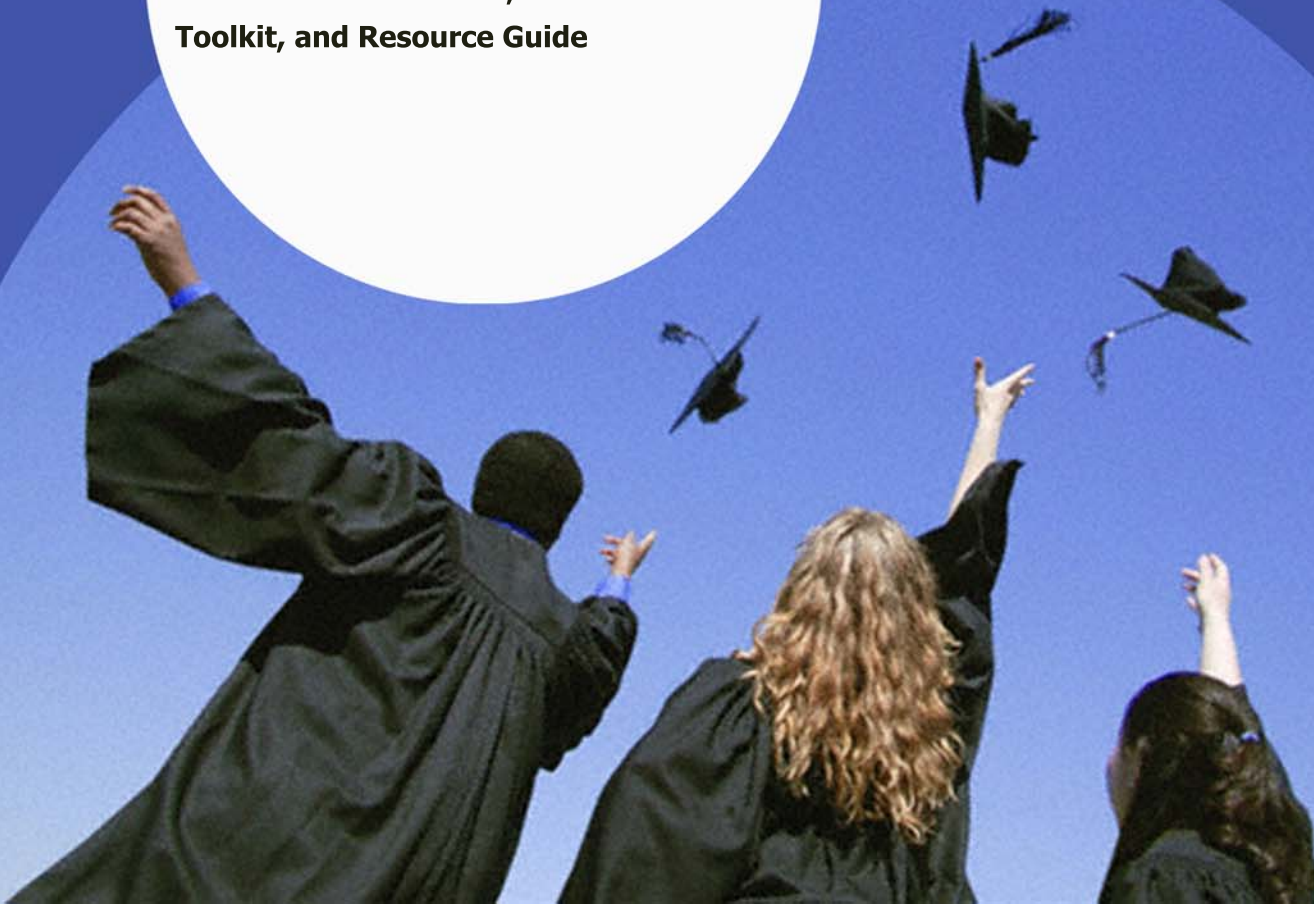


Partnerships for College Access and Success

**Using Partnerships as a Strategy:
A Technical Assistance,
Toolkit, and Resource Guide**



Partnerships for College Access and Success

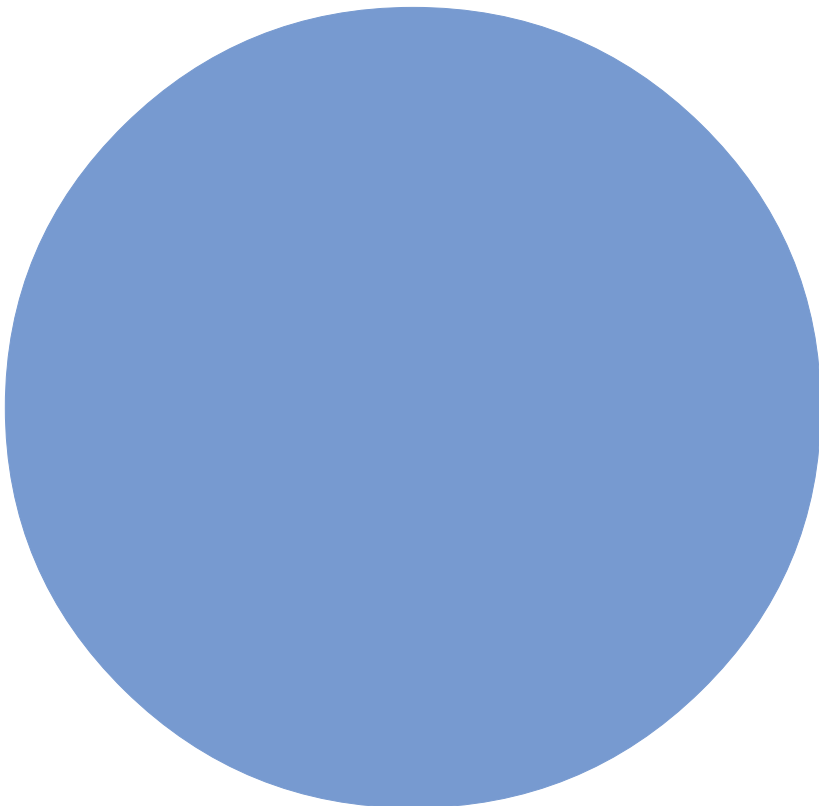
A Technical Assistance, Toolkit, and Resource Guide

2008

Developed by the Academy for Educational Development
in collaboration with college access/success partnerships:

Burlington VT: Linking Learning to Life
Chattanooga, TN: Public Education Foundation
Chicago, IL: Little Village Development Corporation
Milwaukee, WI: Compass Guide
New York City: Youth Development Institute
San Antonio, TX: San Antonio Education Partnership
Seattle, WA: Airport University

Supported by the Lumina Foundation for Education



Preamble

Partnerships for College Access and Success, represented by eight organizations across the country, have come together through the Academy for Educational Development to develop partnerships across sectors with the mission to increase access and success for young people who have traditionally had limited access to enter college.

We, grantees of Partnerships for College Access and Success (PCAS), have come together in the spirit of collaboration, to learn about promising practices in applying partnerships for college access and success.

For the past four years, we have come together from Wisconsin, Vermont, Illinois, Washington, Tennessee, Texas, and New York as a community of learners to bolster our own organization's capacity through each other's work.

After four years of implementing our respective projects, we decided to combine the products of our efforts and share it with other institutions and organizations who are in its early stages toward building partnerships or who wish to learn from the lessons we learned in partnership work for college access and success.

We have come together to provide practitioners with this toolkit in an attempt to create a better and more cohesive system of college access and success to improve the opportunities for all young people to go to college.

We hope that those who partake of this document can learn from our milestones and accomplishments, from each of our journeys to build pathways of success for students least likely to attend and complete college.

Introduction

Partnerships for College Access and Success: A Technical Assistance Guide, Toolkit and Resource Guide reflects lessons learned from four years of planning, implementation and evaluation work through the Partnerships for College Access and Success (PCAS) initiative. It is the result of the collaboration between AED, the eight partnerships funded under this initiative, the Lumina Foundation for Education which provided the funding, and the OMG Center for Collaborative Learning, who was the external evaluator and provided both formative and summative feedback to all of the participants. Collectively we have learned much about the context, practices and policies related to linking postsecondary access activities to success, defined as retention and attainment of a degree or technical certificate. Three learnings have been key to the effectiveness of our work:

- the need to have a theory of change that addresses the particular features and history of local context with clearly defined short-term, intermediate and long-term outcomes;
- a data collection/analysis process for tracking student progress, assessing challenges, and using the data for program improvement and for advocacy within the larger community;
- the need for a strong lead organization to facilitate and manage the partnership and the implementation of the work of improving both access and success for the targeted underrepresented students in the community.

Partnerships for College Access and Success provides a roadmap for how to develop a community-wide initiative that is inclusive of community groups and organizations and engages them in the effort to connect high school reform with improving students' outcomes in postsecondary education and in connecting working adults and disconnected youth to postsecondary education and providing support for their success. Since December 2003, the Academy for Educational Development (AED) has administered and provided technical assis-

tance to the eight grantees funded by Lumina Foundation for Education. The PCAS grantees received planning grants for this work in June 2004, and received implementation grants for 2005 and 2006. Seven of the original eight were funded with implementation grants for 2007. Located in Burlington, Vermont (Linking Learning to Life), Chicago (Little Village Community Development Corporation), Chattanooga (Public Education Foundation/College Access Center), Milwaukee (Compass Guide/University of Wisconsin-Milwaukee), New York (Youth Development Institute), San Antonio (San Antonio Education Partnership), and Seattle (Port Jobs), these sites have all made substantial contributions to the development of *Partnerships for College Access and Success*. The external evaluator, OMG Center for Collaborative Learning, worked with the grantees to develop a theory of change for their programs and with AED to develop an initiative-wide theory of change. Their work with the grantees and AED is also included in the toolkit.

In conceptualizing, writing, and producing *Partnerships for College Access and Success*, the editors asked two questions:

What tools developed through the PCAS initiative are the most relevant to developing a community-wide initiative to increase postsecondary access and success for underrepresented students?

If all parties involved in the PCAS initiative were to begin their work from scratch, what information would be the most useful in creating systemic change in this field and in the policies affecting this field?

As simple as these questions are, the process for developing the PCAS initiative and for the PCAS grantees to develop or expand their partnerships to address college access (e.g., high school reform, college preparation, financial aid awareness, college acceptance and enrollment) and college success (e.g., first-semester and first-year retention—including remediation—two- to four-year college transfers, financial aid, and degree attainment) proved to be very complex.

We designed this toolkit and guide for use by a variety of professionals with a vested interest in K-16 education reform; partnership development; applied data collection and research; postsecondary

access, preparation, retention and attainment; and youth or workforce development. Simply put, *Partnerships for College Access and Success's* contributors—evaluators interested in applied research and real-time data collection, practitioners drawn from fields related to postsecondary access and success, and technical assistance providers with different and complementary skill-sets—represent the kinds of professionals we would expect to read and use this document.

We believe that all three kinds of professionals find this toolkit and guide useful. Included are specific tools that address important issues around collecting confidential student data from school districts, colleges, and universities and using the same data with school and university administrators to tackle programmatic and systemic issues. There are also additional tools that readers can use in their work to develop or expand a partnership or address challenges within a partnership or to address challenges or dilemmas in implementing their work or in thinking about strategies for sustaining the ongoing efforts of a lead organization or partnership. Of course, we have also designed *Partnerships for College Access and Success* to be used as a technical assistance guide, with sections describing the PCAS initiative's conceptualization and theory-of-change model, as well as a resource guide, including a bibliographic reference section with references to organizational websites and the latest initiatives in the field.

These tools should help any researcher, practitioner or organization interested in breaking down barriers to postsecondary access, retention and attainment for underrepresented students. Yet it is important to note that an intense level of external technical assistance and collaborative strategic planning is necessary to make these tools come alive and to incorporate them as effective components of any new community partnership or initiative.

We examined the major components of the national initiative, the research in the field, as well as the dozens of tools and documents that the PCAS grantees developed to address their community and educational contexts. The tools that we selected through a collaborative process with the grantees reflected the following nine aspects of the four-year PCAS initiative. They are:

- A process for defining what a viable community partnership would look like in various contexts for improving college access and success for underrepresented students
- Selecting a group of lead organizations that could facilitate partnerships in their communities to address a particular population and link college access and success efforts
- A planning period for developing a theory of change with an external evaluator (with implementation activities linked with intermediate and long-term indicators for success and outcomes)
- An implementation period in which each grantee applied its theory of change to its implementation activities
- The work of measuring progress over time through data collection and analysis process
- The provision of technical assistance by AED to help each PCAS grantee develop its partnerships, address challenges, support strategic planning, and sustain their work
- The conducting by external evaluators of telephone interviews and site visits with the PCAS grantees to track progress of the initiative as a whole and the progress of each grantee using its theory-of-change indicators
- Convening PCAS Learning Institutes and other meetings, in which each grantee could discuss and get feedback on its milestones and the challenges of implementing its work through a partnership approach
- The development of tools and plans for sustaining the work of each community partnership beyond the scope of the PCAS initiative

The contents of *Partnerships for College Access and Success* are the result of the initiative-wide activities above. There are five sections to *Partnerships for College Access and Success*:

- I Conception of PCAS and Its Significance to the Field
- II Theory of Change and Its Significance

- III Data Collection Capacity, Methods and Use
- IV Strategies for Developing and Sustaining the Work
- V References and Resources.

Each section contains a short introduction to the main ideas behind each component of PCAS; an introduction to the tools themselves; and suggestions on how a practitioner might use or adapt these tools to start their own community-wide initiative. The “References and Resources” section at the end of *Partnerships for College Access and Success* is a selected list of references, websites and other information that informed the initiative and would help a practitioner locate best practices and research in the field of college access and success, as well as the leading organizations in the field.

Partnerships for College Access and Success, in the end, is a collaborative effort between AED, its PCAS grantees and OMG Center for Collaborative Learning, the external evaluators for the initiative. Although the tools included in this document proved helpful to the grantees involved in this initiative in achieving specific goals or in addressing particular challenges, the editors recognize that different contexts may require unique tools. That said, the content of *Partnerships for College Access and Success* represents the cutting-edge ideas of a unique initiative that successfully engaged community groups and civic organizations, school districts, postsecondary institutions and businesses in creating partnerships that represent community interests (as opposed to those of a school district or a university or community college). The initiative was especially successful in using a theory of change and data on student access and success to drive and guide the work. *Partnerships for College Access and Success* also represents lessons learned from working strategically with all of the different PCAS grantees within their local contexts to affect systemic change related to postsecondary access and success for underrepresented students.



Acknowledgments

About Lumina Foundation for Education

Lumina Foundation for Education (www.luminafoundation.org) is an Indianapolis-based, private foundation dedicated to expanding access and success in education beyond high school. Lumina Foundation seeks to identify and promote practices leading to improvement in the rates of entry and success in education beyond high school, particularly for students of low income or other underrepresented backgrounds. Lumina Foundation carries out its mission through funding, research, communicating ideas through reports, conferences and other means, and making grants to educational institutions and other nonprofits for innovative programs. It also devotes limited resources to contributing appropriately in support of selected community and other charitable organizations.

About the AED Team and AED

Alexandra Weinbaum, PhD, Vice-President and Co-Director of the AED Center for School and Community Services in New York City, has extensive experience in developing, supervising, and conducting evaluation, technical assistance, and research projects geared to educational reform, school-community collaborations, youth employment and literacy, and school self-assessment. She also serves as the Director of Partnerships for College Access and Success.

Donald Earl Collins, PhD, is the Deputy Director of PCAS and a Senior Program Officer with the AED Center for School and Community Services. He brings a combination of academic and nonprofit experiences to the project, having served as Assistant Director of the New Voices Fellowship Program at AED, a program for emerging leaders in the social justice field and as the Director of Curriculum at Presidential Classroom, a nonprofit civic education organization. Dr. Collins is an adjunct associate professor with the School of Undergraduate Studies at the University of Maryland University College.

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Mark S. Johnson-Lewis, a Program Officer with the AED National Institute for Work and Learning, has over 15 years experience in conducting research and technical assistance to improve the participation of underrepresented groups in education and medicine

Camille Rodríguez is a consultant who specializes in K-12 and postsecondary issues for students of color, and immigrant and ELL students. She worked at the City University of New York and is currently Director of New School Development for the Internationals Network for Public Schools. As the Director of New School Development, Ms. Rodríguez is responsible for managing the school start-up process for the growing network in New York and California.

The Academy for Educational Development (AED) is an independent, nonprofit organization committed to addressing human development needs in the United States and throughout the world. As one of the world's foremost human and social development organizations, AED works in five major program areas: U.S. Education and Workforce Development; Global Learning; Global Health, Population and Nutrition; Leadership and Institutional Development; and Social Change. At the heart of all our programs is an emphasis on building skills and knowledge to improve people's lives.

