner college in the AdviseMI program alongside at least seven other Michigan colleges. Recent alumni from the University of Michigan-Dearborn will serve Michigan high school as dedicated advisers. These advisers will help achieve 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.

**Progress Made:** UM-Dearborn helped to recruit, hire, train, place, and support five recent alum to serve as advisers in high schools. The five advisers serve six high schools and 5,563 students, 46% of whom are low-income.

Partnered with 11 other colleges to form coalition.

Partnered with six high schools (Academic and Career Education Academy, Bullock Creek High School, Old Redford Academy, Woodhaven High School, Wayne Memorial High School, and Oscar A. Carlson High School).

Contributed \$37,500 to support the program in 16-17 and will continue to provide funds.

54% of seniors from partner high schools completed at least 2 college applications by 12/31/15

70% of seniors from partner high schools will 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 12/31/16

## University of New Hampshire (UNH)

**Original Commitment:** The University of New Hampshire (UNH), Durham NH, committed to expanding college access and to strengthening STEM education. These commitments were made in January and December of 2014. The entries below detail the specific commitments and progress made toward meeting them through 2015.

**Progress Made:** 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.

The University of New Hampshire (UNH) will increase its commitment to enrolling low-income students from the Community College System of New Hampshire (CCSNH) by implementing a broader baseline articulation agreement and by introducing scholarships of up to \$5,000 per year (for up to two years) for CCSNH graduates who arrive at UNH with an associate's degree completed. Following a successful pilot program started in the last academic year, UNH will increase the STEM Connect program from the Existing 14 students to 50 students in the next entering class. To improve STEM outcomes for low-income students, STEM Connect provides additional academic support to students through an intensive two-week summer program, a structured first-year curriculum, and additional academic advising services. Through the creation of Project SMART Scholarships, UNH will enable more students from low-income households to participate in this high impact, pre-college program, exposing students to the world of

science through hands on learning while simultaneously introducing them to the possibilities of a college education. Working closely with UNH faculty, upper-class high school students participate in hands-on projects while also learning basics of STEM disciplines. Building on Existing Efforts: The University has already piloted a STEM Connect (pre-college) program and community college transfer scholarships. More recently, UNH has partnered with the Community College System of New Hampshire to introduce a reverse transfer initiative. UNH also has ongoing efforts to assist first generation students and students from low-income households through institutional financial aid and myriad academic advising and support programs (including four TRIO-funded programs).

**Plans to Sustain Progress:** The University of New Hampshire (UNH) will increase its commitment to enrolling low-income students from the Community College System of New Hampshire (CCSNH) by implementing a broader baseline articulation agreement and by introducing scholarships of up to \$5,000 per year (for up to two years) for CCSNH graduates who arrive at UNH with an associate's degree completed. Following a successful pilot program started in the last academic year, UNH will increase the STEM Connect program from the Existing 14 students to 50 students in the next entering class. To improve STEM outcomes for low-income students, STEM Connect provides additional academic support to students through an intensive two-week summer program, a structured first-year curriculum, and additional academic advising services. Through the creation of Project SMART Scholarships, UNH will enable more students from low-income households to participate in this high impact, pre-college program, exposing students to the world of science through hands on learning while simultaneously introducing them to the possibilities of a college education. Working closely with UNH faculty, upper-class high school students participate in hands-on projects while also learning basics of STEM disciplines. Building on Existing Efforts: The University has already piloted a STEM Connect (pre-college) program and community college transfer scholarships. More recently, UNH has partnered with the Community College System of New Hampshire to introduce a reverse transfer initiative. UNH also has ongoing efforts to assist first generation students and students from low-income households through institutional financial aid and myriad academic advising and support programs (including four TRIO-funded programs).

We awarded a number of scholarships to students participating in Project SMART. There were 22 awarded in 2014 and 28 in 2015. We also introduced a number of \$5000 per year scholarships for CCSNH students. In 2014, there were 45 such grants awarded, and in 2015 there were 66. UNH also increased the number of STEM Connect participants. We had 33 students in 2014 and 43 students in 2015.

## University of Northern Colorado

**Original Commitment:** 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. 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.

**Progress Made:** In December 2014, the University of Northern Colorado (UNC) committed to increase the persistence of STEM majors by 2% per year for five years. Due to the movement of students across majors as well as the admittance of new students in spring term, persistence from term to term rather than year to year was measured. Using census data, initial results show an increase in persistence for first-year freshmen of 3.7% from fall to spring term (2015-2016) as compared with the previous fall to spring persistence rate. Exciting results include the increase in persistence from spring to fall term, a time when many students may drop out of school or change institutions. Spring to fall 2015 showed a 7.9% increase in persistence as compared with spring to fall 2014. The persistence for all STEM majors (freshmen through senior) shows a slight increase in from fall to spring (0.7%) and a notable increase in persistence from spring to fall (6.1%).

As described in the commitment, UNC has incorporated data analytics as a member institution of the Student Success Collaborative. In addition to data driven advising, some of the actions contributing to success include a modification in course sequencing to lessen the load for first term freshmen and program changes to assist students in moving from introductory to advanced courses through a focus on problem-solving and study skills. Math placement exam data continue to be refined but preliminary reports are showing improvement in introductory chemistry through student placement into appropriate math courses.

## University of Northern Iowa

**Original Commitment:** The University of Northern Iowa (UNI) made a commitment in December, 2014, 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 through UNI STEM camps, from 400 to 800, by 2016. 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: 1) Development of a STEM degree completion research initiative: The “STEM & Flow” project aims to measure the impact of targeted interventions in pivotal STEM courses. 2) 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. 3) 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.

**Progress Made:** The University of Northern Iowa (UNI) made a commitment in December 2014 to double the number of women and underrepresented minority STEM graduates over five years, reaching

nearly 200 annually. In 2014-15, there were 159 STEM graduates, growing from 142 or a 12% increase from our base year of 2012-13.

The goal was to also double the number of underserved youth reached with UNI STEM camps and workshops, from 400 to 800, by 2016. While UNI's total number of STEM campers has not yet reached our original outreach goal, UNI did provide a total of 231 Iowa NSF-EPSCoR funded STEM Camp experiences in 2015. Of these campers, 50.5% were female, 39% were from underrepresented groups, 6% reported a disability and 15 scholarships were provided to either URM students or those who demonstrated financial need. Additionally, to provide access and relevancy of STEM fields to young women, UNI partnered with John Deere and the Society of Women Engineers in hosting "Expanding Your Horizons," to help girls in grades 5-8 realize their potential in STEM fields and careers. Three workshops/camps (2014, 2015) were offered and attendance increased by over 73% from the first offering. Nearly 350 students were served. As a member of the Iowa Illinois Nebraska STEM Partnership for Innovation in Research and Education (IINSPIRE) - NSF LSAMP alliance, our goal is to help guide, support and retain underrepresented minority students in STEM majors. From Fall 2013 to Spring 2016, 19 UNI students have become LSAMP scholars. Of the 19, six students have carried out undergraduate summer research and six students will graduate by May 2016. The total served through STEM camps and workshops totaled 582,

**Plans to Sustain Progress:** Continuing progress toward increasing the number of women and underrepresented minority STEM graduates remains an institutional priority for UNI. Specific support is provided through the Academic Learning Center. Academic advisors are provided to students who are first generation college students or who are underrepresented minority students. Jump Start programs also provide targeted assistance to launch these students toward success in STEM fields.

## University of Pittsburgh

**Original Commitment:** The University of Pittsburgh committed to replicating the ELeVATE program at three or more institutions to promote reintegration to college of veterans with disabilities, and to enroll more veterans with disabilities in STEM disciplines.

**Progress Made:** Since 2003, 17 students graduated from the University of Pittsburgh's ELeVATE program. Twelve pursued a two or four year program of study. Four of the twelve pursued degrees in STEM-related programs of study. The University of Texas at Arlington implemented ELeVATE for one year and other institutions have adopted aspects of the program. The University has not been able to replicate the program at additional institutions, as no other institutions chose to participate in the replication effort. Information generated from ELeVATE was used to support two American Association for the Advancement of Science (AAAS) reports on inclusion of people with disabilities in STEM.

**Plans to Sustain Progress:** Since 2003, 17 students graduated from the University of Pittsburgh's ELeVATE program. Twelve pursued a two or four year program of study. Four of the twelve pursued degrees in STEM-related programs of study. The University of Texas at Arlington implemented ELeVATE for one year and other institutions have adopted aspects of the program. The University has not been able to replicate the program at additional institutions, as no other institutions chose to participate in the replication effort. Information generated from ELeVATE was used to support two American Association for the Advancement of Science (AAAS) reports on inclusion of people with disabilities in STEM.