The **AED Center for School and Community Services** is part of AED's U.S. Education and Workforce Development Group. The Center uses multidisciplinary approaches to address critical issues in educa-

tion, health, and youth development. To achieve its goals, the center provides technical assistance to strengthen schools, school districts, and community-based organizations. It conducts evaluations of school and community programs while striving to provide the skills and impetus for practitioners to undertake ongoing assessment and improvement. The Center also manages large-scale initiatives to strengthen practitioner networks and accelerate systems change and uses the knowledge gained from this work to advocate for effective policies and practices and disseminate information through publications, presentations, and on the World Wide Web.

In 2005, the Educational Equity Center at AED (EEC) was formed. EEC's mission is to provide equality of opportunity on a national scale in schools and afterschool settings, starting in early childhood. EEC is an outgrowth of Educational Equity Concepts, a national nonprofit organization with a 22-year history of addressing educational excellence for all children regardless of gender, race/ethnicity, disability, or level of family income. EEC's goal is to ensure that equity is a key focus within national reform efforts, eliminating inequities that often limit student potential.

AED is headquartered in Washington, DC, and has offices in 167 countries and cities around the world and throughout the United States. The Center for School and Community Services is in AED's office in New York City. For more information about the Center's work, go to the Center's website at www.aed.org/scs.

About the Grantees

Chattanooga-Hamilton County Public Education Foundation (PEF; Chattanooga, TN) provides expertise, leadership, and financial support to Hamilton County Public Schools.

COMPASS Guide (Milwaukee, WI) a member of the National College Access Network, is a citywide, Internet-based program that seeks to provide Milwaukee-area teachers, parents, and youth—

particularly low-income youth and youth of color—with comprehensive information about higher education opportunities.

Linking Learning to Life (LLL; Burlington, VT) works with schools, businesses, colleges, and other community organizations to provide an array of programs—such as coursework, mentoring, job shadowing—to help students gain access to college and learn and apply workforce skills.

Little Village Community Development Corporation (LVCDC; Chicago, IL) is a grassroots community organization committed to ensuring balanced development and a sustainable future for all members of the community. LVCDC will use its grant to ensure a college-going culture in its Little Village High School initiative, which consists of four small high schools that opened in 2005.

Port JOBS (Seattle, WA) is a nonprofit organization working to increase access to living-wage jobs for all residents of the Greater Seattle area, especially the wide array of career opportunities within the port-related economy, including through Airport University, which will provide certificate and two-year college degree programs for airport workers, most of whom are immigrant adult learners.

San Antonio Education Partnership (SAEP; San Antonio, TX) has provided incentives, motivation, and financial support for students to remain in high school through graduation and continue their studies in college since 1988.

Youth Development Institute (YDI; New York, NY) of the Tides Center works to affect youth policies, programs and practices at all levels of government to reflect a positive model of youth development. YDI intends to improve support for “disconnected” youth—those youth between the ages of 16 and 24 who are neither in school nor employed—by building the capacity of New York City youth development organizations to include college access and success services for this population in their programs.

About OMG Center for Collaborative Learning

Since its establishment in 1988 as a Philadelphia-based, independent, nonprofit research and consulting organization, OMG Center for Collaborative Learning has worked across the country for clients in the philanthropic, nonprofit, and government sectors in philanthropic evaluation, strategy research, and development, as well as in capacity building.

Individually, we thank the following persons for their collaborative efforts in developing *The Partnerships for College Access and Success Toolkit*: Gilberto Ramón and Eyra Perez (San Antonio Education Partnership), Dan Challener and Debra Vaughan (Chattanooga Public Education Foundation), Stacy Lightfoot (College Access Center), Rich Tulikangas and Dhyana Bradley (Linking Learning to Life), Susan Crane and Heather Worthley (Port Jobs), Peter Kleinbard and Vivian Vasquez (Youth Development Institute), Vicki Turner and Maria Torres (Compass Guide), Marco De Santiago (Little Village Community Development Corporation), and Marcela Gutierrez-Mayka and Meg Long (OMG Center for Collaborative Learning).

We also thank the OMG Center for Collaborative Learning, the external evaluators for PCAS, for its work in evaluating the PCAS grantees, its design of the theory-of-change process for this initiative, and for granting AED permission to use its materials in this document.



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I. History of The PCAS Initiative



I.1. History of the PCAS Initiative

The PCAS initiative began as collaboration between the Lumina Foundation for Education and the Academy for Educational Development (AED) in 2003 to develop a grant-making program in selected communities focused on the improvement of college access and success for under-represented students. The initiative that was eventually funded involved AED as the facilitator of the grant-making process and provider of technical assistance to eight grantees who developed partnerships with critical stakeholders to accomplish the work. Additional funds were awarded to the OMG Center for Collaborative Learning to evaluate the initiative, which included a grant selection phase and planning period(2004) , and two years of implementation (2005-06); an additional third year of implementation was awarded by 2007 .

Grantee Selection

A team of six AED staff members gathered in early February 2004 to develop the process for identifying potential partnerships. Out of this meeting came the following criteria for the PCAS initiative and for conducting outreach to potential grantees:

1. A partnership must be led by a nonprofit organization that has a history of working effectively with other community groups and institutions, as well as an understanding of the potential target population for the grant.
2. The lead organizations would have experience from previous partnership work or as an organization dedicated to college access with high school reform, workforce development, adult education, or youth development and engagement.
3. The lead organizations that would be the conveners of the partnerships in various communities would be diverse in terms of location, demographics of the target population, and levels of expertise and experience with doing this work—that is,

their expertise might lie in an area related to college access and success but they did not have to be experts in this area.

4. The lead organizations selected for this initiative would work to connect local college access efforts with college success, not just through programming, but also through the collection of data on postsecondary success for underrepresented students and advocacy regarding the needs of this population.

From mid-February to the end of April 2004, the AED team contacted and conducted telephone interviews with more than 40 organizations in more than 20 states in search of the right mix of potential grantees to invite to submit a proposal. We developed an RFP that included the above criteria for the lead organization and areas that they would need to address. This was an invitation-only RFP process to 15 organizations to submit their proposals for a planning grant, with the hope that they would then move forward with an implementation grant after six months.

The AED team selected eight grantees from among the 15 submissions. They are located in Burlington, Vermont (Linking Learning to Life), Chicago (Little Village Community Development Corporation), Chattanooga (Public Education Foundation/College Access Center), Milwaukee (Compass Guide/University of Wisconsin-Milwaukee), New York (Youth Development Institute), Sacramento (Linking Education and Economic Development), San Antonio (San Antonio Education Partnership) and Seattle (Port Jobs).

Diversity of the Grantees

The AED team intentionally selected a diverse group of grantees with different approaches to their work and with different levels of experience in college access and success. We wanted to learn about the differences that the lead organization would make in leading the proposed activities. For instance, of the eight grantees, only three (Chattanooga, Sacramento and San Antonio) possessed districtwide connections with K-12 institutions and Public Education Funds. The New York grantee was a citywide youth development intermediary

organization that worked with community-based organizations and the school system on infusing research-based principles and practices of youth development into their work. The grantee in Burlington developed and facilitated a highly successful statewide dual-enrollment program that had linkages to several postsecondary institutions. In Chicago the grantee is a local community development organization that had organized the community to stage a successful hunger strike to force Chicago Public Schools to build and staff four small high schools in their neighborhood. The Milwaukee grantee was a college access center housed within a university, and the Seattle site was a workforce development organization focused on improving job opportunities at the Seattle-Tacoma Airport through job training.

Planning the Partnerships and Building a Community of Learning

Although AED provided guidelines and technical assistance around the kinds of partners each grantee should include in its work, the reality was that each grantee needed to consider its local context in its partnership development and expansion process. For example, the City of San Antonio is a partner and funder of the San Antonio grantee, but this is not the case for the other grantees. A key partner for the Burlington grantee is the Vermont Student Assistance Corporation, but no other grantee possesses a partner of this type. In New York and Seattle, because of their target populations (older youth and adult learners), formal and direct partnerships with their respective school districts were not important but linkages with community colleges were critical.

One of the challenges around the diversity of the sites was how to create a learning community out of group of grantees with such diverse areas of expertise and focus. AED was not certain that such a diverse group of organizations could learn from one another or develop the expertise in the areas of competence that they lacked. But in fact, during the course of the project, as each grantee became more familiar with the details of the others' programs, they were able to

share learning and help one another in the areas in which they had extensive expertise. A list serv, periodic teleconferences, directors' meetings, and an annual learning institute facilitated this learning. These strategies are detailed in the section below on Technical Assistance.

Evaluation

Much of the effective implementation by PCAS sites would not have occurred without AED's emphasis on data collection and evaluation as a major component of the PCAS initiative. That process began with Lumina Foundation's selection of the OMG Center for Collaborative Learning, the external evaluators for PCAS. OMG provided expertise in the collaborative development of a theory of change evaluation process for the initiative and for each grantee, beginning with the inaugural Learning Institute for the eight grantees in July 2004. As part of the theory of change process, OMG evaluation and feedback, and AED's technical assistance, the eight grantees were each required to collect, analyze and use data to inform their programmatic and systemic change work with their partners. Developing this capacity in tandem with developing and expanding their partnerships has given each grantee a boost in their implementation efforts over the past three years.

Technical Assistance

Technical assistance experts, called TA liaisons, were the main contact between AED and the individual partnerships. Their primary responsibility was to assist the partnerships to achieve their goals within the context of the larger PCAS mission to improve access and success for traditionally underserved populations through the activities and services described below.

Schedule of Activities

Time allocated each month to TA activities (not including visits):

Each month the TA liaison spent up to one day assisting each grantee assigned to him/her. Another half-day was spent in team meetings, planning and adjusting AED's work based on what was learned from the partnerships, our evaluators and the Lumina Foundation. The one day could be spent in conference calls, responding to e-mail requests for information or feedback, or in helping to identify needed resources.

Site visits: Each TA liaison visited the grantees in their portfolio twice a year for two days at a time. During the visits, liaisons met with the project staff and with the partners. They also observed project-related meetings or activities. Each site visit began with a review of what had been accomplished since the last visit and with expectations for the current visit. It concluded with reflections on what would be accomplished and next steps resulting from the liaison's observations and discussions with partners. TA liaisons summarized the visit activities and decisions in a brief memo, which was sent to the site following the visit.

Learning Institutes: An institute was held once each year; the content was based on feedback from OMG, the assessments of the TA liaison, and needs expressed by the partnerships. The format included inquiry into critical aspects of programs, showcasing and discussion of effective practices, sharing across sites, and future planning. Agendas were developed by the TA liaisons in consultation with the partnerships.

Teleconferences: At least three two-hour teleconferences were held with project directors to address questions and concerns and to highlight issues that are central to all of the partnerships' implementation plans.

Directors' Meetings: There were one or two directors' meetings each year that focused on one or two topics and usually included two staff from each site, the TA liaisons, and one or two experts on the topics under discussion.

Roles of the TA Liaisons

Collaborators in problem-solving: TA liaisons were not the experts in each partnership's context. Partnership members were the experts. TA

liaisons could, however, learn a great deal about the partnership's context and then assist the partnership in identifying its strengths and areas to work on; they could also help solve problems, such as strengthening the partnership by helping to clarify working agreements; clarifying program objectives; assessing progress in reaching benchmarks; and supporting staff in their work by helping to identify additional resources that support program goals.

Keeping the focus on the core elements of PCAS: It was the job of the TA liaison to see that these core elements were central to the work of each partnership. This could involve a review of how resources were being allocated to achieve program goals, as well as of plans for sustainability of the work.

Providing resources or helping the partnership identify resources: The TA liaison recommended places where partnerships could go to observe or learn about exemplary practices; print resources, tools, or other products that could be useful; and funding sources.

Connecting the local work to national work in college access and success: Through resources and examples from other grantees and national projects, the TA liaison connected local PCAS efforts to national policies, practices and research.

Building morale and ensuring that the project success within the constraints and opportunities of the context: The TA liaison acted as a "critical friend" by providing feedback when she or he saw things not working well or not going in the right direction. This required building relationships with the partnership's core staff and with representatives from the partner organizations and being an advocate of the program.

Developing Communication and a Community of Practice among Partnerships: The TA liaisons helped develop avenues of communication through use of the listserv, encouraging visits among partnerships, and through the annual institutes. With the consent of individual partnerships, they also helped make the resources developed within individual partnerships available to other sites when appropriate and relevant.

Ensuring confidentiality at all times: The TA liaison shared issues relating to each site that the partnership staff agreed to share with other members of the AED team. These issues were summarized in memos sent to each site following a visit, which the staff and partners then reviewed. Anything written about the site for the public was reviewed by the partnership and required the site's agreement before being published.

Core PCAS Elements that are the Focus on TA

In each of the four core elements below, are criteria of effectiveness that guide technical assistance.

Partnership development

- Having the right partners at the table to move the work
- Developing memoranda of agreement about the areas of work that each partner will address
- Good internal and external communication
- Holding partners accountable for the work
- Regular and well-run meetings
- Ability to resolve conflicts
- Ability to let partners exit who are not contributing

Grantee capacity to carry out the work

- High level of expertise in some aspects of the access and success work and ability to bring in other expertise through the partnership
- High visibility/credibility in the community from previous, related work
- Ability to reach the targeted youth and understand their context, needs and strengths
- Devoting high level staff to the oversight of this work
- Ability to leverage resources from all partners to maximize resources going to this project

Data collection and use

- Ability to develop a data collection system through partnership agreements and development of a technical infrastructure for the work.
- Ongoing analysis of data to inform the work of the partnership
- Publicizing of data for purposes of advocacy as well as to demonstrate successes brought about by the partnership

Linking state-of-the-art college access and success programs

- Ascertaining the core and essential components in college access and success programming
- Using nationally proven models
- Linking access with success programming through referrals
- Using data to assess the effectiveness of programs

Examples of Issues that TA liaisons have Helped Grantees to Address

Level of responsibility of agency executive director in oversight of the work

- Meeting with key partners and the executive director to explain the roles and responsibilities expected
- Sharing of other examples and tools used to organize the work from other grantees
- Follow-up letter with list of agreements

Staff expertise and maturity for the work

- Discussion with agency executive director about the expected levels of staff expertise
- Follow-up correspondence with commitment to make suggested changes
- Greater involvement of supervising staff in the day-to-day supervision of the work
- Clarification of the focus of the work
- Discussion with the key players about how to combine a focus

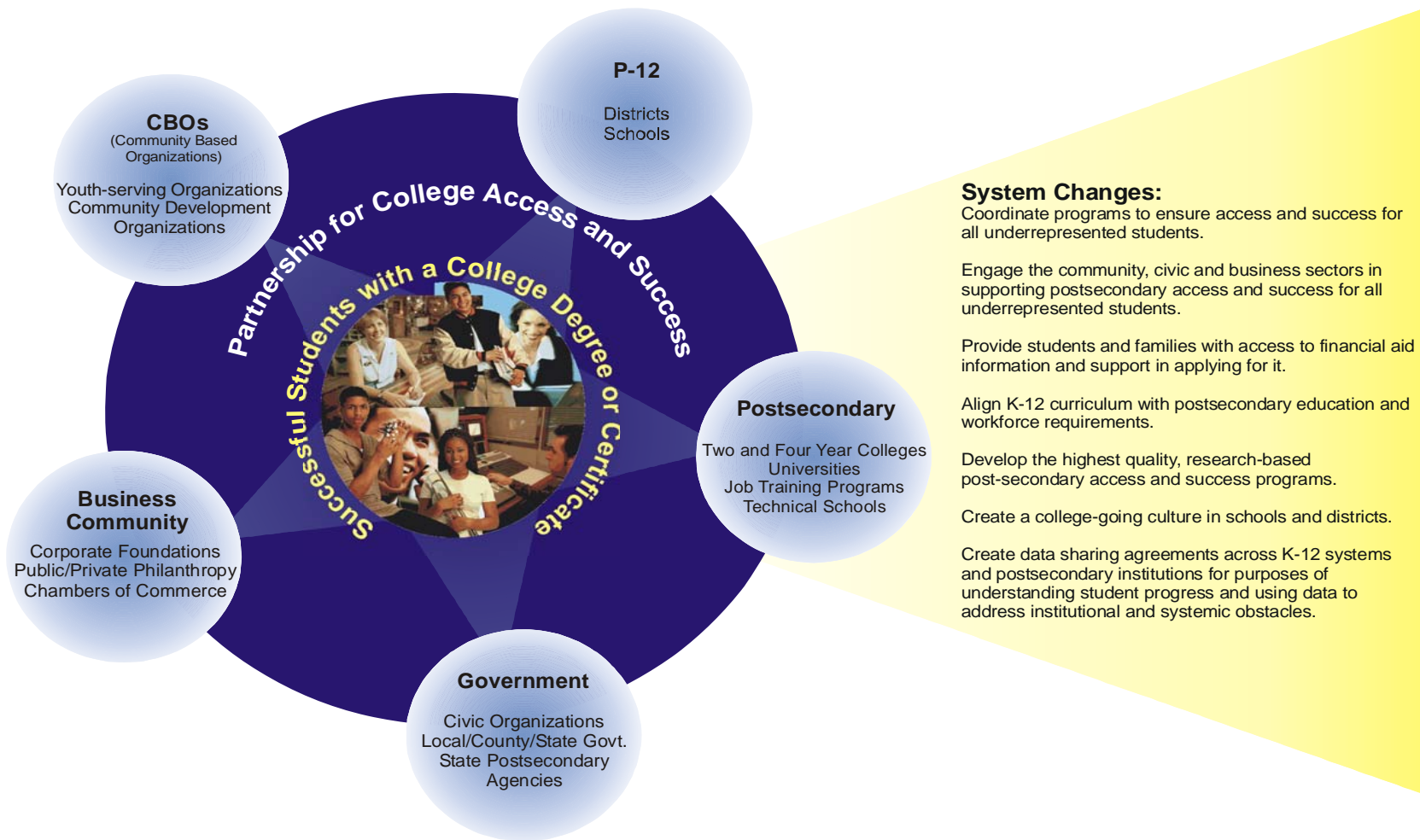
on policy issues—a major interest—with direct services to a specific target population and monitoring of their progress

Inclusion of critical community members in the partnership

- Discussion about how to create a partnership that was more reflective of demographics of the community
- Follow-up to see how the awareness of this issue would be addressed

Bringing high level postsecondary partners to the table as active participants in the partnership

- Discussion of who was needed (for example representatives from administration in the academic side of the university) and how to enlist their participation



I.2. Visual Representation of the PCAS Model

The model above represents the interconnectedness between the various sectors in each community in which PCAS is operational. The idea here is that systemic change in K-16 education—particularly in

the high school to college transition—cannot occur unless different systems work together to solve a host of complex issues around college preparation and retention and financial aid and resources, as well as in creating a college-going culture within a particular community.

I.3. PCAS Partnership Capacity Framework

Below is a partnership capacity chart created by OMG Center for Collaborative Learning that provides a description of the various stages of partnership development. This should be a useful tool for you to begin a discussion with your partners working in the college access and success field about where you are in partnership development, as well

as where you would like to be in the short- and long-term. Note that even in cases where a partnership might find itself in the “fully developed” side of the rubric, a change in mission or goals could easily shift where the partnership falls in terms of development. Partnership development, then, is both nonlinear and an evolutionary process, depending on context and constant tending.

Indicators of Partnership Strength	1- Very weak	3- Average	5- Very strong	Score
1. Purpose				
Vision	<ul style="list-style-type: none"> There is no shared vision among partners. 	<ul style="list-style-type: none"> A core group of members has developed a vision for the partnership. Others in the partnership are vague about, or have a different vision. 	<ul style="list-style-type: none"> Partners articulate a similar vision, with clearly agreed upon mission. 	
Goals and objectives	<ul style="list-style-type: none"> No goals or objectives have been defined for the partnership. 	<ul style="list-style-type: none"> Goals are defined, but are unclear to partners or unrealistic. Objectives and strategies are just being developed. 	<ul style="list-style-type: none"> Short- and long-term goals, objectives and strategies are clear to all partners and seem realistic. Goals and objectives are revised with new data. 	
Member motivation	<ul style="list-style-type: none"> Partners do not see individual or organizational benefits from their involvement in the partnership. Perceived costs of membership offset the advantages. 	<ul style="list-style-type: none"> Incentives for organizations to become and stay involved are made clear. Membership gains are clear for some. Some see support for organizational agenda. 	<ul style="list-style-type: none"> Most partners articulate they will benefit from participating in the collaboration. Most members can articulate how the advantages of membership will offset costs. 	

2. Membership characteristics				
Appropriate variety of members	<ul style="list-style-type: none"> The membership does not involve key stakeholders. No effort has been made to identify additional partnership members. Alternatively: The partnership is too large to manage - no strategic thought has been put into the development of the partnership. 	<ul style="list-style-type: none"> The partnership includes representatives from each segment of the community who will be affected by its activities including students, parents, colleges, school district reps, and financial aid organizations 	<ul style="list-style-type: none"> Partnership continues to have appropriate and required mix of participants through membership changes and turnover. 	
Mutual respect, trust, understanding	<ul style="list-style-type: none"> Partners lack relationships and trust for one another. No dedicated time to learning about one another, and individual needs and agendas. Perceived sense of competition among members. 	<ul style="list-style-type: none"> Time set aside to develop trust and relationships, understand individual agendas and cultural norms - particularly with new partners. Some conflicts exist. Connections exist mostly among a select sub-group of members. 	<ul style="list-style-type: none"> Evidence of appreciation and respect for different stakeholder roles and organizational differences. Group is able to handle difficult discussion and resolve conflicts respectfully and consensually. Strong working relationships exist among many members. 	
Legitimacy of partnership in the community	<ul style="list-style-type: none"> The partnership is not considered a local expert in post-secondary access and success. 	<ul style="list-style-type: none"> The partnership's expert leadership is acknowledged by a narrow segment of the community. The partnership's work and agenda remain unknown to many community stakeholders. 	<ul style="list-style-type: none"> The partnership is perceived by the community as the authority for college access and success Member agencies are well regarded 	

3. Process/Structure			
Partnership decision-making	<ul style="list-style-type: none"> Partnership members have no decision-making or direction setting power. No committees are formed. Poor meeting attendance 	<ul style="list-style-type: none"> Most partners have some level of participation with limited decision-making power and direction setting. Committees exist, but are inconsistently productive or effective. Fairly consistent meeting attendance 	<ul style="list-style-type: none"> Effective committees exist with strong leadership, well organized and well run regular meetings Decision making power and direction setting is shared by all active members. Consistent meeting attendance
Development of clear roles	<ul style="list-style-type: none"> There is no agreement about differentiated roles and responsibilities 	<ul style="list-style-type: none"> Members have discussed the roles and responsibilities. Some conflict/lack of clarity exists about members' responsibilities. Roles are being developed based on members' interests and strengths. 	<ul style="list-style-type: none"> All partners clearly understand their roles and responsibilities, They understand how to carry out these responsibilities. MOUs and accountability mechanisms are in place.
4. Communication			
Effective communication	<ul style="list-style-type: none"> Members do not interact regularly. There is little time for formal discussion at meetings. Ideas are not shared informally outside of the group. 	<ul style="list-style-type: none"> A regular meeting and subcommittee schedule is established and organizations have established stable representation at meetings. Not all partners are equally engaged in discussions and information sharing. 	<ul style="list-style-type: none"> Partners formally interact regularly and often, update one another, discuss issues openly and convey all necessary information to one another and to people outside the group. Formal and informal mechanisms exist

5. Staff and Resources				
Leadership	<ul style="list-style-type: none"> • Leader has a negative image both within the partnership and the community at large. • The convening organization does not possess knowledge about college access and success, process skills, interpersonal skills, nor a sense of fairness and accountability. • The meeting convener is not skilled at balancing process and task activities. 	<ul style="list-style-type: none"> • The convening leader has identified own skills needing additional development and a plan to improve. • Most partnership members view the convener as an organized, fair individual. 	<ul style="list-style-type: none"> • Leadership for the partnership has authoritative knowledge about college access and success • Leadership has process, meeting facilitation and interpersonal skills and carries out the role with fairness. • Leader is skilled as a convener. • Leader is granted legitimacy by the partners 	
Adequate human and financial resources	<ul style="list-style-type: none"> • The partnership lacks diverse, sustainable finances to maintain the partnership. • Partnership members are burdened and overstretched with the work that is required of them. • There is no plan for resource development. 	<ul style="list-style-type: none"> • The partnership has basic staffing and basic funding to sustain its current operations. • A resource plan has not been developed. 	<ul style="list-style-type: none"> • The partnership has a diverse, adequate, consistent financial base • Partnership has the staff to support its operations. • Has effective resource development plan in place and is already working. 	
<p><i>Source: Adapted from Mattessich and Monsey 1992, Mattessich et. Al. 2001, Winer and Ray 2003</i></p>				

I.4. PCAS Grantee One-Page Profiles

Below are one-page descriptions of the seven current PCAS grantees, each emphasizing its history and accomplishments in its work on college access and success.

Partnership Summary- Linking Learning To Life, Burlington, VT

Linking Learning to Life leads a dynamic partnership whose core purpose is to improve access to college and successful college completion for Vermont youth who face significant barriers to pursuing postsecondary education. The partnership strengthens and expands on the successful College Connections model developed over the past decade. College Connections is a college access program that provides college advising, academic support and dual enrollment for high school students taking courses at six Burlington area colleges and universities. The partnership is working to expand the program to include a college success component that will assure ongoing contact and support for participating students.

Linking Learning to Life is a nonprofit organization that develops and manages a comprehensive array of programs and services to prepare K-12 youth to pursue a lifetime of success. As the lead college access and success organization, it convenes and coordinates the partnership. Linking Learning to Life also has primary responsibility for funding, sustaining and expanding the College Connections model. The Vermont Student Assistance Corporation is an essential funder and vital student-information hub through its statewide financial aid database. The Burlington School District and Burlington High School provided the student access and system support that helped develop the core program model for other school districts to replicate. Community College of Vermont and the University of Vermont provide institutional access, dedicated student advising and a commitment to create college success models. All partners collaboratively design, problem solve, evaluate and improve our college access and success initiative.

A partnership's value is measured by results. Over the past three years, our partnership results include the following:

- The Vermont Student Assistance Corporation (VSAC) greatly enhanced its commitment to the partnership in 2006 by integrating College Connections into its statewide GEAR UP (federal college access program) strategic plan. The commitment includes six years of substantive funding and expansion support for College Connections.
- Initially, the University of Vermont limited high school student access to courses offered through the Continuing Education Division. The university broadened its engagement with College Connections by bringing together representatives from the President's Office, the Admissions Department, the College of Arts & Sciences, Student Support Services and Continuing Education to design a comprehensive approach to student support.
- In order to create a college success model, a critical first step was to establish a way to share student data among the institutions. Data-sharing agreements were established in less than six months that enable Linking Learning to Life to track Burlington students and graduates with the Burlington School District, the Vermont Student Assistance Corporation, Community College of Vermont, and the University of Vermont.

Effective partnerships are learning communities that address and overcome the inevitable challenges in collaboration work across multiple institutions. Recent examples from our partnership include:

- Many high school students, particularly those with barriers such as limited English language skills, learning disabilities or low aspirations, failed in their initial attempts to complete a credited college course. Community College of Vermont worked with Linking Learning to Life to design and pilot a course, Introduction to College Studies, to help students

understand college expectations, develop study skills and build self-confidence. The course has taken off as a valuable transition step, with 286 students enrolling statewide last year.

- At Burlington High School, we learned that it is sometimes difficult to engage those students who could most benefit from College Connections. Students initially received elective high school credit for successfully completing a college course. Linking Learning to Life worked with the guidance staff to change their policy to award content-area credit (e.g. high school math credit for taking a college calculus class) as an additional incentive for students to meet their high school graduation requirements. This approach has now been adopted by other participating high schools.
- The College Connections partnership strove to reach high-risk students and dropouts through area alternative education programs, such as Youth Build, the Lund Family Center (for pregnant & parenting teens) and Spectrum Youth & Family Services Downtown Education Program. Our initial successful course completion rates for these youth were very low (about 15 percent compared with over 80 percent for all participating youth). Linking Learning to Life and Community College of Vermont have increased staff support and training for these sites and the successful course completion rate for alternative program youth increased. Through follow-up with some of these youth, we also learned that the program has had a powerful impact for some students even if they did not complete a course.

In Burlington, the Partnerships for College Access and Success framework is helping us mobilize a broad range of constituents to make systemic change to improve educational outcomes for some of our most vulnerable young people. Utilizing the power of partnership greatly increases the impact that any of our organizations could have independently.

Chicago PCAS Partnership Summary

As the Little Village Community Development Corporation (LVCDC) team convened in 2004, we began to share the stories of our own journeys to and through college. We were looking for that common thread that connected us to each other and the students who could become a focus of our work. We also wanted to identify the barriers that could possibly derail our students' path towards postsecondary success. We soon realized that the great majority of our PCAS team members were first-generation college students. Many of us also grew up in communities similar to those in which our students currently live. We recognized that many families in our communities have limited access to college because of economic, social and familial pressures.

Based on this reality, our PCAS team felt that it would be necessary to connect families to the resources in the neighborhood that can strengthen and stabilize family life. In order to help sustain this work, we invited additional community partners from Little Village and North Lawndale to work with us to expand the scope of PCAS. We invited a number of partners from both communities—Family Focus, North Lawndale Employment Network, Lawndale Community Church, IAMABLE Family Development Center, and Lawndale Christian Health Center were organizations from North Lawndale that participated. Universidad Popular, Instituto del Progreso Latino, and the Jorge Prieto Family Health Clinic were the participating organizations from the Little Village community. We planned to work with families, students and stakeholders from both communities in creating an atmosphere in which students were willing and able to gain access to college and succeed while there.

Founded in 1990, LVCDC is a grassroots community organization committed to ensuring balanced development and a sustainable future for all community members. LVCDC worked with parents and other community activists in applying pressure on Chicago Public Schools to build a new high school in Little Village, which included a 19-day parent hunger strike in May and June 2001. The state-of-the-art, multiplex high school (which is broken up into four small high schools)

opened in fall 2005 and currently houses 1,200 students (grades 9-11, with its first set of senior classes set for fall 2008).

LVCDC has used its PCAS grant to develop a college-going culture in its Little Village High School initiative. It does so by engaging community mentors, ensuring financial assistance, involving families, and providing multiple opportunities for low-income students in the Little Village and Lawndale communities to gain the skills they need to succeed in college. From community bus tours to information workshops and college visits to summer leadership institutes, LVCDC has worked with its partners to begin instilling optimism about and preparation for the realities of obtaining a college education.

Chattanooga - Public Education Foundation Core Study

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

PEF has worked closely with the College Access Center (CAC) to encourage college attendance and help high school students navigate the college enrollment process, as well as working with area colleges in retaining HCDE students at their institutions.

- PEF is the lead local agency for the Partnership for College Access and Success (PCAS) initiative in Chattanooga. Our PCAS has many partners, including HCDE, CAC, the University of Tennessee at Chattanooga, Chattanooga State Technical Community College, the Community Foundation, and the Chattanooga Area Chamber of Commerce.
- With funding from Lumina Foundation and administered by AED, PCAS has developed a pilot program in three Hamilton County high schools—one rural (Sale Creek Middle/High), one suburban (Red Bank High), and one urban (Howard School for Academics and Technology).
- As part of this initiative, motivational speakers have been brought to the three pilot schools to inspire students with their stories.
- A special summer intern program matches high school students with college students hired to give them first-hand insight into the college experience and how to get there.
- High school students have been taken on tours of college campuses.

- Counselors in all high schools have been invited to special training focused on college access.
- All these programs and partners have joined forces to help fund college advisors in 12 high schools. These coordinators provide information and encouragement to help students overcome obstacles to enrolling in college.

The results so far are promising:

- 70 percent of Hamilton County public school graduates enroll in college.
- From 2005 to 2006, the number of Hamilton County graduates enrolling in college increased from 1,324 to 1,499—a 13 percent increase.
- Since 2004, Hamilton County graduates have attended 273 colleges in 38 states, the District of Columbia, Canada, and the Caribbean.
- Some of these colleges are ranked among the top 20 in the nation by US News and World Report, including Cornell, Rice, Emory, Brown and Vanderbilt Universities, among others.

COMPASS Guide - Milwaukee, WI

COMPASS Guide is a community-based program that provides online and in-person assistance in post-secondary planning, including Wisconsin's *only* online searchable database of local scholarships. The true strength of the Partnership for College Access and Success (PCAS) lies in the partners who share ideas, engage in programs and mobilize the community around college access and success issues. COMPASS Guide is able to maximize resources by leveraging assets far beyond our own capacity.

In the first four years, the partnership has **focused on social and systemic change to increase college awareness, preparation and transition** at two high schools in the city of Milwaukee: Pulaski and Washington Campus. The University of Wisconsin-Milwaukee is a core partner that has invested in new student retention and success strategies through its "Access to Success" initiative. Data-driven decision-making and the implementation of best practices in order to increase the rate of students who attend and succeed in college represent the core principles of the partnership.

Samples of impact in our first year with PCAS:

- Successfully negotiated a cross-institutional data exchange between the University of Wisconsin-Milwaukee and the Milwaukee Public School System to follow up with students in the summer after high school graduation.
- Leveraged resources from two partners, the Milwaukee Area Technical College and the UW System Multicultural Center for Educational Excellence, in conjunction with COMPASS Guide, to offer an overnight tour of college campuses, focusing on high school students in the 2.0 – 3.0 GPA range—students not typically selected for college tours. Student feedback was very positive.
- Trained teachers on the value of infusing career and college messages into the curriculum and worked with staff to incorporate college-focused activities for the general student

population (not just in college-prep classes). Examples include career exploration, scholarship essay assignments, and guest speakers from local colleges.