The University of Pittsburgh reached out to 103 stakeholders, including representatives from academic institutions, rehabilitation institutions and government organizations to provide information and assistance in efforts to replicate the ELeVATE program. The University will continue to look for opportunities to replicate the program and expand enrollment of veterans with disabilities, particularly in STEM disciplines.

## University of Tennessee, Knoxville

**Original Commitment:** In January 2014, UT-Knoxville committed to the following: continue to promote access through scholarship awards, develop a retention index to identify at-risk students and use our coaching program to assist those students, and expand our transfer programs with Tennessee community colleges. In December 2014, UT-Knoxville committed to the following initiatives: expanding opportunities for STEM students through experiential learning, growing the enrollment in the College of Engineering by 20-25% in five years, building two new buildings valued at \$230 million with classroom and laboratory space for STEM disciplines, and expanding Math Camp--a program for rising freshmen with low ACT scores in math to help them improve before entering college-level math courses.

**Progress Made:** Math Camp works to close the achievement gap and position students for success in their chosen major. The program targets students with lower math standardized test scores, but who wish to pursue majors requiring more advanced math skills. UT's experience shows that these students would be considered at risk for completing college-level algebra based on their profile. Math Camp provides a thorough review of concepts for important pre-requisites for math-intensive majors and strategically engages students in advising prior to enrollment. The program integrates intensive math instruction, academic advising, and career counseling to help students find an early path for success, rather than wait for failure to begin conversations. Nearly 80% of participants are Pell-eligible and roughly 40% are from diverse backgrounds. Outcomes show that Math Camp participants are able to place into higher level math courses after the program. More importantly, participants succeed in their first math courses at comparable rates to university averages and exceed these averages in some courses, even when starting with lower high school math achievement profiles.

We have also developed and implemented the retention index coaching program. We use the index to carefully examine the student's academic profile, support systems, and eligibility for Pell grants, among other factors. Academic coaches then work with students to assist in the transition to university life and help them develop academic and nonacademic success strategies. We believe this program has led to the overall increase in our retention rate to 84.6% as well as our rise in overall graduation rate to 70.3%.

For some Tennessee students, starting at a community college offers a better and more economical path to successful degree completion at UT. With formal relationships with Oak Ridge National Laboratory, Y-12 National Security Complex, Eastman Chemical, and others, we expanded the opportunities for STEM students to conduct undergraduate research as well as participate in internships and co-ops.

In addition, we have the Smart Communities Initiative (SCI), a one-year partnership between UT and a community in the state of Tennessee. During the 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. We committed to growing the College of Engineering 20-25% in a five-year period. We are



already into the third year and have increased enrollment by 21%. We anticipate that we will surpass the 25% mark by year five.

Construction for our two new STEM buildings are underway. Strong Hall, a \$114 million nine-story, 268,000-square-foot building which will house anthropology and earth and planetary sciences departments and will also provide critical instruction and lab space for the general biology and chemistry departments. The second building, the Mossman Building, is a new \$100M building that will house portions of microbiology, biochemistry, cellular and molecular biology, psychology, and nutrition. It also will have a vivarium and shared laboratories and general-purpose classrooms. The building is set to be completed in 2018.

The University of Tennessee, Knoxville continues to be a great value for higher education. For example, the average student's net tuition and required fees amount to only about \$5,000 per year. In addition, over 49% of our students graduate with no debt. For the 51% that graduate with debt, the average indebtedness is approximately \$23,870—this is significantly lower than the \$35,000 overall average indebtedness of students nationwide.

This is due in large part to the university's commitment to access and scholarships. We were recently recognized by Princeton Review as being a great value in higher education. The publication notes that UT provides “plentiful” scholarships, with more than \$35 million in institutional scholarship funds awarded annually, along with work-study and state and federal grants and loans. The guide also cites UT's Achieve the Dream grants, which are awarded to top-performing students from lower-middle-earning households.

We also award the Tennessee Promise and Tennessee Pledge Scholarships. The Tennessee Pledge Scholarship is offered to qualified students with a family adjusted gross income of up to \$40,000, which equates to approximately 200 percent of the federal poverty level. The four-year scholarship, when combined with other federal, state, and institutional aid, covers mandatory costs without the use of student loans. The Tennessee Promise Scholarship is awarded to students who graduate from a Tennessee Promise high school. These schools were identified because they historically send few students to universities. The Tennessee Promise Scholarship, combined with other scholarships, provides funds to assist with tuition and fees for up to four years.

**Plans to Sustain Progress:** We continue to hold Math Camp annually to assist incoming freshmen before they enter college-level math courses. We are still considering expanding Math Camp to Memphis. We also continue to refine the retention index and expand the number of academic coaches we have available to students. We continue to look for opportunities to expand and enhance our transfer agreements with community colleges. A couple of years ago, the General Assembly passed the Tennessee Promise initiative, a scholarship and mentoring program focused on increasing the number of students that attend college in our state. It provides students a last-dollar scholarship. Students may use the scholarship at any of the state's 13 community colleges, 27 colleges of applied technology, or other eligible institution offering an associate's degree program. With the Tennessee Promise, we now have transfer counselors on campus to assist community college students in transferring to the university.

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## University of Texas at Austin

**Original Commitment:** 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 2025.

**Progress Made:** We promised to add 5 schools to the UTeach network and did so. The schools selected were:

- 1) U Nevada, Reno
- 2) West Virginia University
- 3) U Mass Boston
- 4) George Washington University
- 5) Louisiana Tech University

We also promised to continue preparing STEM teachers at our previously existing network of universities. While final figures for 2014-2015 are not yet complete, we expect to have prepared around 500 new teachers.

## University of Texas-San Antonio

University of Texas-San Antonio in collaboration with Univ. of Texas-San Antonio, California State-Fullerton, California State-San Bernadino, San Jacinto College, Miami Dade College.

**Original Commitment:** This collaboration of HSIs will contribute toward reaching President Obama’s 2020 goal for America 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. The collaborative, for four year institutions;

- Increase the overall 6 year graduation rate, Such that the number of students that graduate in 2020 is 20% higher than the number in 2014.
- Increase the 4 year transfer graduation rate, such that the number of transfer students to graduate in 2020 is 10% 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.

Similar objectives are listed for 2 year institutions in the collaborative.

The collaboration will collectively produce at least 34,465 additional graduates by 2020 many of whom will be from low income and underrepresented backgrounds.

An overview or snapshot of progress made to date towards the achievement of the above is outlined in the section titled “Increasing the number of graduates”.

**Progress Made:**

In the first year of the collaboration UTSA can report a total of 115 more Hispanics were awarded Bachelor’s Degrees over the base year. Graduation rate data for both first time fulltime students as well as transfer students is of course not available until the appropriate periods of time have lapsed. However, comprehensive programs to improve retention and completion of baccalaureate programs are in place and are described below.

UTSA Ready is a bridge program working in partnership with over 15 school districts in the region and connecting high school students with the University in an effort to prepare and orient them for success in college.

**Plans to Sustain Progress:** UTSA is taking steps over the next ten years to ensure that entering freshmen are better prepared to succeed in college, both academically and socially, through the use of greater selectivity in admissions and the enhancement or introduction of a variety of student support strategies, according to the four-year Graduation Rate Improvement Plan (GRIP). Through this plan, the university is establishing goals that would significantly increase the completion rates for students admitted into the 2021 freshman cohort: 25% to graduate within four years, and more than 60% to graduate within six years. To achieve these goals, student year-to-year persistence at UTSA must improve substantially. In particular, the first-to-second year persistence rate must increase from 61% to 85%, and the second-to-third year persistence rate must improve from 74% to 88%. Thus, this plan focuses most critically on the early college experience and helping eligible students with the transition from high school to college.

The GRIP contains four elements:

- Freshman Focus initiative.
- Financial aid incentives.
- Expansion of faculty and advising staff.
- Focus and aggressive student recruitment.

Once enrolled in the University, progress of each student is tracked with appropriate interventions and support services to insure their success and degree of completion. UTSA Ready is a program that is institutionally funded since its inception in 2014. The program has served over 1,500 prospective UTSA students since its inception and continues to invest in the future of students from the San Antonio metropolitan area.

## University of Texas (UT) at Tyler

**Original Commitment:** 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). This commitment was made in December 2014.