- Hosted a "Financial Aid Blitz," with staff from four area colleges to provide personalized financial aid application assistance over a three-day period.
- Coordinated with Voces de la Frontera to perform a play about an immigrant student's struggle and dream to go to college. Presentation and follow-up assignments occurred through a bilingual class for predominantly Spanish-speaking students.
- UWM launched "Access to Success," a strategic directive to increase student retention and success. Students from Pulaski and Washington will benefit from new practices to help them succeed.
- UWM created comprehensive reports to track what happened to Pulaski and Washington alumni who enrolled at UWM this past year and analyzed student information based on gender, race, ACT scores, remedial placement and more. This allowed the university to look at a targeted sample of students as they moved through the University's first-year interventions.
- Created a Latino Student Services Committee at Pulaski High School with representatives from the school, universities and pre-college programs to dialogue about collaboration, meeting the needs of Latino students and advising the school principal on overcoming barriers to college for Latino students.
- The Center for Urban Initiatives and Research hosted a public conference on May 24th, "College Access and Success: Our Community's Future" to reinforce best practices and introduce access and success concepts to the broader community. One hundred and fifty people attended from various groups, such as the United Way, the Urban League, the Mental Health Coalition, the State Legislature, local foundations and community agencies. The Mayor of Milwaukee, Tom Barrett, proclaimed May 24th College Access and Success Day, and the local paper wrote an article about diversity in colleges.

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

Youth Development Institute - New York City Partnership for College Access and Success

Meghan is helpful and cares, we can get emotional support to fight obstacles because we wouldn't have known where to start.

Keep pushing us, do things to keep us focused in school, it helps that you guys are interested in helping us.

The New York City Partnership for College Access and Success, sponsored by the Youth Development Institute (YDI), a program of the Tides Center, is managing a pilot project to increase opportunities for college access and success for disconnected youth between the ages of 16 to 24, who have dropped out of school or are near to dropping out. The above quotes are from two students who are part of our first cohort entering college in August 2005 and were in their first semester at the time.

The goals of the project are to:

- Increase access and retention in postsecondary education for youth, 16 to 24 years of age, who have returned to school or a community program for a high school diploma or GED, and seek to go to college.
- Implement strong practices based on research in a Local Network (LN) consisting of a community based organization, school or GED program and a college that utilizes the strengths of each partner to provide coherent supports to students.
- Utilize the partnership to further identify and disseminate promising practices to the LN, the participating organizations and others.
- Identify and address policy gaps in the citywide infrastructure for creating supports and resources for disconnected youth in New York City.

- Obtain additional funding to facilitate the continuing work of the NYC Partnership.

The project has two components: 1) Promising Practices Partnership (PPP) comprising community-based organizations, school partners, the City University of New York's (CUNY) central office and YDI; and 2) a Local Network, comprising two or more community-based organizations, school/GED programs and a CUNY college.

San Antonio Education Partnership Partnership Summary

The San Antonio Education Partnership is the formal 501 (c) 3 organizational entity created in 1988 for the partner groups coming together to provide college opportunities to at-risk high school students. Partnership founders, relying on their experience with other citywide efforts, felt a partnership uniting students, schools, colleges and universities, and businesses, civic and government leaders would create efficiencies, maximize resources, and enhance sustainability. The Partnership has undergone some organizational changes in its life, but the mission to help at risk students remains at the heart of the collaboration.

Since its inception the Partnership has served as the focal point in disseminating over \$9 million in scholarships to low income students. This has helped increase college attendance among its eligible students in target high schools from 374 in 1989 to 2,322 in 2005. The Partnership has also helped organize a support system for students, which includes on direct financial support from the City of San Antonio and participating school districts, direct in-kind support from colleges and universities, and volunteer help from the business community and community organizations. Equally important has been the Partnership's role in linking education to economic development, which has contributed to the city's increased investment over the past decade (from \$195,000 in 1996 to \$1.5 million in 2006).

A great deal of learning has occurred through the PCAS work. One lesson learned relates to the need not always for more resources, but for a better alignment and coordination of existing resources. The Partnership has been extremely impressed with the high level of activity and dedication to college access and success, but equally disappointed with the lack of connectivity in program implementation and long-term goals. Consequently, the Partnership has assumed a greater responsibility in linking partners and their resources. A second lesson has been a reinforcement of the value of personal relationships and their role in establishing an operational base for systemic changes.

Progress in reaching two-year college students has been facilitated by existing relationships at various academic leadership levels. Third, with respect to partner relationships, a situation arising during the PCAS implementation highlighted the continued need for partnership management and vigilance, especially as it relates to self-interests. One partner's desire to pursue its self-interest at the expense of the overall partnership produced cracks in relationships, which required the Partnership's time and energy to avoid a negative impact on student work.

The unifying factor in this last challenge was the understanding that the Partnership exists to benefit students and their families. And while a healing period has been necessary, work continues on behalf of students, partly due to the numerous stories of determination and dreams shared by participants.

Port Jobs/Airport University, Seattle

“I had not thought much about the future. Always seemed like I was just working for today. But I somehow thought in the back of my mind that I would become a nurse. I will have to improve my English to do this. I am not so sure about the rest but because of Airport University I plan to find out more about what types of college programs may be available.”

– Airport University student

The Lumina Foundation funding filled a tremendous need, underscoring the vast possibilities and potential of taking college to the workplace.

The Reality

Many airport employees work in low-wage jobs characterized by erratic, changing work schedules and limited opportunities for advancement.

- Blocked by a lack of time and information, few low-wage workers envision college as a next step in their life plan.
- When asked about the future, many employees share dreams of a different job. Lacking a roadmap and resources, these dreams are often put on hold.
- Often responsible for supporting extended families, many employees cannot afford to quit their jobs to go to school and must balance the demands of school, work and family.

What Changed

- Merging the worlds of work and college, bringing the classroom to the workplace, Airport University used Lumina Foundation funds to change the landscape of the airport for workers and employers.

- Employers began to see the Airport University classes as pathways to a more skilled labor force. Incumbent workers began to seize rare opportunities to learn
- Some workers—the first to go to college in their family—began to champion the benefits of a college education to their friends and family.
- The Airport University scholarship funds and partnerships with local community colleges – made it possible for many workers to pursue a college education.

The Road Ahead for Workers

- Faced with the need to work and study many low-wage persons in the airport economy need to access career guidance and resources that can accommodate a long term career plan.
- For many, college access pathways need to be clearly defined and coupled with educational advising and career coaching.
- Many workers would benefit from the creation of policies and funding streams designed to support the special needs of low wage workers.

“I can only take one class at a time. I need to work while I go to school. That is my reality – and definitely an uphill challenge. I can’t qualify for tuition loans.”

– Airport University student

What’s Next?

With the Lumina Foundation funding about to end, we need to continue our efforts to leverage and draw support to the Airport University program and to advocate for policies that make it easier for low-wage workers at the airport and elsewhere to pursue a college education. We plan to use what we have learned to demonstrate the benefits of providing workplace college courses to policymakers, to workers, to employers, to families and to our society. A full evaluation of our program is available.



II. Theory of Change and Its Significance

II. Theory of Change and Its Significance

Introduction

Increasingly those working on complex social change initiatives seek to ground their work in a “theory of change.” The Aspen Institute Roundtable on Community Change has published several reports on the theory of change process that community groups can use to evaluate (or be evaluated on) their progress toward a long-term goal or set of goals. Aspen defines theory of change (TOC) as “a method that a community group can use to think critically about what is required to bring about a desired social change. It is a process designed to depict how a complex change initiative will unfold over time. It creates an illustration of all the various moving parts that must operate in concert to bring about a desired outcome” (Anderson 2006).

It sounds simple enough, but an even simpler way of thinking about a TOC is that it can address a myriad of questions about the work that a community group intends to do, the steps it should take to do it, and the “it” that the group wants to reach as its set of long-term goals. A TOC provides a structure for initiative planners to find answers to such questions as the following:

- *Why are we undertaking the actions that we are proposing to carry out? Why these actions and not others?*
- *What factors in our environment have led us to propose these actions? Are they the only ones that should be considered?*
- *What others might also work in our context?*
- *What do we expect will happen if we undertake these actions—in the immediate and long-term future?*
- *What are some milestones that we can reach that will let us know that we are on track?*

The theory of change that emerges from answering these questions provides a group with a plan for action, as well as indicators of progress and an internal guide for measuring how well an initiative is doing, or, put another way, for answering the question, “Is our work

meeting the indicators of success, and, if not, what steps should be taken?” In effect, a TOC is a roadmap for measuring change, for acknowledging when progress has not been made, and for making needed revisions in the plan of action. A TOC is not meant to be written in stone but rather to provide a guideline for action that may need tinkering or substantial revision.

In addition to providing a structure to guide the work of a partnership, a TOC also provides a framework for a formal evaluation of an initiative that may include one or many sites or partnerships, each one guided by its own TOC. Complex, multisite, multipartner initiatives rarely have outcomes that can be linked directly to one aspect of the work or another. Unlike programs of which experimental and quasi-experimental studies might be possible—in which outcomes can be attributed to a specific program or strategy—complex, multisite initiatives cannot be studied in this way.

For this reason, PCAS chose to have a TOC to guide the planning and implementation of the work, but also to be used as the basis for an evaluation conducted by the OMG Center for Collaborative Learning. As the name implies, OMG sees its mission as helping complex, multisite initiatives such as PCAS develop and use a TOC to plan and guide their work. As evaluators, OMG strives to assess whether the TOC has proved valid—that is, has it led to the predicted outcomes, in which areas, and if it did not, why not?

Theory of Change in the PCAS Project

In the PCAS project, the TOC led to the development of both an initiative-wide TOC that guided the work of AED as well as individual, grantee-level, TOCs that guided the work of each site. In order to develop the TOC, each lead organization convened its partners to discuss and develop consensus around the site’s TOC—a process involving a day of discussion, with follow-up revisions of the document developed. In addition, AED staff who facilitated the entire initiative met with OMG evaluators to discuss TOCs—both the initiative-wide TOC and the site-specific ones. As a result of these meetings,

PCAS developed outcomes and indicators—some common to all the sites and some specific to each site.

The following categories were used to assess progress in each site and across the initiative as a whole: 1) lead organization capacity for the work; 2) partnership development; 3) college access activities and outcomes for students; and 4) college success activities and outcomes for students.

Organization of This Section

This section includes:

1. OMG document explaining its approach to TOC
2. Initiative-wide TOC
3. Examples of two grantee-specific TOCs
4. Methodology for evaluating partnership development
5. Examples of feedback to site in an OMG site report

References

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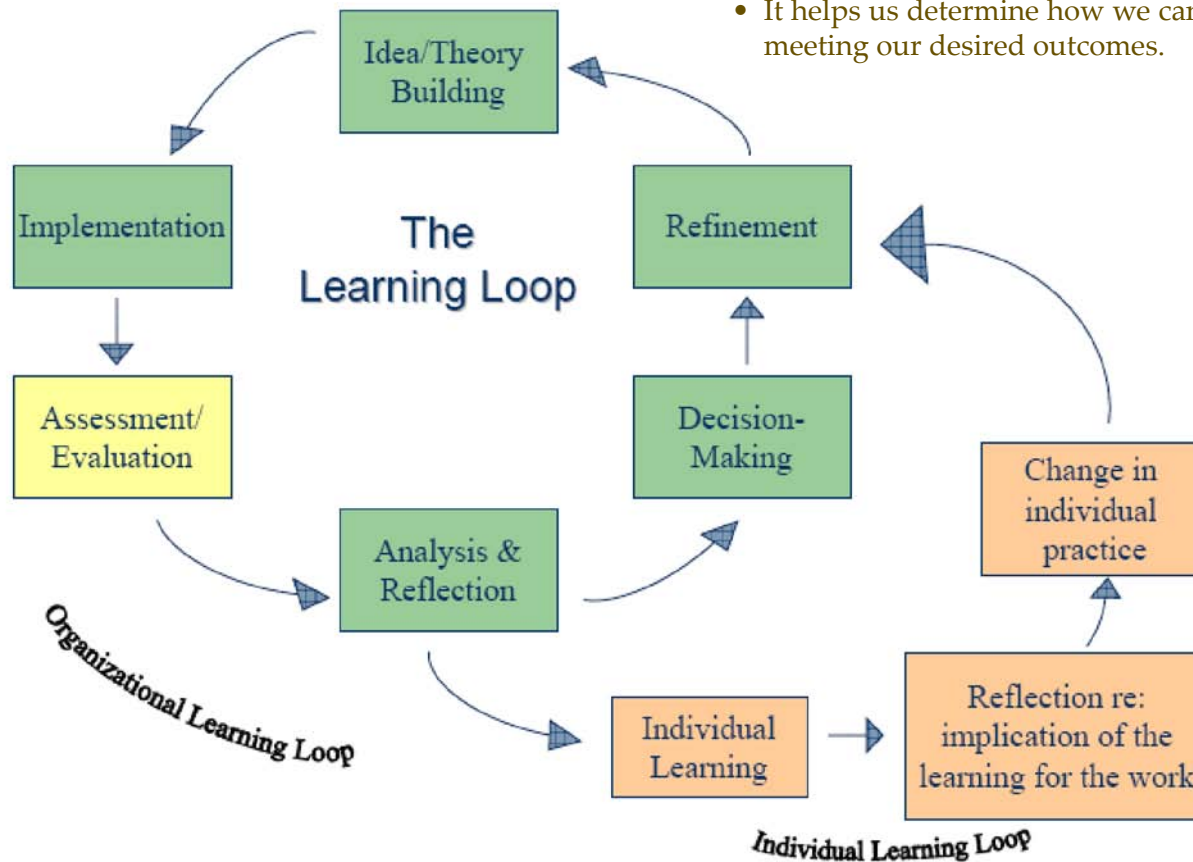
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II.1. OMG's Theory of Change Model: A Way of Evaluating Our Work

The following is drawn from OMG Center for Collaborative Learning's PowerPoint presentation in July 2004 introducing PCAS grantees to OMG's TOC model and the different steps to take in using it. Below are OMG's slides describing the TOC, as well as diagrams depicting its use in the form of a meeting with key stakeholders in a community partnership working on some aspect of the high school/postsecondary education continuum.

What is Theory of Change?

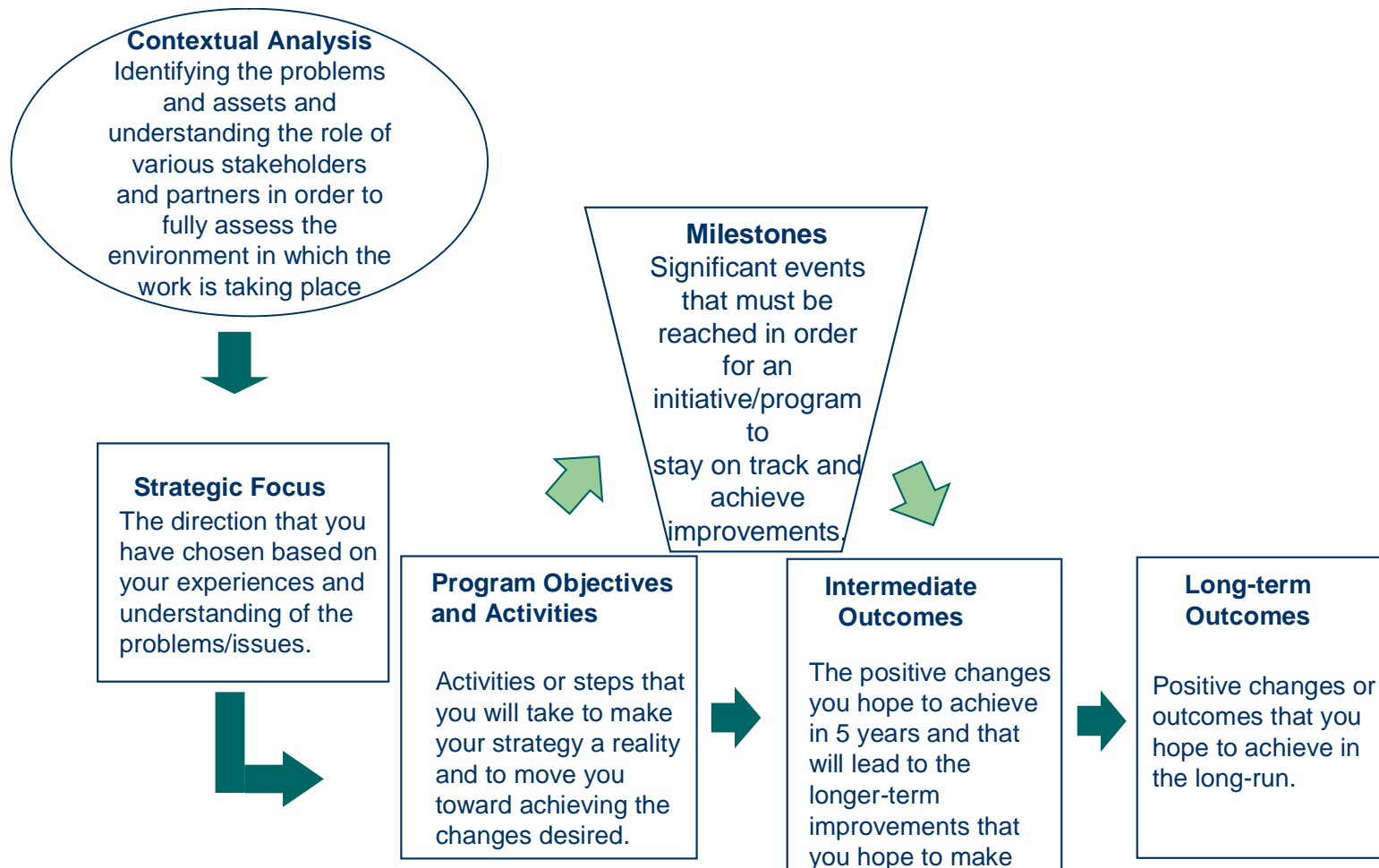
- It is the process of articulating our assumptions, actions, and strategies and then linking them to desired outcomes.
- It is also the process of challenging the assumptions that we are making about the ways that we are going about impacting change in our communities.
- It maps out our expectations and the path for change and learning.
- It helps us determine how we can assess whether or not we are meeting our desired outcomes.



Why the Logic Model?

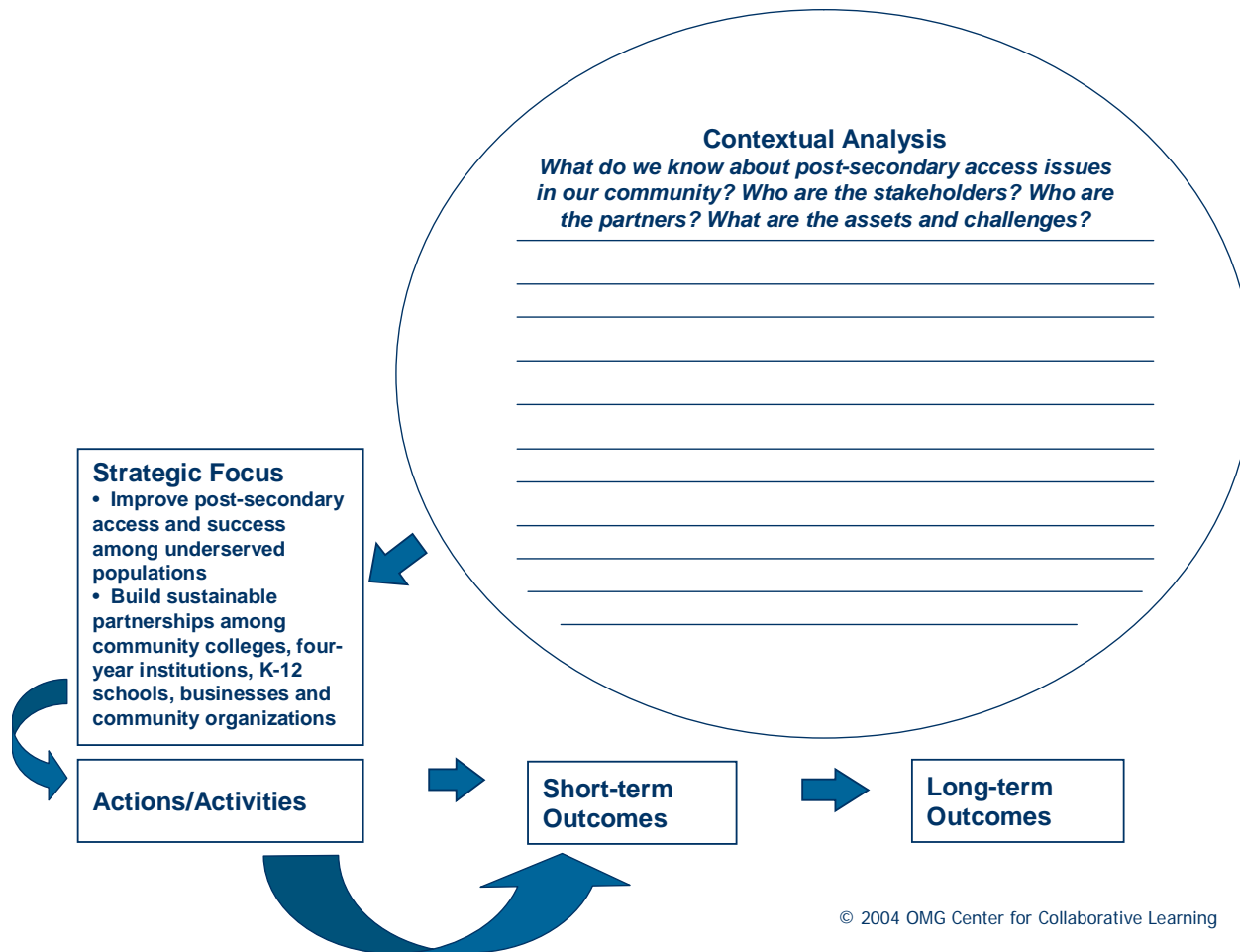
- It draws from our experiences and beliefs - the things we already know.
- It asks us to make a connection between our program's activities and what we hope to achieve (outcomes).
- Once the link between actions and outcomes is clear, we can begin to track and evaluate our progress through data collection and documentation.

- We can use the Theory of Change model to determine the right data to collect.
- With an improved ability to track our progress, we can make mid-course corrections based on what we are learning.
- We can use the Theory of Change for our own evaluation, planning and management decisions.

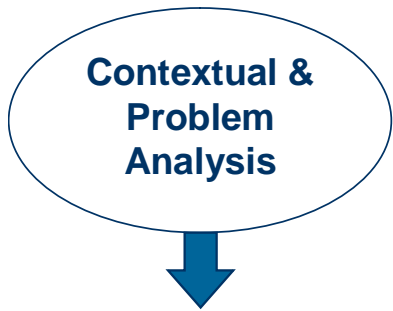


Beginning to Apply the Theory of Change Logic Model to the PCAS Program

1. Who is our constituency/community – who are we serving and who are we accountable to?
2. What are the problem/issues that we're trying to address through our programs and partnership-building?
3. What are the assumptions that we're making about our approach – why do we think that our approach will work?
4. What is the difference (the desired outcomes) that we aim to make as a result of our programs and our partnership-building efforts?
5. What are the activities that we are undertaking to meet these desired outcomes?
6. Do our strategies and actions connect logically to our desired outcomes?
7. How will we monitor our success – how will we measure our outcomes?



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Strategic Focus

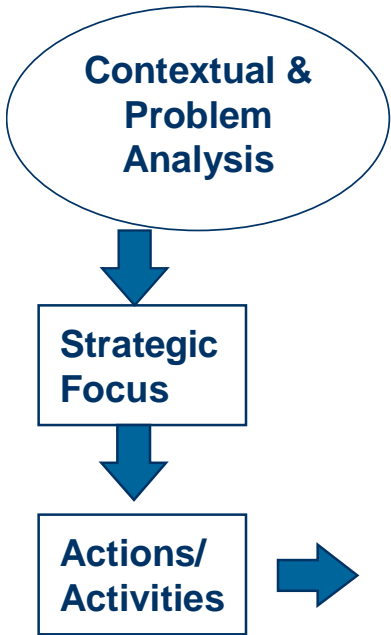
- Improve post-secondary access and success among underserved populations
- Build sustainable partnerships among community colleges, four-year institutions, K-12 schools, businesses and community organizations



Actions/Activities	
<p><u>With respect to individual student services</u></p> <ul style="list-style-type: none"> • • • • • • 	
<p><u>With respect to partnership development</u></p> <ul style="list-style-type: none"> • • • • • 	

Assumptions

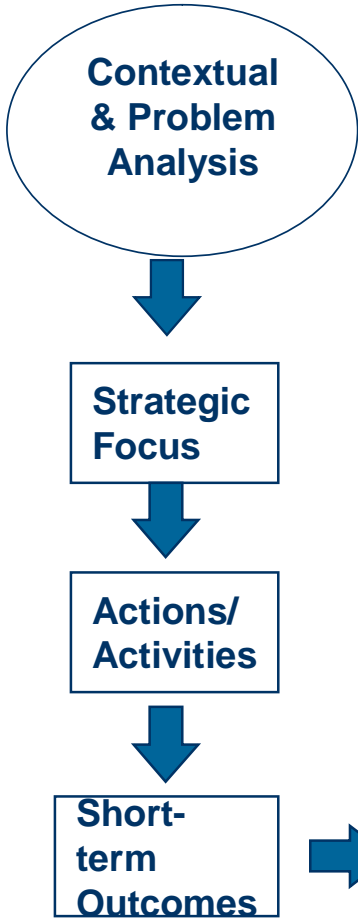
Why do you believe these activities address the post-secondary access challenge in your community? How do you think these actions will contribute to the development of sustainable partnerships?



Short-Term Outcomes

Assumptions

Why do you believe your activities will achieve these short-term outcomes?



Long-term Outcomes

What are the changes you hope to see longer-term? What are the individual level changes you hope to see? Organization level? Community level?

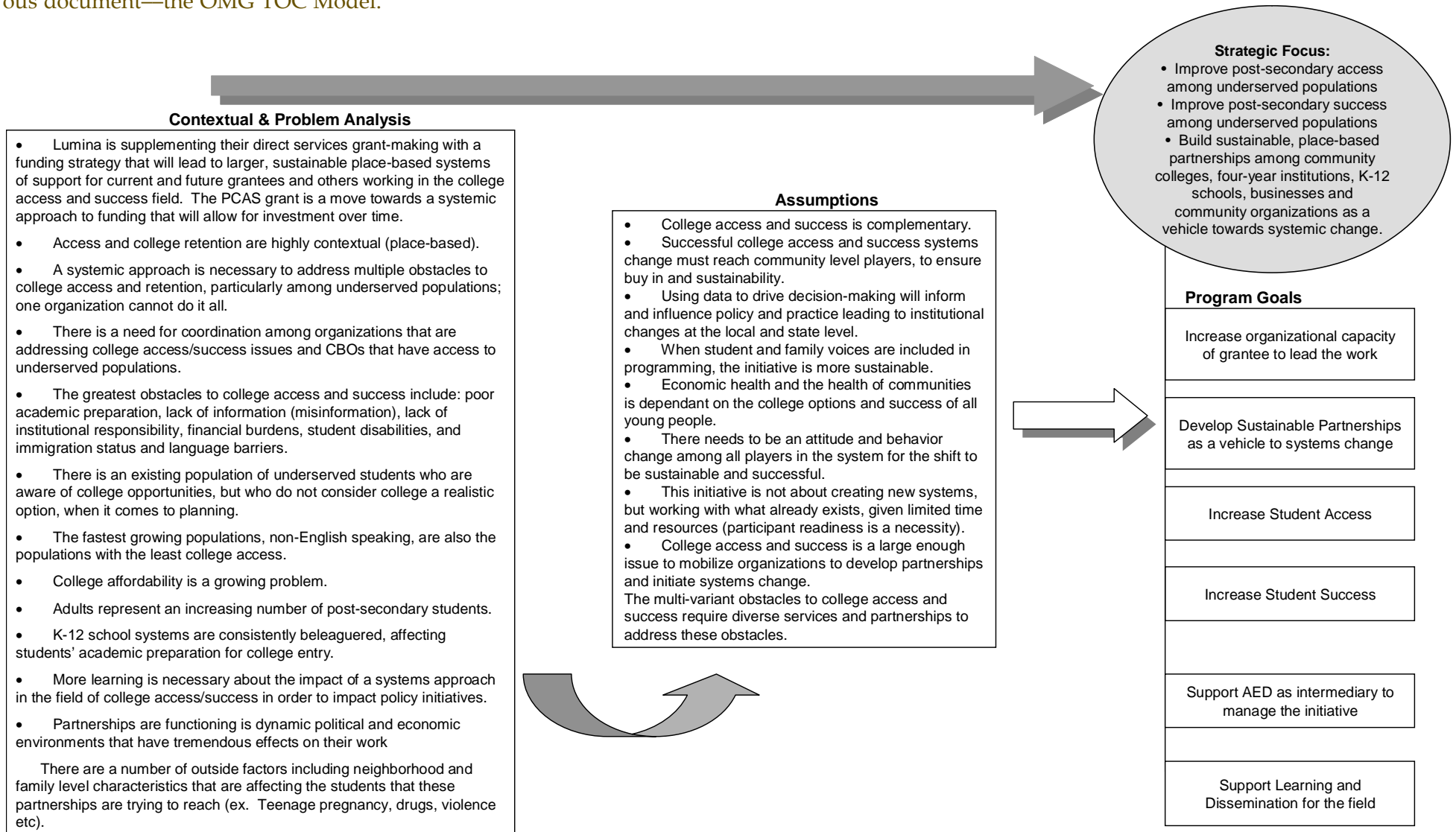
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Assumptions

Why do you believe your short-term outcomes will lead to these longer-term outcomes?

II.2. Initiative-wide TOC

Below is the TOC created for PCAS in collaboration with OMG Center for Collaborative Learning, using the steps noted in the previous document—the OMG TOC Model.



Partnerships for College Access and Success Logic Model

Program Activities

Grantee Organizational Capacity

- Develop data collection plan (ability to track students impacts)
- Develop and manage work plan and provide TA to partners
- Strengthen partnership facilitation role
- Develop evidence-based culture in partnership by learning about and adapting effective research-based models
- Strengthen advocacy role to begin shifting attitudes and behavior in all players and influence policy

Partnership Development

- Formalize partnership purpose and structure
- Determine operating procedures and individual partner roles
- Incorporate stakeholder (inc. student) and community input into partnership development, programming and advocacy work to ensure buy-in
- Leverage additional resources to ensure partnership sustainability
- Develop partnership communication strategy in efforts to shift community attitudes
- Increase college access/success advocacy to shift attitudes and behaviors among all players (students, parents, school staff, community members and service providers)

Student Access

- Adapt and develop performance-based student access models that meet the needs of the target population with services that include: Student preparation inc.quality education, wrap-around services, information sharing and community awareness building.

Student Success

- Adapt and develop performance-based student success models that address student needs through campus interventions including academic and personal counseling, transition management, social/cultural integration, working student and family supports and others.

Support AED as the Intermediary

- Facilitate Learning Institute
- Conduct site visits
- Provide TA to individual sites around their work plan and developing data collection systems
- Disseminate information for replication and policy advocacy
- Establish list serve for information sharing - provide information on effective systems and structures

Support Learning

- Develop accessible evaluation products
- Inform field of philanthropy
- Provide information to advance local and state policy and practice

Intermediate Outcomes* 2 years

Grantee Organizational Capacity

- Designated staff and resources to implement workplan and data collection
- Developed partnership management protocol including partner (CBO) assistance, outreach and referral system
- There is public discourse and media coverage around issues of college access and success
- There is influence among local policy makers/some policy change

Partnership Development

- Operating procedures , partnership goals and partner roles are formalized.
- Community involvement and stakeholder feedback is institutionalized
- Has leveraged additional resources for the partnership
- The partnership is acknowledged by the community as THE source for college access and success information (partnership is acknowledged as an entity/an integral part of the college access and success infrastructure)

Increase Student Access

- There is a clearly developed pipeline for college access and it is clear what components are missing, which ones should be addressed and more safety nets are ensured for all youth (these pipelines/models are site-specific to meet the local socio-economic and demographic needs).
- Grade-level appropriate strategies are in place along the above-mentioned pipeline to accommodate students at every entry level
- There is transparency about the services available to all the stakeholders including community members, parents etc.
- Increase in the number of collaboratives with 4 year institutions and community members

Increase Student Success

- There is a clearly developed pipeline for college success and integral components are being provided (or developed) by partnership members.
- Strategies are in place to accommodate students at every entry level, with varying academic and personal needs that impact college success.

Support AED as intermediary to manage the initiative

- The Learning Institute has facilitated inter-site learning.
- There is an active dialogue between AED, the grantees and among grantees in efforts to support learning and disseminate information.