**Progress Made:** During the past year, Houston Community College has increased the number of our community college engineering majors by 83%; from 607 to 1116 students. Our upper division partner, the University of Texas at Tyler, has simultaneously increased enrollment on the HCC campus by 62%; from 161 to 261 students enrolled in their upper division engineering degrees programs. The second graduation class from our UT Tyler program is projected to be 46 students, up from 25 students in the first graduating class (84% increase).

We have also established an additional engineering partnership with Texas A&M which creates a new seamless pathway from HCC to a second upper division four-year engineering degree granting institution. The first “HCC/Texas A&M/Chevron Academy” freshmen class numbers 31 students this year. The number of declared HCC engineering majors will exceed 1500 next year while enrollment in the upper division partners’ UT Tyler program and Texas A&M program are projected to grow to a combined total of 400 students next year (25% increase).

It should be noted that most of our students work while attending class. As such, more than 70% of our students take four or more years to complete their “two-year” Associate of Science in Engineering Science degree. It is therefore difficult to cite “completion” and “success” statistics this early in the program.

**Plans to Sustain Progress:** During the past year, Houston Community College has increased the number of our community college engineering majors by 83%; from 607 to 1116 students. Our upper division partner, the University of Texas at Tyler, has simultaneously increased enrollment on the HCC campus by 62%; from 161 to 261 students enrolled in their upper division engineering degrees programs. The second graduation class from our UT Tyler program is projected to be 46 students, up from 25 students in the first graduating class (84% increase).

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## University of Virginia (UVA)

**Original Commitment:** The University of Virginia (UVA) has developed a new comprehensive strategy, based on research by UVA faculty members Sarah Turner and Ben Castleman, to actively recruit and support high-achieving, low-income high school students from Virginia. UVA will identify high-achieving, low-income students who are qualified for admission to UVA and send them personalized messages to increase their understanding of college costs, need-based financial aid, and net price. UVA will continue to provide practical information and individualized guidance throughout the college application and financial aid process, including personalized assistance in filing for financial aid for

applicants who have not yet submitted aid forms. UVA will strengthen partnerships with high schools in low-income areas of the state, provide opportunities for low-income students to visit the University without cost, and provide students with peer and faculty mentors.

**Progress Made:** In 2015, the University of Virginia Office of Undergraduate Admission pilot tested a text messaging campaign to actively recruit and support high-achieving, low-income high school students from Virginia. In February 2015, UVA sent text messages to early action admits and regular decision applicants from lower-income high schools, encouraging them to apply for financial aid before the March 1 priority deadline. UVA faculty members Sarah Turner and Ben Castleman, whose research led to this new comprehensive strategy, are still analyzing the results of this effort, but it appears as if the campaign led to substantial increases in the share of students that got their forms in by the deadline.

In December 2015, UVA sent prospective students text messages with links to MyIntuition, a simplified financial aid estimation calculator, encouraging them to find out what UVA would cost their family net of financial aid and to think about applying. In February 2016, UVA expanded this text messaging campaign to increase prospective student completion of financial aid documents by the priority deadline.

The Office of Undergraduate Admission is also working with the Office of Communications to develop financial aid materials for families and develop a more comprehensive aid and cost awareness communication strategy.

**Plans to Sustain Progress:** In 2015, the University of Virginia Office of Undergraduate Admission pilot tested a text messaging campaign to actively recruit and support high-achieving, low-income high school students from Virginia. In February 2015, UVA sent text messages to early action admits and regular decision applicants from lower-income high schools, encouraging them to apply for financial aid before the March 1 priority deadline. UVA faculty members Sarah Turner and Ben Castleman, whose research led to this new comprehensive strategy, are still analyzing the results of this effort, but it appears as if the campaign led to substantial increases in the share of students that got their forms in by the deadline.

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Since enhancing UVA's financial aid program in 2004-2005 to meet 100 percent of demonstrated financial need, the University has increased its financial commitment to students from \$11 million to more than \$50 million, an increase of 355 percent. UVA launched the Virginia College Advising Corps in 2005, originally called the College Guide Program, to improve college access for low-income, first-generation, and under-represented students. These and other efforts have resulted in graduation rates that are among the best in the nation, with a six-year graduation rate for all students of 93 percent; 91 percent for students with need; 89 percent for African-American students; and 87 percent for low-income students.

## University of Wisconsin-Madison

**Original Commitment:** UW-Madison made these original commitments (summarized below) in January of 2014.

- Expand Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE) program to increase under-represented students in college. Efforts focus on academic preparation, and the provision of career and college advice, as well as financial aid information. PEOPLE students who matriculate at UW-Madison receive in-state full tuition scholarships and academic support throughout their college careers.
- Enhance Posse program staffing and support. UW-Madison enrolls four Posses annually, including one New York STEM-focused Posse.
- Advance WISCIENCE, a cross-university program designed to increase STEM involvement and coordinate STEM programs. Aim of WISCIENCE is to achieve parity between the underrepresented and majority students in learning gains, STEM to non-STEM major changes, and D/F/Drop rates in targeted large enrollment gateway courses.
- Increase Pell-eligible students at UW-Madison by increasing support for need-based FASTrack and BANNER scholarship programs.

**Progress Made:** The UW-Madison PEOPLE program, averaging 270 new Wisconsin students per year, primarily serves low-income families with pre-college students. Students from low-income families comprised roughly 80 – 95% of the students accepted into the program. In 2015, UW-Madison’s undergraduate applications were up nearly 8% over 2014. The university also experienced a large increase in the number of applications from underrepresented students of color, up 16% over 2014.

The UW-Madison closed the gap in retention rates to the second year between targeted minority freshmen and all new freshmen in 2015, with a rate of 95.8% for all new freshmen, and a rate of 95.2% for targeted minority new freshmen.

Among our most needy students who receive support through two UW-Madison scholarship programs, we saw an increase in retention of nearly two percentage points from 2013-14 (94.0%) to 2014-15 (95.9%) among our FASTrack students (Wisconsin residents). This compares favorably with the retention rate for all new freshmen of 95.8%. The retention rate for BANNER students (non-residents) also rose over the past two years, from 94.1% to 94.6%. Overall, institutional scholarship funding increased 4.5% from 2014 to 2015, and increased another 2.1% from 2015 to 2016.

**Plans to Sustain Progress:** Moving forward with our proposed expansion of the PEOPLE Program, we hired four Teaching Specialists in core subject areas: Math, World Languages, Social Studies and English. These teaching specialists are charged to develop culturally relevant curriculum for the after-school and summer programs, and strengthen the pre-college students’ learning experience. Services provided by after-school Academic Centers for Enrichment at PEOPLE’s Milwaukee and the Menominee Nation sites have been expanded with funding from a Great Lakes Higher Education Corporation’s two-year grant of \$600,000. The grant has also made possible the hiring of a full time coordinator, to work exclusively with Milwaukee students and staff. At the end of the grant period, this position will transition to a permanent Milwaukee PEOPLE Program Coordinator, working with area students, staff, school personnel and community members to improve student outcomes.

PEOPLE has hired a full-time Native American Coordinator to work with tribal communities in northern Wisconsin, not only to increase the number of Native students participating in PEOPLE, but also to ensure services for participating students in these communities through relationship-building with families, tribal elders and education directors. Addressing critical data needs within the division, a Director of Data Management is working to ensure a PEOPLE pre-college data system alignment. PEOPLE data development increases our capacity to conduct short- and long term assessment of interventions, curriculum, student needs and other data for continuous program improvement.

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Overall, institutional scholarship funding increased 4.5% from 2014 to 2015, and increased another 2.1% from 2015 to 2016. The FASTrack (Wisconsin residents) and BANNER (non-residents) scholarship programs serve our lowest-income and thus most at-risk students. As of March, 2016, we have 933 FASTrack and 332 BANNER students enrolled at the UW-Madison. Over the last two years, an internal FASTrack/BANNER team created programming to significantly enhance our outreach to this student population. We begin outreach with prospective students and parents well before they begin their time on campus and have many points of contact – particularly important for 1st generation students and non-English speaking parents. This year we are connecting some of these students with the campus Summer Collegiate experience so they will get a head start on their academic career (two to three courses) and begin to develop a cohort and community of scholars. Monthly workshops cover topics critical to student success such as career/campus employment, managing stress, budgeting and loan repayment, help with filling out the FAFSA, navigating college life and accessing campus resources (including academic advising), Satisfactory Academic Progress, locating off campus housing, and studying abroad. These are designed to help build a student community and to link students with programs fundamental to their success.

## Washington & Jefferson College

Washington & Jefferson College in collaboration with Washington School District, the LeMoyne Community Center.

### **Original Commitment:**

- 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 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.

**Progress Made:** It is difficult to answer many of the numerical questions above since 98% of our graduates complete their degrees in 4 years, and we have no remediation courses. Therefore, it is difficult to know how many individuals were “retained.” : Our cohort graduation rates for Pell students are 71% for those who graduated in four years or less; 73% for five years or less; and 73.08% for six-years or less. This compares extremely favorably with the national rates of 44%, 59%, and 68% for four-, five, and six-year graduation at independent institutions nationally.

We have completed all the initiatives that are solely within our control. We estimated that we would have 30 tutors working in the school system this year, and we have 48, so we met our goal and exceeded it by 50%. We did not receive the funding we needed to start new outreach programs, but we continue to seek support for this initiative. However, we have asked our tutors within the school system and the community center to work with their students on planning for college or, in the case of high school seniors, applying to college. On campus, we have increased our mentoring programs for at-risk students by 1) placing peer tutors in all sections of our required First Year Seminar, and 2) adding a new program of mentoring for African-American females as a counterpart to our Charles West Program for African American males, which provides both peer and adult mentors for this group. Our admissions office now regularly holds both online and in-person FAFSA workshops for parents in the surrounding region.

**Plans to Sustain Progress:** We have completed all the initiatives that are solely within our control. We estimated that we would have 30 tutors working in the school system this year, and we have 48, so we met our goal and exceeded it by 50%. We did not receive the funding we needed to start new outreach programs, but we continue to seek support for this initiative. However, we have asked our tutors within the school system and the community center to work with their students on planning for college or, in the case of high school seniors, applying to college. On campus, we have increased our mentoring programs for at-risk students by 1) placing peer tutors in all sections of our required First Year Seminar, and 2) adding a new program of mentoring for African-American females as a counterpart to our Charles West Program for African American males, which provides both peer and adult mentors for this group. Our admissions office now regularly holds both online and in-person FAFSA workshops for parents in the surrounding region. All of these programs are supported through operating funds. We will continue to devote resources to these efforts. We have also hired a new professor in our Education Department who will provide additional support from that area for students who tutor and mentor in the schools. We are also in the process of designing a menu of pre-Orientation programs for incoming students, at least three of which will be designed especially for low-income and first-in-their-family-to-go-to-college students to acquaint them with the College. In the past, we have found that these programs great improve retention among students who might otherwise be overwhelmed by this unfamiliar environment and face certain challenges due to their socio-economic background. We have also applied a recent presidential discretionary grant (given to us by a foundation) to additional training in diversity for faculty and staff, and we are working with eleven other colleges to convene this Fall to discuss issues of free and civil speech on campus.

## Washington Student Achievement Council

### Original Commitment:

1. Support College Bound Scholarship program by offering college and career readiness counseling with professional development opportunities.



2. Expand peer mentoring and support services on college campuses.
3. Double statewide FAFSA completion efforts through College Goal Washington events and FAFSA completion initiative.
4. Promote Career Guidance Washington.

**Progress Made:** One of the key efforts to increase the number of college graduates is to increase college enrollment. Washington has committed to provide support to lower barriers facing many: financial need to complete college without debt. As a strategy, we implemented the FAFSA Completion Initiative to provide personally identifiable data to school districts through our agency's ISIR data matching tool. We would like to gradually double the number of students filing and completing the FAFSA form. We are happy to report that that effort has achieved a great start. Through a data sharing agreement with the K-12 agency and data using agreement with school districts, we have seen over 90% of the school districts accessing our secure portal for FAFSA information. They may use that information to offer targeted and direct help to students and increase their completion rates. In addition, we have our 12th Year Campaign in place to offer direct support to schools in resources, both human and materials. Comparing with the same time last year, we are seeing a 20% increase of the number of seniors completing the FAFSA.

Preparing students college and career readiness is a common goal for both the K-12 agency, the Office of Superintendent of Public Instruction and the SHEEO entity, Washington Student Achievement Council. We work closely in several key areas to enhance col

One of our commitments is to help train more school counselors and college access professionals. We are happy to report that through collaborations with the Southern Regional Education Board's Go Alliance, we are able to provide counselors and college access professionals (mainly through the federal GEAR UP program) professional online training curricula through four training modules. Two large school districts are offering trainings to their school counselors and at least three GEAR UP programs offer their staff the courses since last August. After completing the four-module training, counselors and staff will be certified as college access specialists.

While the STEM education is not one of our commitment, Washington is the recipient of the National Governor's Association STEP Alliance grant. We have gathered many in the STEP field and hosted a couple of STEM Alliance meetings. The grant ends in 2016, we will continue to work on improving access to STEM education.

Washington created the College Bound Scholarship program to offer early commitment of state need-based financial aid to low-income students. Based on the cohort free and reduced lunch number at 7th grade when students first become eligible to apply, we enrolled 91% of the eligible students in 2015. Through partnership with OSPI and non-profit organizations, we started mapping services to those students. We have created a college-bound culture in many of the school districts where faculty and staff work together to sign up eligible students. In 2015, we have seen the first four cohorts of College Bound students graduating from high school and enroll in postsecondary institutions. They are 13 percentage higher than their peers in the low-income group.

**Plans to Sustain Progress:** We will continue to build on our initial success in FAFSA completion effort. It is our hope that by 2017, all school districts that have a graduating class will access our secure portal and work on increasing the number of seniors completing the FAFSA. We will need to push for more applications. While completion has increased 20% during the same time period, our applications remain steady. We must increase the number of applications. In addition, we are working to offer access to other programs and non-profit organizations for the PII data. We still have some obstacles to overcome technically.

To help support the increasing the number of college graduates, we need to implement other support services to help students in their transition from high school to college and from persistence to graduation. We are engaged with our 2 and 4 year systems to address remediation issues, align Common Core State Standards to college admissions (Washington is one of the few in that effort), and addressing the re-engagement of adult population, especially those with some college but no degree.

We have established data sharing agreements between the K-12 and high education agencies to share student level data through partnership. This will continue and expand to include data sharing with the Education Research Data Center for full 360 degree access to student enrollment, attainment and workforce outcome in the future. We work together to provide information to school counselors through a fall tour of events. We also host a monthly webinar together to address topics that are related to college readiness such as admission and financial aid applications, 9th grade transition, college and career options, high school and beyond plan, etc.

Washington created the College Bound Scholarship program to offer early commitment of state need-based financial aid to low-income students. Based on the cohort free and reduced lunch number at 7th grade when students first become eligible to apply, we enrolled 91% of the eligible students in 2015. Through partnership with OSPI and non-profit organizations, we started mapping services to those students. We have created a college-bound culture in many of the school districts where faculty and staff work together to sign up eligible students. In 2015, we have seen the first four cohorts of College Bound students graduating from high school and enroll in postsecondary institutions. They are 13 percentage higher than their peers in the low-income group.

We will continue to coordinate sign-up efforts and service delivery through social media, mailing and other means to provide guidance and support to those students who are in College Bound. Signing up for the program is the first step, especially with families where no one has attended or completed a college level degree or certificate. The state has committed tens of million dollars to fund the College Bound Scholarship. Washington's program is the youngest of three similar programs in the nation: Indiana 21st Century Scholars, Oklahoma Promise and Washington College Bound. Ours is now the largest with over 228,000 students in the pipeline. We have established a smooth data sharing mechanism with the K-12 system and work closely with other non-profit organizations to offer support services throughout the secondary years. Our key strategies include: analysis of the support services available across the state, engage and embed sign-up and support work in school districts, strive to sign up as many eligible students as possible, provide training in counseling and college access to counselors and college access professionals, use social media to constantly remind students and families on college readiness, and use of FAFSA and college application campaigns to engage 12th grade in our 12th Year Campaign. Washington state's Roadmap goals for student achievement are 100% high school equivalent and 70% postsecondary credential by 2023. The College Bound Scholarship program is a critical step for the state to reach those goals as the demographic changes will mean more and more low-income and minority students are in the pipeline. The College Bound Program is one of the ways to level the playing fields and engage large number of students/families from low-income and minority background to aspire, prepare and enter postsecondary opportunities.

## Wayne State University

In collaboration with Macomb Community College, Oakland Community College, Schoolcraft College, and Henry Ford College

**Original Commitment:** To produce 1,000 additional degrees by 2020, and 1,500 additional degrees by 2025, equaling a total of 2,500 additional degrees by 2025.