Support Learning

- Lumina utilizes early lessons learned in support of their programming work

Long-term Outcomes* 5+ years

Grantee organizational capacity

- Data collection informs future programming
- Work plan is implemented and regularly revisited to allow for learning and organizational flexibility
- Influences local policy and community leaders using data from partnership access/success programs

Partnership Development

- Partnership has increased the number of members providing greater variety of services
- Regularly seeks stakeholder input into programming and new partners
- Has implemented outreach, communications and advocacy strategy
- Impact on local policy
- There is a sustained business plan / action plan with designated funding
- There is a designated budget line in the local government budget

Student access

- Has increased the number of target population students obtaining college access information by X% including increases in number of students enrolled in college prep curriculum, those who completed FAFSA form, took SAT
- Increase in number of target population who graduate from High School, apply to a post secondary program, are accepted into a 2 or 4 year school; or complete training certificate program

Student success

- Increase in number of students who returned for the second term, second year, completed 2 year degree, completes certification program, transferred to 4 year school by X%
- Higher education institutions replicate the college access and success programs for all students

Support AED as intermediary

- Has facilitated learning across PCAS sites
- Supports other communities in replication process
- Disseminates learning through products and activities

Support Learning

- Lumina is called on to advise local and national policy work in the field of college access and success.

II.3. Evaluating Partnerships--OMG's Methodology

In order to address college access and success concerns effectively through PCAS, it is essential to mobilize a broad array of organizations and constituents to work together for systemic change. Sustainable, place-based partnerships among community colleges, four-year institutions of higher learning, K-12 schools, community-based organizations, and businesses are vehicles toward systemic change. At the same time, to ensure the sustainability and significant scale of this change, community, family, and student buy-in is necessary.

To document the development and evolution of the partnerships in this initiative, OMG developed a framework for assessing partnership strength. Based on a literature review, interviews with experts in the field, and our experience, there are five areas that play a defining role in the success and sustainability of partnership structures: partnership purpose, membership characteristics, process and structure, communication, and staff and resources. The framework below presents brief descriptions of these five areas and the attributes of a well-developed, strong partnership model within each of the five areas.

1. Purpose

In a strong partnership, partners should be able to articulate a similar **vision**, with a clearly agreed upon mission for the partnership. In addition, partners should have defined short- and long-term partnership **goals, objectives** and strategies that are realistic and periodically revised with the availability of new data.

2. Membership characteristics

A strong partnership should have the **appropriate variety of members**, including representatives from each segment of the community who will be affected by its activities such as students, parents, colleges, school district reps, and financial aid organizations. This required mix of participants is sustained through membership changes and turnover.

There should also be evidence of **mutual respect, trust, understanding** among the stakeholders and of their differing roles and organizational differences. The group should be able to handle difficult discussions and resolve conflicts respectfully and consensually, and strong working relationships should exist among most members.

Members should **see the work of the partnership their self-interests** and can articulate how they (or their organizations) will benefit from participating in the collaboration and that the advantages of membership will offset the costs.

Finally, the partnership will have to have **legitimacy in the community**, and be perceived as the authority for college access and success. Member agencies should be well regarded in the community.

3. Process/Structure

In strong partnerships, **members share a stake in both process and outcome** and have regular and meaningful input into the work. In addition, members articulate ownership of both the way the group works and the results achieved as a result of their work.

In order to facilitate **effective partnership participation**, committee structures with strong leadership should be developed and partners should attend, well organized and well run regular meetings.

All partners should **clearly understand their roles and responsibilities**, and should be help accountable for their work.

Evaluation and feedback mechanisms should be in place to ensure the partnership's flexibility and responsiveness to change.

4. Communication

The partnership should have **effective communication practices** including formal and informal opportunities to interact regularly and often, update one another, discuss issues openly and convey all necessary information to one another and to people outside the group.

5. Staff and Resources

The partnership requires **strong leadership** with authoritative knowledge about college access and success issues. The leadership

should have process, meeting facilitation and interpersonal skills and be able to carry out the role with fairness. Because of these and other qualities the leader will be granted legitimacy by the partnership members.

Finally, a strong partnership requires **adequate human and financial resources** to support its operations and ensure that an effective resource development plan is in place to increase funding.

Data collection and analysis

Once the framework was constructed, OMG developed interview guides with a series of questions that touched upon all of the five areas and above highlighted attributes within these areas. The guides included prompts that allowed the interviewers to ensure that all the key concepts were addressed in the interview.

Because we anticipate observing partnership changes over time, we will be using similar question guides each year, to gauge and document partnership progress. Individual interviews with key partnership members and the grantee were conducted in all eight PCAS sites in two-person teams during our site visits.

For reliability purposes, the two evaluators analyzed their interview notes separately and assigned a value from 1 to 5 for each of the attributes. After this process was completed the two evaluators met to discuss the assigned attribute values and agree on the final value. If the evaluators disagreed, the decisions were reviewed with support from the interview notes, until a consensus was reached. In the site write-ups, attribute values are averaged for each of the five key partnership areas. So for example, for the 5th area – Staff and Resources, if the values for strong leadership and adequate human and financial resources were 2.5 and 3.5 respectively, then the reported value for the Staff and Resources area would be 3 $(2.5+3.5/2)$.

6. Reflections from Grantee on Using a TOC

The New York City grantee provides some insight on using a TOC as a framework for understanding its work with community-based organizations and community colleges around GED students. In this case, the TOC served as a roadmap for achieving the grantee's goal of effecting policy change in New York City around youth who drop out of high school. The grantee developed this document in July 2005, a full year after its first use of the TOC. The TOC is indirectly referenced in the document in the visual representation of the grantee's partnership and long-term goals.

[Youth Development Institute of the Fund for the City of New York](#)

New York City Partnership for College Access and Success
Partnership Chart

Goal: To Increase opportunities for college access and success for disconnected youth between the ages of 16-24, who have dropped out of school or are near to dropping out.outh Development Institute of the Fund for the City of New York

Promising Practices Partnership

Advisory body which brings together institutions to expand college access and increase success
 Establishes and oversees the pilot project: The Local Network (LN)
 Disseminates research on promising practices in college access and success for disconnected youth
 Identifies and addresses policy gaps in the city-wide infrastructure for creating supports and resources for disconnected youth

Community Based Partners: Good Shepherd Services, Goddard Riverside Community Center, Cypress Hills Local Development Corporation, St. Nicholas Neighborhood Preservation Corporation, The Forest Hills Community House,
Education Partners: CUNY and the CUNY Central Office of Collaborative Programs, New York City College of Technology, Bushwick Community High School, Region 4 of the NYC Department of Education
Managing Partner: The Youth Development Institute/Fund for the City of New York



Youth Development Institute (YDI)

Lead agency/managing partner
 Responsible for the grant
 Sub-grants to members of the PPP and the Local Network CBO
 Convenes, coordinates and documents the activities of the PPP and the LN and captures and communicates lessons learned
 Provides technical assistance to the Local Network

Staff:
Peter Kleinbard
 Director, YDI and Vice President, Fund for the City of New York
 • Responsible for all programs at YDI

Theresa Greenberg
 Deputy Director, YDI and Director of the NYC Partnership for College Access and Success
 • Overall responsibility for the project
 • Supervises the partnership coordinator
 • Accountable to the work of the partnership on the project
 • Oversees the convening of the partnership

Vivian Vazquez
 Partnership Coordinator
 • Manages the day-to-day work of the partnership
 • Coordinates meetings and all communication to partners
 • Documents the work of the Local Network and the PPP
 • Captures and communicates lessons and assists sites to identify and adapt practices
 • Accountable for the work of the partnership on the project
 • Convenes partnership



Local Network

Cypress Hills Local Development Corporation

A YDI grantee, responsible for pilot implementation of the LN
 Reports to the PPP its structure, activities, progress of students and of the LN collaboration
 Utilizes the PPP for reflection, feedback and support

Staff:
Emily Van Ingen
 Assistant Executive Director, CHLDC
 • CBO administrator with overall responsibility for College Access and Success through the LN

Meghan Gray
 Local Network Director
 • Manages the LN and works with collaborating partners (school/CUNY)
 • Recruits the youth cohort and tracks their progress
 • Develops, coordinates and monitors services for the youth cohort and builds institutional support
 • Collects data on activities
 • Reports regularly to the PPP
 • Maintains a working relationship with the Project Coordinator of the PPP

New York City College of Technology

Serves as the college partner of the LN, responsible for pilot implementation

Staff:
Bonnie August
 Provost
 • Responsible for College Access and Success work from the college
 • Brings college resources to the table (e.g. provides opportunities for college preparation activities such as summer orientation, college tours, test-taking workshops, facilitates the admissions)
 • Meets regularly with the LN to support and monitor project goals

Vanessa Villanueva
 Admissions Counselor
 • Assists with the admissions and financial aid process for the Local Network cohort
 • Assists with the colleges' class registration process for the Local Network cohort
 • Provides information to the LN on student characteristics, activities and academic progress
 • Responsible for data collection for the project



III. Data Capacity, Collection, and Use

III. Data Capacity, Collection, and Use

Introduction

Data sharing across K-12 and postsecondary systems and institutions has become critical in national efforts to address the achievement gap for underrepresented students in K-16 education. Projects such as the Data Quality Campaign, the Social Science Research Council's Transitions to College Program, and Lumina Foundation for Education's Achieving the Dream initiative are all involved in developing the policies and tools to make K-12 and postsecondary data available for policymakers, researchers, and practitioners to address the impediments to access and success of underrepresented students. The Pathways to College Network's best postsecondary access practices report, *A Shared Agenda* (2004), and the Education Trust's *College Results Online* (comparing postsecondary institutions' graduation rates across demographic categories) are examples of disseminating practical data for policymakers, practitioners, families, and students (Pathways to College Network 2004; Balfanz & Letgers 2004; the Education Trust 2005; and the National College Access Network 2007).

Data Collection and Use in PCAS

In PCAS, data collection and use was a central aspect of the work of the partnerships. Partners were essential to providing the data, forming agreements about sharing data, and using data to improve programming in their own institutions as well as to inform the public. Because data around college access and success are highly political, we begin this section with four case studies illustrating how some of these political issues were addressed. Certainly there are no easy solutions for addressing such issues, but the experiences of the PCAS sites will provide valuable insight into how sensitive issues were successfully addressed by PCAS partnerships.

Data in PCAS were used in the following ways:

- First, to assess local needs: How well prepared were students to enroll in college in their senior year? How many low-income, under-represented students enrolled in postsecondary education in September following graduation; how many enrolled in the spring semester? Of these students, how many needed to take one or more remedial courses? How many of the students who enrolled completed the first year?
- Second, to address the data needs of the PCAS project to determine the impact of its work with students in terms of their graduation and college entry.
- Third, to communicate successes and challenges to the members of the partnership and community.

Organization of This Section

To illuminate data collection and use in PCAS grantees and provide guidelines on how a local partnership might adapt these approaches, this chapter contains the following materials:

1. Case studies of four PCAS grantees (including the role of the partnership in data collection and use; how agreements were developed among partners; what challenges were encountered and overcome in data collection; and what political issues emerged in data collection and use and how they were addressed)
2. Tools to address some issues in data collection and use such as confidentiality
3. How to use National Student Clearinghouse data to inform work at the high school or school-district level
4. Sample use of data by two PCAS sites to inform postsecondary institutional planning
5. Using data to publicize successes

References

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III.1. Data Case Studies

These case studies describe how four PCAS grantees used data to inform and improve their work to increase postsecondary access, remediation, and/or retention rates among underserved young people in their communities. The grantees involved in this process were in Burlington, VT, Chattanooga, San Antonio, and Seattle. Completing these “data” case studies included:

- Drawing up protocol questions for leadership at each of the four grantee lead organizations
- Conducting a one or 1.5-hour interview with leadership based on these protocol questions
- Following up to obtain documents related to each grantee’s data work (e.g., data sharing agreements, student/family release forms, IRB requests, and partnership/stakeholder meetings related to data collection and analysis)
- Writing up draft case studies based on these interviews and sending each individual draft to its respective lead organization for feedback and addressing additional questions
- Making final revisions

The questions used to identify the main details of each grantee’s story—how it incorporated data collection into all aspects of their work, how it used and shared data with partners—particularly the K-12 and postsecondary ones—and the outcomes occurring as a result of this work.

- What was the original local context for collecting and using data on postsecondary access and success on students targeted by the partnership?
- What were the major partnership and programmatic issues that was needed to address in undertaking this work?
- Who was involved in the work of making agreements regarding data sharing and use; what processes did you use to collect and share your data (i.e., how were FERPA issues addressed)?

- What strategies were used to address issues such as engaging individual stakeholders in the partnership around the use of institutional data or in finding ways to avoid the institutional “blame game” in collaborating on a specific challenge?
- What data has been most useful for your partnership in improving work on postsecondary access and success? Why?
- What was learned about your partnership’s capacity to use data, about the roles and responsibilities of your partners around data, the resources necessary to collect and understand it, and about the relationship between the data collection process and the sustainability of your work?

Each grantee’s data case study hints at much more than the process of data collection and analysis. For example, Burlington’s process unearthed the need to expand work at one university beyond a continuing education division to include other academic divisions within the institution. The data work of the Burlington PCAS also revealed the importance of continued work at the state level to garner support for dual enrollment throughout Vermont. In the case of both San Antonio and Chattanooga, data proved to be the glue that maintained their partnerships, the path that shifted their focus from college access to remediation and retention issues for students in their first year of college, and the key to building trust among all stakeholders. For Seattle, data moved the partnership from a strictly workforce development intermediary to one that works in partnership with a community college to develop and deliver courses for adult workers at Seattle-Tacoma International Airport.

Some follow-up questions in thinking about your own work as you read these case studies may include:

- What resonated for you in these stories?
- What confirmed some of what you already know?
- What challenged some of what you know?
- What questions do you have and how do you think you can address them?

Although each grantee's journey to successful use of data to drive its work and create opportunities for strengthening the PCAS partnerships is different, the goal of using data to foster student success in a postsecondary setting is virtually the same. Many thanks to the following people who provided useful insights during interviews as well as helpful comments and feedback on the various drafts: Gilberto Ramón and Eyra Perez, San Antonio Education Partnership; Daniel Challener and Debra Vaughan, Chattanooga Public Education Foundation and Charlotte Smith, Stacy Lightfoot, and Susan Street at the College Access Center, Chattanooga; Rich Tulikangas and Dhyana Bradley, Linking Learning to Life; and Susan Crane and Heather Worthley, Port Jobs in Seattle.

Linking Learning to Life

Because of Vermont's small population, people do know each other and are involved in other's meetings . . . see each other at the grocery store and have other interactions, which makes the process of building a relationship or partnership that much easier.

-Rich Tulikangas, Executive Director, Linking Learning to Life

Introduction

The story of Linking Learning to Life's work on college access and success—in the city of Burlington and in the rest of Vermont—is one of developing relationships and building commitment to education as a means to economic development. Linking Learning to Life leads a dynamic partnership whose core purpose is to improve access to college and successful college completion for Vermont youth who face significant barriers to pursuing postsecondary education. Before Partnerships for College Access and Success (PCAS), LLL had been successfully providing postsecondary access opportunities for low-income students, students of color, first generation college goers, students with disabilities, and refugee students in Burlington and in other parts of Vermont through its dual-enrollment program, College Connections. High school sophomores, juniors and seniors could take college courses for high school and college credit at five local postsecondary institutions since 1998. However, before joining PCAS, following students into college to track their success as college students was not a part of the program. Essentially, the program knew about the effectiveness of College Connections in terms of student enrollment and completion of the dual-enrollment courses, but not whether this experience contributed to students' success in postsecondary education.

History

Beginning in 2002, Rich Tulikangas, the LLL executive director, began fielding questions from their partners about what happened to the College Connections students after they graduated from high school. LLL's Advisory Board also began to ask similar questions. There was also, according to Tulikangas, "considerable interest from other school districts" to learn of the work of College Connections in increasing "opportunities for vulnerable populations" to attend and succeed in college.

Because of these inquiries, it became evident that LLL needed more than "a little anecdotal evidence" of college enrollment, retention, and attainment for their College Connections students. This was especially the case if LLL wanted to determine whether College Connections helped keep students in college and to provide evidence to other school districts in the state that the program could work for them as well.

With the AED invitation to apply for the PCAS initiative in April 2004 came the "recognition that there was a real interest in postsecondary access and success," which Tulikangas knew LLL needed to pursue in order to sustain College Connections. Although the partnership was "extremely excited about the opportunity provided by PCAS . . . to follow the students after they left high school," there remained "a little trepidation about capacity [to collect and analyze data]," Tulikangas said.

Building the Partnership

The implications of the PCAS initiative meant much more than collecting data on students at the postsecondary level. One immediate result of the grant was the recognition by Tulikangas and his LLL staff that a re-clarification of the roles of the college partners was necessary in order to collect data and address any academic issues faced by College Connections students once enrolled in college. This re-clarification was especially necessary with the University of Vermont. Prior to PCAS, LLL's partnership with the university was exclusively with its continuing education division around dual enrollment.