**STEM Commitment:** 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.

**College Access Commitment:**

- The university will offer free WSU tuition to all WSU staff who participate in pre-college outreach programs to take the post-secondary planning and college counseling course.
- WSU will provide professional development in the eight components of CCR into its Annual Faculty Summit on Student Success and in its Annual Academic Advising Summit.
- In recognition of the fact that not all students who enter college are fully college ready, WSU will integrate the eight components of CCR into its first year transition programs.
- WSU will dedicate one staff member in its Academic Success Center, to work with guidance counselors and students in Southeastern Michigan to prepare for a postsecondary education:

**Progress Made:** Wayne State University continues to invest in developing the administrative infrastructure and support services for transfer students. The Transfer Student Success Center, which is in its second full year of operation, is now fully staffed with a wide range of services and activities for current and prospective transfer students.

Wayne Advantage-Macomb (the new name for WayneDirect), a strategic partnership allowing qualified students to enroll at both WSU and Macomb Community College to get a head start on a bachelor's while completing a Macomb certificate program or associate degree, was finalized in November 2015 and enrolled 31 students for winter 2016. Staff from the WSU Transfer Student Success Center host regular information sessions for Macomb College students. Academic and financial aid advisors from both institutions provide students with coordinated counseling on course selection and other curricular matters. A new position (Academic Services Officer) was recently created to serve as the coordinator for the program and the liaison with our community college partners.

WSU admission and advising staff continue to strengthen relationships and joint programming with counselors/advisors/staff from Schoolcraft, St. Clair, Mott, OCC-Orchard Ridge and OCC-Highland Lakes, colleges. WSU also signed reverse transfer agreements with all community colleges in Southeast Michigan.

The University is also streamlining the articulation agreement process to facilitate a smooth transition from the community college to the students. Five transfer pathways (Engineering, Science, Education, Arts, and Business) were developed to facilitate the automatic transfer of community college credit into a broader number of WSU programs and disciplines.

- 1) First cohort, first year: Our first cohort of students (57 total including our partner institutions) entered the program this past summer (June 2015). During this time, they participated in an 8 week summer program where they were actively involved with graduate students, postdoctoral fellows, staff and faculty in the STEM fields as an introduction to biomedical research and college coursework. The students matriculated into their first semester of college and were enrolled in our common course known as a research methods course where students were

introduced to different STEM research topics through literature reviews, presentations and student-led interviews of faculty members involved in STEM research.

- 2) Courses based on the Research Coordination Network (RCN) model-“teaching science the way science is done”. These CURES – Course-based Undergraduate Research Experiences change the model of instruction as the classes are centered on performing a research project rather than conducting a pedagogical experiment whose answer is fundamentally already known.
- 3) Faculty Research Mentor Pairing-During the second semester of the student’s first year, BUILD faculty and students interview one another to discuss their research interest and to identify who they would like as a mentee or mentor.
- 4) Faculty Professional Development - All BUILD faculty members have participated in professional development events that were developed to assist them in working with students, other faculty members and their overall professional development.

The university will offer free WSU tuition to all WSU staff who participate in pre-college outreach programs to take the postsecondary planning and college counseling course.

- Status: WSU does offer free tuition to all regular employees (excluding temporary employees and student employees) who wish to take the class.

WSU will provide professional development in the eight components of CCR its Annual Faculty Summit on Student Success and in its Annual Academic Advising Summit.

- Status: WSU held its first Faculty Summit on Student Success on February 26, 2016. Content addressed "Transition from High School to College Enrollment"

In recognition of the fact that not all students who enter college are fully college ready, WSU will integrate the eight components of CCR into its first year transition programs.

- Status: Components of the CCR model have been integrated into the New Student Orientation Program. WSU is now undertaking a comprehensive review of our General Education Program and is working to integrate additional content into the first year experience.

WSU will dedicate one staff member in its Academic Success Center, to work with guidance counselors and students in Southeastern Michigan to prepare for a postsecondary education:

- Status: Complete.

WSU will partner with MCAN to create a chapter of the National College Advising Corps.

- Status: Incomplete. However, WSU has provided MCAN with funding to support two college counselors in Detroit area high schools.

**Plans to Sustain Progress:** Through this this commitment will continue to focus primarily on two areas:

To increase the percentage of community college transfers and ensure their success at Wayne State and their timely degree completion. We will do this by continuing to institutionalize the efforts to improve the overall experience of transfer students, by providing clear transfer pathways, admission guarantees, and personalized student services. We will accomplish this by:

- Expanding the services and reach of the Transfer Student Success Center (TSSC) to include an array of first point-of-contact services, including transfer orientation, transfer credit evaluation, academic advising, connections to major departments, learning communities, student

organizations, and engaging with the larger Wayne State community, as well as better integration and coordination with enrollment management.

- Institutionalize transfer pathways and ensure their alignment with the university's general education requirements
- Expand the Wayne Advantage program to other community colleges in the State of Michigan, including Schoolcraft College and Oakland Community College.
- Deepen the university's partnerships with community colleges through joint programming, coordinated services, and co-location. Wayne State University located one of its satellite campuses, the Advanced Technology Education Center in Warren, Michigan, right across the street from Macomb Community College south campus. The ATEC, not only houses degree completion programs that are fully articulated with Macomb's programs, but it also houses programs that both institutions are developing jointly. Further, the ATEC is open to Macomb faculty to teach, conduct joint research, and advise students on the premises. In another partnership with Schoolcraft College (Schoolcraft to U), WSU is offering business, engineering Technology, computer science, and social work programs at Schoolcraft College's campus as well as joint advising and coordinated students services. By using such comprehensive planning process and continuing to work with community college partners, particularly our primary feeders in the region (WCCCD, OCC, Macomb, Schoolcraft, and Henry Ford CC), Wayne State will establish stronger transfer pipelines and pathways for transfer students, that include reverse transfer, concurrent enrollments, and other impactful initiatives.

The university will offer free WSU tuition to all WSU staff who participate in pre-college outreach programs to take the postsecondary planning and college counseling course.

- Status: WSU does offer free tuition to all regular employees (excluding temporary employees and student employees) who wish to take the class.

WSU will provide professional development in the eight components of CCR its Annual Faculty Summit on Student Success and in its Annual Academic Advising Summit.

- Status: WSU held its first Faculty Summit on Student Success on February 26, 2016. Content addressed "Transition from High School to College Enrollment"

In recognition of the fact that not all students who enter college are fully college ready, WSU will integrate the eight components of CCR into its first year transition programs.

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WSU will dedicate one staff member in its Academic Success Center, to work with guidance counselors and students in Southeastern Michigan to prepare for a postsecondary education:

- Status: Complete.

WSU will partner with MCAN to create a chapter of the National College Advising Corps.

- Status: Incomplete. However, WSU has provided MCAN with funding to support two college counselors in Detroit area high schools.

In this era of reduced state funding for higher education, sustainability is a challenge for this and many important programs at Wayne State University. However, we have made progress toward institutionalizing and sustaining many of our commitments. The WSU tuition for employees is established within WSU policy and the value of the class is promoted to employees. The Annual Summit of Student Success is now part of the regular activities of the provost's office. Integrating the eight components of the CCR model into our general education first year experience will further institutionalize and sustain the commitment for WSU students. The employee within the Academic Success Center is a regular WSU employee and the position is fully funded as part of our current student retention initiative. The fifth commitment does not have permanent funding. However, these activities are aligned with the community engagement and student success priority areas in our strategic plan. As we move to fully implement our 2016-2021 strategic plan, we will seek funding for these activities.

## WE CAN! Newaygo County Regional Educational Service Agency

**Original Commitment:** Since the 2011-2012 school year, WE CAN! Newaygo County has secured three College Advisers from the Michigan State University College Advising Corps, a member institution of the National College Advising Corps. With over 50% of our high school seniors being the first in their family to pursue post-secondary education, college advising has been a critical catalyst to students navigating the college selection process. Equally imperative to increasing the number of full-time College Advisers is for our high school counselors to be trained in college advising and post-secondary planning. This is to ensure that all students receive quality information concerning their career options and the paths to achieve their goals.

In December of 2014, WE CAN! Newaygo County made the following commitments: To increase the number of highly-trained College Advisers serving in Newaygo County to five full-time Advisers so that each high school has a dedicated Adviser serving its students. To ensure all high school counselors serving the five public high schools in Newaygo County participate in MCAN's post-secondary training course to increase their skills and understanding in CCR knowledge and skills.

By increasing the number of full-time highly trained College Advisers in Newaygo County and ensuring that our high school counselors are trained by MCAN in post-secondary knowledge and advising, our bold expectation is to achieve a 10% increase in FAFSA completion and a 10% increase in our post-secondary enrollment rates for Newaygo County by 2016.

**Progress Made:** Since December 2014, WE CAN! Newaygo County has strived to make progress on our bold commitments to improve and strengthen College and Career Readiness in Newaygo County. We committed to increasing our FAFSA and enrollment percentages by 10% by increasing the number of professionally trained College Advisers serving Newaygo County and training our counselors.

In the fall of the 2015-2016 school year, WE CAN! met its goal to secure five full time College Advisers so that every high school would be served by a full-time college access professional. Although we did not have all of the counselors in the county participate in MCAN's post-secondary training, Newaygo County made strides on our FAFSA completion goal. Last year, our county-wide FAFSA completion percentage was 48% according to the FAFSA Completion Tool. This school year (2015-2016), our county-wide FAFSA completion rate is 60%! This 12% increase allowed us to achieve our bold commitment. Additionally to FAFSA completion rates increasing by 12%, this year we also increased the number of college applications that were submitted during Michigan's College Application Week state-wide college access initiative. In 2014, we had 555 college applications submitted during College Application Week and this year we had 693 applications submitted. By securing more college access professionals in the

county, we were able to intentionally support students in the key components of the college selection process which led to increases in key metrics. For the class of 2015, the enrollment percentage was 52% according to MI School Data and we are still waiting to learn how the increase of college access professionals has impacted the enrollment rate for the class of 2016.

## Wesleyan University

**Original Commitment:** Wesleyan University (Middletown, CT) Wesleyan plans to expand its effort to enroll first generation students. As part of this effort, they will bring in larger cohorts of QuestBridge scholars in the coming years, more than doubling its earlier numbers. These are low-income students, often from under-represented groups. They receive full scholarships, often with no loans at all. They will also set targets to increase the number of first generation students more generally on campus. Wesleyan will expand effort to retain students from under-represented groups in STEM fields. Wesleyan has revamped the teaching of introductory biology so as to retain more students from under-represented groups, and they will be applying the same principles and techniques in other sciences with the same goal in mind. In the life sciences, Wesleyan has seen improvements in learning for all students, with those from under-represented groups improving the most. Wesleyan is developing a new summer bridge program to increase the capacities of students from under-represented groups to be successful in STEM fields. Wesleyan expects dozens of students to benefit from bridge programs each year. Building on Existing Efforts: Wesleyan has worked with QuestBridge for the last five years to bring in low-income students. They have also successfully revamped their teaching of introductory biology to increase retention rates for under-represented groups in STEM fields. Wesleyan has been raising funds in order to offer students paid internships, which should improve their abilities to translate their liberal arts education into productive work after graduation. They are also funding research internships, increasing the likelihood that students from under-represented groups will go on to do graduate work, especially in the sciences. They are also working with the Posse Foundation to recruit a cohort of veterans to the university on scholarship, beginning in the fall of 2014. Wesleyan has a robust financial aid program and has made a commitment to raise tuition in sync with inflation.

**Progress Made:** The Wesleyan Math and Science Scholars (WesMaSS) program supported 50 first- and second-year students in the 2015-2016 academic year. This program particularly focuses on students who are underrepresented minorities (URM), first generation low-income (FGLI), and/or women in the physical and mathematical sciences.

WesMaSS is a two-year program that begins the summer immediately prior to a student's first year at Wesleyan. The summer program consists of several pre-matriculation activities to prepare students for the academic expectations in Wesleyan math and physical science courses. Over the two academic years, scholars participate in a variety of workshops and activities aimed at building sustained relationships with faculty and peers. Through mentoring, skill building, and continued reflection, Scholars develop the intellectual habits of successful science students and scholars. Scholars also have the opportunity to apply for an on-campus research fellowship during the summer.

The fall 2015 incoming class included 130 first-generation students. This is a 6.5% increase from 122 in fall 2014, and a 32.6% increase from 98 first-generation students in fall 2013. The fall 2015 incoming class included 41 QuestBridge Scholars. This is a 20.5% increase from 34 in fall 2014, and a 32.2% increase from 31 QuestBridge Scholars in fall 2013.

**Plans to Sustain Progress:** The fall 2015 incoming class included 130 first-generation students. This is a 6.5% increase from 122 in fall 2014, and a 32.6% increase from 98 first-generation students in fall 2013.

The fall 2015 incoming class included 41 QuestBridge Scholars. This is a 20.5% increase from 34 in fall 2014, and a 32.2% increase from 31 QuestBridge Scholars in fall 2013.

With the increase of First-Gen, Low-Income students at Wesleyan, the conversation – among the President, Cabinet, Student Affairs and the Board—has turned to how to better support these students now that they are here. The Office of Student Affairs has developed a mentoring program targeted for FGLI students. Faculty, staff, and upperclass students serve as mentors and provide an extra “safety net” for FGLI students. The mentors help them anticipate issues/challenges, normalize some of the struggles, connect them with resources, and check in with them throughout the year. Peer Advisors and class deans implement various academic skill-building workshops for FGLI frosh and sophomores annually. Together with the Office of Equity and Inclusion, Student Affairs will launch a pre-orientation program for 30 FGLI this summer. We’ve also established an emergency fund to support FGLI students who encounter unexpected expenses during the school year – examples include certain educational supplies, travel home to see sick parents, travel for interviews, medical copays, etc.

## West Kentucky Community & Technical College

West Kentucky Community & Technical College in collaboration with Ballard Memorial High School and CTC, Caldwell County ATC, Carlisle County High School, Fulton Independent High School.

**Original Commitment:**10/21/14 West Kentucky Community & Technical College is committed to promoting student success by increasing the number of credentials and degrees earned and increasing the number of transfer students. The college has in place a deliberate, thoughtful, research and data informed process that supports curriculum, instruction and student support services. Our current college completion rate of associate degree and credentials awarded was 37% in 2013/14. Our goal by 2020 is 55%.

The region has a history of low educational attainment, pockets of high poverty rates and an aging workforce. These factors present incredible challenges in increasing the awareness and value of education, a critical component of economic development and occupational opportunity for the residents of the region. In spite of these challenges, over the last decade WKCTC has assumed a leadership position in aggressively addressing regional attainment rates and providing training to retool an aging workforce.

West Kentucky became a member of the 2014 Achieving the Dream cohort to continue our efforts to improve completion rates and address equity issues. Early examination of data does show a difference in our Pell and non-Pell students. We do have a gap in minority achievement versus the entire college population. The college implemented/enhanced a mentoring program and a First- Year Experience course fall 2014 to strengthen our support system for first-time, full-time students. It has become clear we need to develop a strategic approach to content and delivery of both mentoring and the First-Year Experience course. WKCTC is a partner college in the ideas42 initiative. The intent is to use behavioral interventions to increase the proportion of low-income and minority students who enroll in and complete quality postsecondary programs. The college has also implemented Starfish, a retention solution software platform this fall 2014.

**Progress Made:** The number of associate degrees has steadily increased from 500 awarded in 2007, 660 in 2014 and in 2015, 740 were awarded. IPEDS data shows that West Kentucky has improved the graduation rate from 31% in 2007 to 37% in 2015. The graduation and transfer rate combined has increased from 44% in 2007 to 51% in 2015. The combined rate in 2014 was 50%.



Implementation of a First Year Experience course (FYE105) was a strategy in the White House collaborative. The evaluation of FYE 105 (Fall 2014 cohort) compares two groups: first time credential-seeking students who took FYE 105 in their first fall semester and first time credential-seeking students who did not. All enrollments reported here are taken from the official archives. There was a total of 4523 credential-seeking students in Fall 2014; 795 of those students were first-time credential-seeking (1T CS), including both fulltime and part-time.

FYE 105 appears to be a successful course that is supporting student's term GPA and improving the retention rate of the first time students who take the course (78%) by about ten percent, when compared to the first time students who do not take the course (68%). The average term grade of first time students who took FYE105 was 2.05 as compared to those students who did not take the class (1.92).

West Kentucky Community & Technical College partners with 16 area high schools and has the West Kentucky College Academy. This dual credit partnership builds on pathways, narrowly defined course sequencing, and fully engaged high school faculty and counselors.

WKCTC is committed to eradicating achievement gaps by strengthening its developmental education programs, offering personal support, and reaching out to area high schools. The WKCTC Strategic Plan includes targets for student persistence and achievement for minority students, is updated annually, and results are disseminated to all members of the College. WKCTC joined Achieving the Dream in August 2014 dedicated to equity as a component of the White House collaborative.