Now LLL faced the task of “getting beyond the boundaries of continuing education to the academic side of the university,” according to Tulikangas. LLL and the University of Vermont’s continuing education office brought together faculty and representatives from the admissions office, the Learning Co-Op (an on-campus academic support group), and the President’s Office to discuss new and different ways of partnering. The result was the beginning of a new relationship with the University of Vermont, one that opened the door to the sharing of postsecondary student data for LLL.

“It was really easy for us,” Tulikangas said. Not only was LLL able to track students at the University of Vermont with few challenges, but it also did not have to engage in an Institution Review Board (IRB) process with three of their six postsecondary partners (University of Vermont, Community College of Vermont, and Champlain College). An IRB process is usually required of any researcher or organization seeking to do research or gather data on any group of students enrolled at a given college or university. This review process can sometimes take months to complete at one college or university—much less six—before data is released to a researcher or an organization. The amount of time this has saved LLL has made it easier to track student progress while College Connections students transition from high school to college, a critical time for tracking student retention.

Getting their postsecondary partners to agree to share their data was relatively easy because LLL had already built an effective working relationship with them, one in which they agreed to a mechanism for sharing student information after high school graduation. The college partners agreed to a waiver process which was reviewed by each of them internally. “It is also the Vermont way to approach issues in a less bureaucratic and more personal way whenever possible, especially when trusting relationships have already been established,” Tulikangas said.

Data Collection Challenges and Addressing Them

However, according to Tulikangas, while it has been “easy” for LLL to obtain confidentiality waivers from students and parents, there are still “data gaps for students who’ve gone on to schools outside of Vermont” And although there has been some use of the National Student Clearinghouse (NSC) to track College Connections students at out-of-state colleges, “it’s still a work-in-progress” in LLL’s overall data collection activities. Apparently a Facebook blog created by a college student intern at LLL this past year helped track down three out-of-state students, more than had been tracked with NSC data up to that point. This is because LLL works primarily through the Vermont Student Assistance Corporation (VSAC) to obtain follow-up data for participating students. VSAC recently purchased NSC membership so that LLL will now also have access to using this source to track down additional information on students.

Because of the evidence gathered to date of College Connections’ positive impact on students, there have been no significant challenges in terms of program or partnership development. “Mostly there’s been excitement about the good numbers we have on student enrollment and retention rates,” Tulikangas said. The combination of “high engagement” in classes and “high rates of retention” among the College Connections students has meant support for LLL’s efforts to take its work statewide. For Tulikangas, “everything’s working.”

The success of College Connections is in part due to a variety of student supports developed as part of the program. Most important is the role of the College Connections coordinator. The coordinator works with students through each step of the process, which includes the exploration of college courses; preparing students for the Accuplacer assessments and reviewing results; the completion of student registration with all college partners; counseling students related to appropriate course selections; follow-up with students and instructors; and advising students related to next steps and college applications. Most importantly the coordinator also conducts a daily homeroom for

students at Burlington High School, which enables close and ongoing follow-up with those students.

Student recruitment for College Connections takes place primarily through the College Connections coordinator and the school liaisons at each participating high school. They all work closely with the school guidance counselors, special educators, ESOL teachers and other school staff to identify the students who can most benefit from the program and meet the target criteria. Once the program has been established in a school, student-to-student recruitment becomes more important.

However, maybe not “everything’s working” for LLL. Tulikangas indicated that LLL needed additional capacity within its staff to analyze data and create useful reports from a FileMaker Pro database for their partners, including participating high schools and colleges. Nevertheless, LLL staff have learned that they “do have the capacity to collect this data,” thanks to their partners, and they have also “learned some great things about their partners.” Of particular note is their willingness to take a leap with LLL to tackle college success issues by tracking students once they enroll in college and to report the data so as to illuminate College Connections’ effectiveness in preparing students for college.

Accomplishments

- **More attention at state level**, with LLL working to bring more attention to its work and specifically to raise more funds for its College Connections (dual-enrollment) work, which led to the incorporation of dual enrollment as part of the state’s Workforce Development bill (which passed in June 2007).
- **Expanded supported from Vermont Student Assistance Corporation**, which greatly enhanced its commitment to LLL in 2006 by integrating College Connections into its statewide GEAR UP (federal college access program) strategic plan. The commitment includes six years of substantial funding and expansion support for College Connections.

- **Greater engagement of University of Vermont**, with the institution bringing together representatives from the president’s office, the admissions department, the college of arts and sciences, student support services, and continuing education to design a comprehensive approach to student support.
- **Data sharing agreements**, established in 2005, enabled LLL to track Burlington students and graduates with the Burlington School District, the Vermont Student Assistance Corporation, Community College of Vermont, and the University of Vermont
- **Numbers of students tracked** includes 47 College Connections students who enrolled in postsecondary institutions in 2005, along with 39 students from its 2006 cohort. Of the original 47 in 2005, all but three remained enrolled at their respective institutions after their first year (or 94 percent); the complete data for the 2006 cohort had not been analyzed at the time of this writing. But 32 of the 39 (82 percent) from the 2006 cohort were enrolled in college during fall 2006

Glossary

College Connections – Linking Learning to Life’s dual enrollment program for its high school students

ESOL – English for Speakers of Other Languages; programs intended to assist immigrant students in their learning of English

Facebook – a social networking website that allows people to communicate with their friends and exchange information, including (in this case) alumni of a given high school or postsecondary institution

IRB – an Institutional Review Board, standard at any postsecondary institution; sole purpose is to ensure that all research conducted at a given institutions or about that institution and its students meets a set of ethical guidelines, including confidentiality, regardless of the researchers whom are conducting it

LLL – Linking Learning to Life, the lead organization for the PCAS work in Burlington and in the State of Vermont

NSC – National Student Clearinghouse, a nonprofit organization whose sole purpose is to provide (for a fee) school districts and postsecondary institutions verification of postsecondary and secondary student degree and diploma attainment, as well as enrollment status

VSAC – Vermont Student Assistance Corporation, the state’s financial aid agency

Chattanooga Public Education Foundation

AED and Lumina Foundation asked this community to make a proposal to increase the number of high school students who enter and graduate from college. It's rare for a national foundation to come to a local foundation to request a proposal. It means they think this community is doing good work, and they want to help it succeed.

-Dan Challener, President, Chattanooga Public Education Foundation

Introduction

The Partnerships for College Access and Success (PCAS) initiative added to and greatly enhanced the ongoing K-12 reform work of Chattanooga Public Education Foundation (PEF) and its partners. Challener's statement above indicates a sense of trust in PEF's district and postsecondary partners and a long-term commitment to education reform. Combined with the work of the College Access Center (CAC), Chattanooga PEF has spent more than a decade building trust with its partners around sharing data to improve their work in reforming K-12 education and providing successful programming around postsecondary access and retention.

History

Chattanooga PEF's partnership story began with the merging of the 63 percent Black city system with the nearly all-white county school district in 1997—becoming Hamilton County Schools. The merger provided the spotlight necessary for K-12 reform in a county that was 60 percent white, 36 percent African American, and split between urban and suburban Chattanooga and semi-rural Hamilton County. The geographic, racial, and socioeconomic diversity of these students created the context in which school and other civic leaders saw reform as a must.

Of greater significance than this merger of districts was the school board's decision, the following year, to gradually move toward creating a single track system—rather than a general, vocational, and college preparatory one. It was a move that brought the issue of college access and success into sharp focus. A single-track system meant a more rigorous, postsecondary preparation curriculum for all Hamilton County's students. It also meant that all Hamilton County students would be able to complete the coursework required by most colleges to gain admission.

This decision was controversial, given that some segments of the community believed that a college preparatory curriculum for all students would entail reducing academic rigor. Despite this opposition, school and civic leadership concluded that a new approach to public education was necessary. “When that [a single-track system] was pushed here, there was a real donnybrook,” recalled PEF's President Dan Challener. “The university and the business leaders turned the tide.” As stated above, PEF had provided expertise, leadership, and financial support to Hamilton County Schools since 1988, and the merger of the two districts and the single-track curriculum greatly enhanced PEF's role as a partner in reform within the school district and the community.

In addition, a five-year grant from the Carnegie Corporation under its high school reform initiative, Schools for a New Society in 2001, not only enhanced PEF's capacity to fulfill its mission and expand its partnership with the school district and CAC, but also laid the groundwork for developing partnerships with Chattanooga State Technical Community College and the University of Tennessee-Chattanooga (UTC). Schools for a New Society focused on high school reform, including the use of data as a catalyst for specific programmatic reform efforts. PEF was now a central player in the community's high school reform efforts and in developing better connections between the school district and the postsecondary community.

However, this work required that PEF and its eventual partners improve their use of data, especially in terms of tracking both students'

high school graduation rates and the transition of Hamilton County students from high school to college. For CAC, one of the key PCAS partners, the issue of reliable data became crucial, since at that point information on student acceptances and postsecondary enrollment was self-reported. “The numbers were definitely inflated,” Stacy Lightfoot, the current director pointed out. PEF had some experience collecting data on Hamilton County schools, including during a U.S. Department of Education-funded study on teacher quality. Yet looking at a much larger volume of data across the K-16 spectrum was something with which PEF had little experience.

The hiring of Debra Vaughan as director of evaluation and research increased PEF’s capacity to process data and use it to improve PEF’s education reform efforts with Hamilton County/Chattanooga schools. For the past five years, Vaughn has strived to “inform the work through data to tell the story” of the changes necessary to make school district reform, especially high school reform, a reality. Although Vaughan had access to school district data, including comprehensive exam and standardized test scores, student attendance records, and rates of student promotion from grades 9 to 10, she did not have access to student records at the local postsecondary institutions.

Both PEF and CAC, which began to place college advisors in most high schools in 2003-04, were struggling to collect postsecondary data, expand their work, and provide needed programs for Hamilton County Schools. AED’s invitation to PEF to apply for the PCAS initiative was an opportunity that both organizations needed to move their work forward. The activities that resulted from the PCAS invitation helped forge a partnership between PEF and CAC, one which included reliance on data as a critical component of their work.

Collaborating on Data Collection

Both PEF and CAC needed more and improved data. As a key part of its work with PCAS, PEF needed data on school district graduates—their postsecondary enrollment, remediation, retention, transfer,

and graduation patterns—in order to work with PCAS partners in addressing any challenges evident in those patterns. CAC needed access to data to assess the key variables in the successful transition of Hamilton County students to college, including the need for college advising in the district’s high schools. “The idea was, rather than having isolated programs, we should all be working together,” said Susan Street, the director of CAC at that time. “We’ve operated in isolation for too long.”

Indeed, PCAS became more than a partnership between PEF and CAC. Even before PCAS work started in earnest, PEF and CAC began to deepen their collaborations with Chattanooga State and University of Tennessee-Chattanooga. Although Street’s initial attempts at collaboration with the postsecondary institutions were unsuccessful in 2004, with PEF’s assistance, CAC and the school district eventually gained access to enrollment, retention, and remediation data from Chattanooga State and UTC. PEF worked with the two postsecondary institutions to create data-sharing agreements so that data would be available to the other partners. This process included meetings with the college presidents and the Hamilton County school superintendent.

In addition, PEF and CAC worked together to collect student graduation and college acceptance data through student and parent release forms. In collaboration with the school district, PEF and CAC also enrolled Hamilton County’s high schools in the National Student Clearinghouse to track students as they enrolled in institutions outside the region or state or transferred elsewhere from Chattanooga State or UTC.

The target populations for PEF and CAC’s work are economically disadvantaged students and students who are the first in their families to pursue college. The two organizations are working with all 17 Hamilton County high schools, but their primary target groups for PCAS are students in three high schools—one urban, one suburban, and one rural. “Although 70 percent of Hamilton County’s high school graduates enter college, there are gaps by ethnicity, socioeconomic

status, gender, and geography, and many students do not complete college,” Street said.

CAC work had revealed these gaps early in its PCAS work. However, before addressing them, CAC and PEF worked to develop a “college-going” map tracing where all graduating seniors of Hamilton County Schools’ attended college in 2004 and 2005. It was a positive approach to using data to show that access was working well, but it was not enough for CAC or PEF. As Debra Vaughan pointed out, “Sending kids into college under-prepared doesn’t do them a very good service.”

Sharing Data: Developing a Common Language

Collecting data from Hamilton County Department of Education (HCDE) and the two postsecondary institutions to inform high school reform efforts required sensitivity to confidentiality and political issues. Debra Vaughan worked with Kirk Kelly, the district’s director of testing and accountability, to collect and analyze the data. Once analyzed and reconfigured for their audience, data would be shared with PCAS leadership teams composed of senior staff from both HCDE and PEF. Data were also shared with high school principals at monthly principal meetings facilitated by PEF. Principals received disaggregated and district-level data for their high school, as well as data identifying the rankings of their high school among the 17 in the district without identifying any schools except their own. Often principals with a lower ranking would ask another principal with a high ranking in a particular area (e.g., reading or math scores) to identify him/herself and discuss the best practices that had helped the school achieve its ranking.

Communications between “these administrators changed because of data,” according to Vaughan, as data provided “a common language that could be used as a tool in their efforts.” Sharing and trust grew out of this use of data since the purpose of these monthly principal meetings was not to single out principals whose high schools were not performing well but to help everyone improve their practices.

Decreasing the Math Remediation Rate at Local Postsecondary Institutions

The work of PEF and CAC on postsecondary education shifted toward college remediation and retention in 2005. Hamilton County Schools, Chattanooga State, and UTC had tried many times to come together to look at the issue of college preparation and remediation. Given the potential for blame on this topic, it was understandable that the parties were reluctant to meet. But PEF had gained a reputation for neutrality with its ongoing Schools for a New Society work and its offices were seen as a safe space to discuss preparation, remediation, and retention—especially rates of student remediation in mathematics. More than 50 percent of Hamilton County’s graduating seniors—many with excellent math grades—found themselves in remedial math courses in their first postsecondary semester.

However, although the school district was eager to discuss mathematics remediation rates and the two local postsecondary institutions allowed PEF and CAC access to their data, another partner, the Lyndhurst Foundation—a local foundation working, in part, to improve Chattanooga’s schools—actually played the role of neutral facilitator. The head of the foundation, Jack Murrah, was instrumental in bringing all parties together—including the two college presidents, the school superintendent, high school principals, and math faculty from the district, Chattanooga State, and UTC. These meetings were “the first time the three institutional heads had sat down at a table together to consider common concerns,” according to Vaughan. She added that because Murrah “listens to all sides,” the stakeholders trusted him as facilitator, and this helped get “the various math faculties on the same page.”

Despite the potential for conflict, it is clear—in part from the high-quality data that has been collected—that PEF, CAC, and their partners are committed to working through their differences to create long-term reforms across the K-12 and postsecondary continuum. According to CAC director, Stacy Lightfoot, and to PEF’s Debra Vaughan, “It’s a matter of just having the right people on board,” and using data “in the right ways.”

Accomplishments

- **Shared responsibility among partners for data sharing and analysis:** PEF, CAC, HCDE, Chattanooga State, and UTC all play a role in collecting, sharing, analyzing, and using data to improve the preparation of students for college and increasing student retention rates in college.
- **Working across systems to improve student outcomes, particularly around math remediation:** Math faculty from the school district and the two postsecondary institutions, as well as the school superintendent, college chancellor, and university president have met in gatherings facilitated by PEF and Jack Murrah of the Lyndhurst Foundation to bridge the math gap between sixth grade and the second year of college for their students. In addition, a summer conference on numeracy has been proposed to bring the issues discussed within the partnership to a wider audience.
- **College acceptance rates:** During the 2004-05 and 2005-06 school years, 66 percent of the 613 high school seniors that the Chattanooga partnership tracked for its PCAS work applied to college. Of this 66 percent (404 students) who applied to either a two or four-year institution in those years, 100 percent were accepted.
- **Comparative college acceptance rates:** As stated in the above bullet, the college acceptance rate for PCAS seniors from 2004 to 2006 was 66 percent. This is the same as the college acceptance rate in the U.S. overall and higher than the rate for African American graduating seniors in 2004 in the U.S. as a whole—62 percent.
- **Trend data:** From 2004 to 2006, the percentage of all HCDE graduates enrolled in college was 69.5 percent, 68.7 percent, and 70 percent respectively (1,313, 1,324 and 1,499 respectively for those three years. Although the percentage has been relatively constant, the numbers of students enrolled in college has increased dramatically—by 14.2 percent since 2004—because the total number of HCDE graduates has increased.