Focusing on developmental education enables the College to reach students needing the most assistance and is critical to achieving equity since minority students are disproportionately represented in developmental writing (28.8%), developmental reading (32.3%), and developmental mathematics (21.1%). Minority enrollment equaled 14.3% of total enrollment in Fall 2015 and 13.7% in introductory courses such as English, communications, and psychology.

The College radically redesigned its developmental mathematics (2011), reading (2012), and writing (2012) programs to enable students to receive the individual attention needed to succeed, and where possible, advance through multiple levels of developmental education in a single semester. Since 2012, 26% of all students enrolled in developmental reading and writing have accelerated through two levels of developmental coursework in a single semester. The achievement gap between minority and non-minority students accelerating is less than 1%.

WKCTC provides support to minority students that reflects the value the College places on each student. In Fall 2015, WKCTC students received \$45,000 in scholarship money designated for minority students. The College's Mentoring Program, which focuses on non-academic needs, offers students an opportunity to build relationships with faculty or staff.

**Plans to Sustain Progress:** WKCTC uses multiple processes to promote completion. Technology is used to automate processes. In fall 2014, WKCTC implemented Starfish Retention Services to connect at-risk students with student success services. At-risk students are identified as early as two weeks into the semester. By fall 2015, 88% of full-time faculty voluntarily used Starfish, reaching 86% of credential-seeking students.

West Kentucky Community & Technical College is located in McCracken County. In 2010, the Community Scholarship Program was initiated by funding from city/county government and area businesses. Total tuition cost per year for all students enrolled in CSP is \$500,000. It mirrors President Obama's America's College Promise where high school freshmen are enrolled and guaranteed 60 credit

hours tuition free if they maintain a 2.5 GPA and have no significant disciplinary issues. The first class of 215 students was admitted fall 2014.

The Completion Coach was identified as a strategy in the college's 2014 White House Completion proposal. In Fall 2014, with the admission of the first cohort of Community Scholarship Program (CSP) recipients (N = 215), WKCTC piloted a Completion Coach program. Completion Coaches serve as a single point-of-contact to ensure students stay on track to achieve their academic goals. Fall-to-Spring retention of the CSP '14 cohort (84.2%) is higher than the three-year average fall-to-spring retention of all first-time students (74.7%) as is fall-to-fall retention of CSP '14 (64.2%) compared to the three-year average (55.4%). The cumulative GPA of the CSP '14 cohort (2.83) is also higher than the three-year average of first-time students (2.18). Further analysis is required to determine if the success of the CSP '14 cohort is due to financial assistance, personal contact with the Completion Coaches, or some other factor. In Fall 2015, the Completion Coach model was taken to scale and now impacts 2,377 students. Completion Coach assignment is based upon criteria such as college readiness, Pell eligibility, gender, race/ethnicity, and enrollment status—factors found to often negatively influence persistence at WKCTC.

Student success in transitioning from developmental to college-level courses continues to improve. Students completing developmental writing now succeed at comparable rates with students who place directly into Writing I. In Summer 2012, developmental reading and writing programs were redesigned to enable students to accelerate mastery of subject content. 26% of the 619 students enrolled in these courses mastered subject content typically taught in two semesters in a single semester, resulting in a savings of \$72,864 in tuition.

Academic year 2015-2016 data shows students who took MAT 85 (120) Intermediate Algebra in fall 2010 (before the redesign) were 58% successful in their college algebra course compared to 70% of students who tested into MAT 150 (College Algebra). This has increased to 77% for students who enrolled in MAT 85, Intermediate Algebra in fall 2014 compared to 68% for students who tested directly into MAT 150 College Algebra. This indicates a 33% percent increase in the likelihood a student who completes MAT 85 will be successful in MAT 150 from before redesign to current results.

Because of WKCTC's generous dual-credit program, in 2014-15, area high school students saved over \$1.1M in tuition. In 2014, WKCTC received accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). WKCTC is the first college in the southeastern United States to meet NACEP standards for accreditation. From 2010-2014, WKCTC provided dual-credit instruction to 4,273 students. The college going rate of former dual-credit students is roughly equal for minority (67%) and non-minority (68%) students.

Credential-seeking students with a history of attempting more than one credit hour of dual credit consistently attempt more hours than students without a history of dual credit enrollment. Students who enroll in more credit hours are more likely to complete their credential in a timely manner. The fall-to-fall retention rate of first-time, credential-seeking students with a history of attempting more than one credit hour of dual credit coursework is higher than that of students without a history of attempting more than one credit hour of dual credit coursework. This pattern is consistent for all students in the cohort, as well as the disaggregated groups (Pell vs non-Pell eligibility).

In addition, the retention rate of first-time, credential seeking students with a history of attempting more than one credit hour of dual credit instruction has increased over a three-year (2012, 2013, 2014) period illustrated while the retention rate of students without a history of attempting more than one-credit hour of dual credit instruction has decreased.

Perhaps most importantly, the cumulative GPA for first-time, credential-seeking students with a prior history of dual credit enrollment (greater than one credit hour) is above 2.00 while the cumulative GPA of students with a history of one or less than one credit hour of dual credit enrollment is less than 2.00. To remain eligible for financial aid, students must maintain a cumulative GPA of 2.00.

WKCTC is committed to eradicating achievement gaps by strengthening its developmental education programs, offering personal support, and reaching out to area high schools. The WKCTC Strategic Plan includes targets for student persistence and achievement for minority students, is updated annually, and results are disseminated to all members of the College. WKCTC joined Achieving the Dream in August 2014 dedicated to equity as a component of the White House collaborative.

Focusing on developmental education enables the College to reach students needing the most assistance and is critical to achieving equity since minority students are disproportionately represented in developmental writing (28.8%), developmental reading (32.3%), and developmental mathematics (21.1%). Minority enrollment equaled 14.3% of total enrollment in Fall 2015 and 13.7% in introductory courses such as English, communications, and psychology.

The College radically redesigned its developmental mathematics (2011), reading (2012), and writing (2012) programs to enable students to receive the individual attention needed to succeed, and where possible, advance through multiple levels of developmental education in a single semester. Since 2012, 26% of all students enrolled in developmental reading and writing have accelerated through two levels of developmental coursework in a single semester. The achievement gap between minority and non-minority students accelerating is less than 1%.

WKCTC provides support to minority students that reflects the value the College places on each student. In Fall 2015, WKCTC students received \$45,000 in scholarship money designated for minority students. The College's Mentoring Program, which focuses on non-academic needs, offers students an opportunity to build relationships with faculty or staff.

Realizing significant numbers of students desiring admission to highly competitive allied health and nursing programs left without completing a credential, WKCTC introduced the AAS in Health Science Technology (HST), which includes embedded certificates to allow students to earn a marketable credential in as little as one semester. The HST program is the focus of the WKCTC Achieving the Dream (ATD) initiative. As a result of participating in ATD, the HST curriculum has been revised to more closely align with requirements of selective admission programs. In addition, the Accelerate You! (AY!) model has been expanded to include HST. The AY! program at WKCTC is similar to the Jobs for the Future (JFF) Accelerating Opportunities program in that it uses the I-BEST model to provide supports needed to enable underprepared students to simultaneously complete developmental and college-level courses. WKCTC partners with JFF to support and study the AY! model. The College is currently engaged in conducting focus groups with HST students to identify additional ways to further improve the success of this group.

## Western Governors University

**Original Commitment:** 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

**Progress Made:** Western Governors University (WGU) has exceeded planned graduates in financial aid year 2015 and is expected to exceed graduates in financial aid year 2016. The original commitment called for 7,500 conferred undergraduate degrees in 2015 compared to a base-line of 6,750. The actual number of conferred undergraduate degrees in 2015 was 8,250. In 2016, WGU is on track to confer 10,000 undergraduate degrees compared to an original projection of 9,050.

**Plans to Sustain Progress:** WGU plans to continue to expand access to higher education for underserved groups by further targeting the 36M adults in the US with some college and no degree who are often not well served by traditional institutions. As a result of providing an affordable, high-quality, credible, and flexible higher education experience to more than 60,000 alumni to-date, WGU is benefiting from strong word-of-mouth marketing. In addition to referral students, WGU plans to expand geographically by creating more strategic partnerships with state governments as it has done successfully with the creation of WGU Indiana, WGU Washington, WGU Texas, WGU Missouri, WGU Tennessee, and WGU Nevada.

In addition to expansion, WGU is focused on continuous improvement of student outcome metrics around learning, progression, and completion. Through the execution of the action plan stated in the original commitment WGU has seen improvements in all of the student outcome KPIs, most notably a 13 point increase in the 4 year graduation rate.

The original action plan had four key tenets that remain a strategic focus for WGU. The first tenet was the use of advanced analytics to provide differentiated levels of support to students with different need states. WGU has implemented analytics and continues to test and improve upon interventions for at risk students. The second tenet of the original action plan was the development of enhanced online student communities. To date, WGU has made a major investment in software to support this initiative and has been testing several community strategies. The third tenet of the action plan was to widely use mobile technologies for learning. Since the original commitment, WGU has deployed a mobile student app that provides students access to academic content, faculty mentors, students support and administrative functions. Additionally, WGU is working on a mobile “quick learning” app in partnership with Carnegie Mellon University. The final tenet of the plan was to leverage adaptive learning in the most difficult courses. To-date, WGU has developed 15 courses with Acrobatiq, a company that uses the latest innovations in learning science to optimize courseware. Additionally, WGU has made a major investment in course authoring and publishing software to be able to build better courses in the future. The current strategy is to continually improve existing courses and develop new courses using the best possible learning software and strategies.

WGU benefits from being self-sustaining on tuition of only \$6,000 per year, which also provide resources for investment. As a result, WGU is able to continue to invest in innovation to drive improvements in student outcomes. The current financial forecasts project significant investments into student success without having to raise tuition.

## Western Michigan University

**Original Commitment:** Western Michigan University (WMU) committed to positively impact the college-going rate in Michigan by increasing the college/career readiness knowledge and skills of both pre-service and practicing school counselors. WMU also made a commitment to increase the skills and knowledge of college advising corps members to increase their efficacy with students in college readiness. To further these initiatives, WMU also committed to explore partnerships across the state of Michigan.

In terms of measurable impact, WMU put forward:

- Increase the college/career readiness knowledge and skills of school counselors by increasing the number of pre-service and practicing school counselors completing the graduate level course, CECP 6380, College and Career Readiness: Postsecondary Planning for School Counselors, offered through our curriculum at WMU.
- Increase the college/career readiness knowledge and skills of college advising corps members by the creation of a new graduate level course geared specifically toward their work for college readiness with students in the schools.

WMU also committed to support the following statewide Michigan goals established by MCAN:

- Increase Michigan's statewide FAFSA completion rate by 5%, to 63%, by July 2016
- By July 2016, increase the FAFSA completion rate of high schools whose counselor participated in the School Counselor Course by 10% from their 2014 baseline.
- Increase Michigan's statewide college enrollment rate by 5%, to 65% for the class of 2015 (Baseline is 60%).
- By the class of 2016, increase the college enrollment rate of high schools whose counselor participated in the School Counselor Course by 6% from their 2013 baseline.

**Progress Made:** In addition to our stated commitments, WMU took a leadership role in initiating a partnership with local school districts and community organizations to increase career knowledge and college readiness for 8th graders from area school districts. WMU hosted

WMU continues to increase the College and Career Readiness (CCR) knowledge and skills of school counselors-in-training and counselors working in the schools within Michigan. The new course, CECP 6380, College and Career Readiness: Postsecondary Planning for School Counselors, has been taught in a hybrid format over 3 semesters at 2 different campus locations (Grand Rapids and Traverse City). This required course is being offered for the 4th time this 2016 summer II semester. Metrics include student performance across a number of graduate level assignments, and data is being collected utilizing course rubrics that are entered into our TK-20 data system.

Additionally, WMU faculty continue to facilitate the professional development course for practicing school counselors. The implementation of our first initiative in each of these areas is serving to increase the number of school counselors proficient in postsecondary and career readiness. WMU also financially co-sponsored 4 college advisors through MCAN's AdviseMI program, who serve in 5 high schools across the state. WMU continues to be actively engaged as a Michigan team member at each of the White House convening's, with our faculty and administration attending the convening's at Harvard, San Diego State, and the University of North Florida. We will also be participating in at the 2016 convening at Colorado State. WMU recently took a leadership position in forging a Michigan Reach Higher Collaborative, including representatives from the Michigan School Counselor Association (MSCA), Michigan Department of Education (MDE), MCAN, MCAC, WMU, Central Michigan University, and Grand Valley State University.

**Plans to Sustain Progress:** Plans moving forward include the possibility of expanding the WMU Career Day to a 2-day event. This would allow the inclusion of Kalamazoo Public Schools (KPS), an urban district with diverse students traditionally underrepresented in higher education. This would be an extension of other collaborations already established with KPS working with earlier grade levels. KPS students have an opportunity to pursue college with the Kalamazoo Promise, which provides college tuition. Students who attend KPS K-12 receive full tuition coverage, and this is pro-rated for other

students based on the number of years attending the KPS schools. We at WMU would like to accelerate our efforts for these students and increase enrollment from KPS on our campus. This has been an ongoing conversation in our School of Education and Human Development, focused on creating initiatives to increase diverse student enrollment within our college.

## Westminster College

**Original Commitment:** For 164 years, Westminster has helped students to develop competencies, commitments, and characteristics that distinguish human beings at their best. The College is committed to the success of students in STEM disciplines, especially women and other minorities. For example, 46% of our STEM faculty members are women, providing models for female students who may not otherwise seek 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. Additionally, the College continues to explore strategies to elevate its focus on STEM disciplines, buttressed by a strong liberal arts foundation and interdisciplinary programs. The College also has affirmed its commitment to undergraduate research, even in students' first year. Our faculty members engage students in one-on-one or small group research that enhances student learning and that can lead to capstone projects, conference presentations, and publications. This kind of experiential education is a hallmark of a Westminster education in the STEM disciplines, and one that we remain committed to improving for all students, including those from underrepresented groups. In 2014, Westminster strengthened its commitment to STEM education.

**Progress Made:** Faculty members in the School of Education and across the sciences have successfully recruited the first cohort of students in STEM programs to pursue a teaching career through the IQ-STEM Noyce program. Efforts to recruit the second cohort are underway.

Noyce scholars receive the following benefits:

- \$15,000.00 grant for tuition, room, and board during their junior and senior year.
- Stipends to attend a conference in the area of discipline: (a) \$1500.00 to attend a conference in the Noyce Scholars junior year and (b) \$1500.00 to present at a conference in the Noyce Scholars senior year.
- Stipend to cover the cost of certification tests and application fees for teacher certification (up to \$500).
- Stipend to assist with a Teachers Workshop in the summer (\$ 2000).

The College has completed a baseline and year-one evaluation of the program, and updates are being made so that students in it are being better prepared for teaching STEM in schools of high need. Evaluation includes performance, attitudinal, and content measures. Evaluation will also be based on the percentage of secondary students who demonstrate proficiency on STEM-related exams in their high school courses.

## Whittier College

Whittier College in collaboration with Community Colleges in area; Whittier High School, El Rancho High School; Gilbert and Jacki Cisneros Foundation.

**Original Commitment:** In 2014 and Expanded Commitment in 2015: (1) Expansion of Whittier's mentoring programs beyond the City of Whittier schools to El Rancho High School in Pico Rivera, (2) collaboration with area community colleges to facilitate transfer to promote college completion and less student debt and to enhance STEM transfer populations; and (3) renovate STEM teaching facilities and seek expansion in STEM/Allied Health curriculum to attract additional majors.

**Progress Made:** We expanded our mentoring to high school students from one to two area school districts -- both with high proportions of low-income residents (over half of the students at El Rancho High School and Whittier High School qualify for free lunch).

This summer we will open our newly renovated science/health facilities and are preparing to welcome 15-20% more STEM-interested students in the next five years and beyond. In preparation we have expanded faculty who teach STEM and allied health coursework and have created a new Health Care Leadership Program, in conjunction with local health collaborators, PIH Health and Caremore, educating health care professionals alongside undergraduates. In addition, we attracted endowed and annual funding for student research assistantships and internships in STEM fields.

Most important is our expanding collaboration with area community colleges to smooth the transfer process and enable more students to secure a 4-year liberal arts college degree. We are particularly focused on partnering with Pasadena City College in STEM fields, creating specific articulation agreements by discipline and educating students early in their years at the community college.

**Plans to Sustain Progress:** Focus on these schools is helping the Hispanic Scholarship Fund's Generation 1st Degree initiative to increase the rate of Latino college graduates (the majority ethnicity of students in the districts served) to 60% by 2025 by expanding the number of households with at least one college graduate.

Most important is our expanding collaboration with area community colleges to smooth the transfer process and enable more students to secure a 4-year liberal arts college degree. We are particularly focused on partnering with Pasadena City College in STEM fields, creating specific articulation agreements by discipline and educating students early in their years at the community college.