Glossary

CAC – The College Access Center, the main partner of PEF involved with facilitating the PCAS work in Chattanooga

HCDE – Hamilton County Department of Education, the school district partner of PEF

PEF – The Public Education Foundation, the lead organization for the PCAS work in Chattanooga

Single-track – sorting or grouping of students by intellectual capabilities into one category (regardless of testing or academic performance), in this case, a college-preparatory group or track

Tracking – 1. the sorting or grouping of students into one or more categories based on their intellectual capabilities (based on testing or past academic performance); 2. researchers or evaluators following a group of students, a project, or an experiment over a period of time in order to understand the outcomes that a group of students experience, or occur as a result of a given project or an experiment

Trend data – data starts from a baseline of similar facts that can be tracked over a given period of time, usually yielding some information on changes in outcomes (or not) in the time period examined

UTC – The University of Tennessee at Chattanooga, the four-year college partner of PEF

San Antonio Education Partnership

A great deal of learning has occurred through the Partnerships for College Access and Success work, which has underscored the value of personal relationships and their role in establishing an operational base for systemic changes. -Gilberto Ramón, Executive Director, San Antonio Education Partnership

Introduction

Over the past four years, Partnerships for College Access and Success (PCAS) has helped the San Antonio Education Partnership shift its focus from providing scholarships to meritorious, underrepresented students to include improving college retention and degree attainment—rather than college access alone—as a critical component of its mission. According to Gilberto Ramón, the executive director, this has fostered a “high level of activity and dedication to college access and success,” as well as the Partnership’s assumption of “a greater responsibility in linking partners and their resources.”

For Ramón and the San Antonio Education Partnership, PCAS came at a time of organizational transition, as increasingly Board members and the public wanted to understand what happened to the Partnership’s scholarship students once they enrolled in college. When the invitation to become a PCAS grantee came to Ramón, who had been executive director of the Partnership since 1996, he was in consultation with his board of directors about creating a new strategic plan. This plan would include working with the city’s colleges and universities on remediation and retention issues because it was clear to Ramón and other Partnership members that helping students get into college was hardly enough—data showed that most of their college-going students were unable to take credit-bearing courses, and the majority of those placed in remedial courses did not complete their first year. Addressing these issues through improving students’ academic preparation at the secondary level and supporting students at the college

level, including using student data to inform planning and program development, has been the core purpose of the San Antonio Education Partnership from 2004 to 2007.

History

The San Antonio Education Partnership has worked with low-income, predominantly Latino, students in the majority of the 19 independent schools districts in the region since 1988. Its purpose is to provide scholarships and other assistance to students who otherwise could not attend college. From the start, the Partnership has asked students to sign contracts requiring them to maintain a minimum of a B average and a 95 percent attendance rate while in high school to qualify for a \$1,000-a-year scholarship for college. Because of the very nature of this work—raising money for scholarships from corporate sponsors, private philanthropy, and other sources—the need for data was “inherent from the beginning [of the Partnership],” according to Ramón.

The Partnership’s launch began with the tenure of San Antonio mayor Dr. Henry Cisneros, who convened a diverse group that became the San Antonio Education Partnership. The group included business leaders (represented by the Greater San Antonio Chamber of Commerce), two community organizations with great credibility in the San Antonio community (Communities Organized for Public Services and Metro Alliance), school superintendents; a college president; and the City of San Antonio. From the beginning the major issue the Partnership sought to address was low student achievement and high school graduation rates in the region’s 19 independent school districts. The Partnership was concerned about the impact these low rates had on hiring practices of the area’s employers, who increasingly needed a highly skilled workforce, and the community as a whole, with so few of its students graduating high school, much less going on to college. Dr. Cisneros’ relationships with various sectors of the San Antonio community, combined with his popularity, enabled the San Antonio Education Partnership to raise money whenever needed in its first years of existence.

With the loss of Dr. Cisneros to the Clinton Administration in 1993 and with concerns about the job options aspect of the program, the Partnership's corporate sponsors exhibited a "lot of distrust," Ramón explained, in that they did not believe that the process included their workforce concerns, nor did they believe "in the numbers on college access." Ramón's first task as the new executive director of the Partnership in 1996 was to regain the trust of the Partnership's corporate sponsors before the end of their five-year commitments. According to Ramón, "I overcame the distrust of the Partnership's Board [which had many corporate sponsors on it] and overcame their distrust of the numbers" by "overloading them with information [about the students]." Within two years, the number of corporate sponsors committed to providing scholarship funds had increased beyond the original 15 to 30.

This dramatic increase in corporate support was accomplished, at least in part, by more sophisticated collection and reporting of data, both to inform the Partnership's work and to communicate its impact to the corporate sponsors. Previously, the Partnership's in-school advisors had gathered data on the number of Partnership scholarships awarded (and indirectly, the number of San Antonio-area students with B averages and 95 percent attendance rates) and the number of students accepted to college based on student transcripts and contracts as well as acceptance lists from local colleges. Data collection grew to include lists of actual enrollment from local colleges, as well as the number of courses completed by Partnership scholarship students and their college GPA.

In effect, the increased questions around process, effectiveness, and outcomes from corporate sponsors spurred the San Antonio Education Partnership to gather data from the schools and school districts on student achievement and program effectiveness. The City of San Antonio assisted by increasing its contributions to the Partnership: a grant of \$195,000 from the city's Job Training Partnership Act federal grant in 1994 increased to \$450,000 from the city's general fund by 1999. In addition, because the city wanted more follow-up with the area's students after their high school graduation, it paid for the Partnership to hire a retention and follow-up staff person in 1999. With

this support, within three years of his hire, Ramón and the Partnership had made its data collection and database more sophisticated and its evidence of effectiveness more compelling. In fact, according to Ramón, the Partnership had "shifted" the trust of its sponsors from one of commitment to Dr. Cisneros' original vision of the Partnership to one of "trusting the organization."

Yet even with more advanced technology, a dedicated staff person to track student outcomes after high school, and a huge city and corporate commitment, new issues had emerged by 2003. "We could collect almost everything we wanted from the schools, but we didn't have the capacity to do everything we could with it," Ramón stated. Further, the major challenges emerging from the data was the high rates of students needing remediation in college and low rates of student retention and graduation. In reviewing its data on its recent high school graduates who were eligible for the scholarship fund, the San Antonio Education Partnership discovered that only about 20 percent of the students who attended a two-year institution received an AA degree of certificate or transferred to a four-year college or university. However, the Partnership's Board was mainly concerned with rates of student high school graduation and college enrollment rather than increasing student attainment of a degree or certificate. As Ramón put it, "there was a philosophical difference between him and the Board around college success," with the "leadership still focused on college access."

Data Collection and Its Challenges

With the invitation from PCAS for the San Antonio Education Partnership to apply for a planning grant in April 2004 came the opportunity for Ramón to accelerate his negotiations with his Board on the college success issue—and in effect to change the Partnership's focus from college acceptance to college retention, transfer, and graduation. After a commitment to work on all aspects of college success was solidified in the Partnership's new strategic plan and Eyra Perez was hired to manage the PCAS work, the next step was to obtain data from the local colleges on student rates of remediation, retention, and

graduation. In doing so, the Partnership faced two major challenges: issues around the confidentiality of student data and “avoiding the blame game”—as discussed briefly below.

Confidentiality Challenges

At first, student confidentiality issues kept college doors closed to the Partnership. Ramón explained: “Part of the challenge [with colleges and universities] has been that only one college president has been on the Board since the start of the Partnership.” Ramón and his staff took a look at their student and parent data release forms at the high school level and realized that these would not be sufficient for the local colleges. They also looked at forms from other organizations, including ones developed by Chattanooga Public Education Foundation, a fellow PCAS grantee. Eventually the Partnership Board helped form a committee consisting of a college president, a school superintendent, and representatives from the two community groups to iron out the legal issues as the Partnership designed a new student data release form for the postsecondary level. It took nearly a year to vet and review the new release form so that the Partnership could use it to collect data at all area colleges and universities. Ramón maintained that he “never envisioned that most of Eyra’s time her first year” would be spent “getting the data form together!”

Avoiding the Blame Game

Ramón stressed the importance of open communication with the partners about the implications and use of data. Both he and Perez often talk with school district superintendents, college presidents, and other stakeholders in small groups or one-on-one before the larger Partnership and Board meetings to ensure that all parties understand the data to be discussed at the meeting. Both see these discussions as vital to avoiding the “blame game. “When I haven’t done that . . . that’s when we get into the blame game,” Ramón explained, citing one example of college remediation data being analyzed at the last minute before a Partnership committee meeting, with no time for prior discus-

sion with the key school district and college stakeholders. As a result a disagreement arose at the meeting over who was to blame for high remediation numbers at one particular college. Although Ramón resolved the disagreement and the meeting on remediation moved forward, he was reminded of a valuable lesson:

Partners can be a great resource once they understand the numbers and what they mean for our work, but you need to be strategic . . . about getting buy-in, especially about “how the data can be used.”

In summary, it is clear that keeping all partners informed has been well worth the effort and has ensured that the San Antonio Education Partnership is a true “partnership”—with all partners dedicated to a unified agenda and assuming responsibility for carrying out that agenda.

Accomplishments

- **Expansion of San Antonio Education Partnership** to include local two-year and four-year colleges and universities.
- **Revision and development of a student/parental release form** for the release of data to the Partnership, which passed legal muster with its partnering colleges and universities and independent school districts.
- **Expansion, in 1996, of the annual City of San Antonio appropriation** to the San Antonio Education Partnership to \$1.5 million.
- **Strengthening of transfer agreements** between two- and four-year colleges and universities partnering with San Antonio Education Partnership.
- **College acceptance rates:** During the 2004-05 and 2005-06 school years, 90.2 percent of the 3,543 high school seniors who a) met the San Antonio Education Partnership’s scholarship eligibility requirement and b) applied to college were accepted.
- **Comparative college acceptance rates:** Of the 2,327 high school seniors in 2004-05 who met the San Antonio Education Partnership’s scholarship eligibility requirement, 71 percent had enrolled in a two- or four-year institution by fall 2005

(compared with 66 percent in the US overall and 61 percent of Latinos nationally in 2004).

Glossary

Credit-bearing courses – courses that count toward a certificate, major or degree at a given postsecondary institution

Data sharing agreements – formal arrangements between two parties (in this case, SAEP and its postsecondary partners) to share confidential data regarding a particular set of subjects, e.g., students, teachers, patients, or other kinds of clients

Job Training Partnership Act (JTPA) – passed by Congress in 1982 to provide training and employment services to people facing barriers to employment, particularly young adults

Partnership, the – shorthand for the San Antonio Education Partnership

Remediation – the process in which students enroll in non-credit college courses in order to meet the basic requirements of preparation for credit-bearing college courses, usually as a result of a college entrance exam in Math or English

Transfer agreements – formal arrangements between different postsecondary institutions (commonly between 2- and 4 year-institutions) to accept a student based on previous coursework, including the majority of credits earned at the first institution

Port Jobs and Airport University

It's always been about figuring out what the needs were in the most poignant areas for workers and employers, by working through issues with all of the partners and linking our services. -Susan Crane, Executive Director, Port Jobs

Introduction

Much of the work of Port Jobs before 9/11 focused on matching adult jobseekers at the Seattle-Tacoma (Sea-Tac) International Airport with employers' living-wage job opportunities. But with 9/11 came an increased need to provide services to adult workers for whom English was not a first language and who were not yet U.S. citizens because the majority of private security screeners at Sea-Tac Airport were immigrants of limited English proficiency. This meant forming new relationships with Port Jobs's partners and finding new ways of thinking, particularly in connecting the Port Jobs workforce development projects with postsecondary access and training. This new focus on partnership development and linking postsecondary training to workforce also meant continuing Port Jobs's commitment to collecting and using data to support this work.

History of Port Jobs

Port Jobs has always been data-driven in its mission to address the workforce needs of the Port-related employers, and the living-wage needs of clients looking for steady employment. The Port Jobs executive director, Susan Crane, emphasized the need for data to support the organization's work of helping employers with living-wage jobs and skilled workers find one another in the Port-related economy. Port Jobs gathers its economic data through research on wage scales and employment pathways, as well as through focus groups and interviews with clients and employers.

Airport University is the natural progression of the Port Jobs workforce development mission. According to Crane, "Applied research that serves both employers and job seekers . . . this is what Port Jobs was designed to do in the first place. It's always been about figuring out what the needs were in the most poignant areas." When Airport Jobs opened at Sea-Tac International Airport in 2000, Port Jobs created a new database to track clients and services provided, as well as the types of jobs in which clients were placed. Although its workforce development mission had not changed, Port Jobs's approach to addressing its mission expanded to include postsecondary training for airport workers through a partnership with South Seattle Community College (SSCC).

This partnership intensified in the months after the airport security crisis created by 9/11 at airports throughout the US. The newly created Transportation Security Administration's (TSA) requirements that workers have US citizenship and proficiency in English meant that many risked losing their jobs by the end of 2002. For Sea-Tac Airport, this meant that more than 1,000 security workers could face termination in a matter of a few months.

For Crane, Port Jobs and SSCC, the TSA/English language proficiency requirement gave their work "a social justice purpose," as they discovered they had "shared values" around helping these workers keep their jobs. In a matter of weeks, Port Jobs and SSCC had helped 650 security screeners in citizenship preparation and ELL classes, while also preparing them for the TSA security exam. In 2003, Port Jobs and its local partners (including SSCC and the King County Dislocated Worker Program) received the Governor's Award for Workforce Best Practices as a result of these efforts. Crane stated:

We are proud that this collaboration helped 400 people—50 percent of the incumbent screeners assessed by TSA and nearly two-thirds of the screeners Port Jobs and their partners worked with—to retain their jobs. That is a significant figure, especially in light of the 10 to 15 percent retention rate in similar airports nationwide. This award belongs to everyone who was apart of this effort.

This first foray into postsecondary adult education gave Port Jobs and SSCC the opportunity to think about “looking for the next thing to do,” according to Heather Worthley, research and program developer at Port Jobs.

History of Airport University

Airport University was born of the idea to offer postsecondary training opportunities to Sea-Tac Airport’s low-income and immigrant workforce, expanding the Port Jobs partnership with SSCC in the process. Given the realities of low-wage service-industry work and small employers at the airport, it made sense to all parties involved to provide the building blocks for pathways to living-wage work at Sea-Tac. The AED invitation to apply for the Partnerships for College Access and Success (PCAS) initiative accelerated the process to develop Airport University.

Staff at Port Jobs began to develop the concept of providing modules at Airport University in 2004, just as Port Jobs had become a PCAS grantee. A module is a two-week class session that concentrates on basic skill development in areas that would help workers earn a promotion or an increase in hourly wages. In addition to an ELL and security exam preparation module, Port Jobs and SSCC developed full quarter-length courses in basic computer, business, and leadership/supervision skills. Students who complete these courses can earn college credit. Scholarships are also available to enable students to take on-campus courses offered by SSCC, Highline Community College, and other local colleges. The partners hope to expand Airport University to include more on-site, credit-bearing classes that could be applied toward a certificate or a degree.

Building the Airport University Partnership through Data Sharing

Over the past two years, Port Jobs and SSCC have served more than 100 students through Airport University. The Airport Jobs database has been expanded to also serve as the university’s database,

providing a “seamless system,” although, Crane said, “the database was not designed with Airport University in mind.” SSCC has been an active partner in collecting and entering data into the combined database by providing Port Jobs with a staff person on site at Sea-Tac to enter data on Airport University students. Port Jobs also works with a consultant who helps collect and analyze data.

“It’s a marriage,” Crane chuckled in reference to the partnership with SSCC. Although Port Jobs and the workforce development staff at SSCC may have shared values, “we have to work it all through,” Crane said, referring to the details of how to do their collective work with students.

In addition to tracking data on enrollment and course completion, Port Jobs interviewed 93 Airport University students to learn more about their needs, challenges, and postsecondary aspirations for themselves and their children, and whether Airport University was meeting their needs. The results show that most Airport University students are interested in continuing their education and obtaining a two- or four-year postsecondary degree, even though many are not certain how to prepare for this process. Port Jobs’ survey also notes that about a third of these students aspire to work in fields unrelated to their work at Sea-Tac Airport. Given Port Jobs’ history and progression, this data should lead to Airport University serving as an important example of using workforce development principles to create a gateway for immigrant adult workers to a postsecondary certificate and degree program—an example that others working in workforce development and adult education should emulate.

Accomplishments

- **A strong partnership** maintained by Port Jobs and South Seattle Community College in their work with Airport University.
- **Five credit-bearing college classes** offered at Airport University, including Leadership for Leads, Beginning Computers, and a bridge course (keyboarding) before students can take Beginning Computers.

- Through in-depth interviews, the partnership has learned that airport employers have been very flexible in allowing employees to make shift changes in order to attend college classes.
- **\$100,000 earmarked** for Airport University in the 2008 Labor, Health, Human Services and Education Appropriations by U.S. Senator Patty Murray (D-Washington).
- **Numbers served.** Port Jobs’s Airport University has served over 130 students, with a class completion rate of close to 80 percent. In addition, 76 scholarships have been distributed to Airport University students who have gone on to take additional college classes outside the airport.

Glossary

Airport University – created by Port Jobs in 2004 to provide postsecondary education opportunities to workers at Sea-Tac Airport

ELL – English language learners, or individuals lacking proficiency in English

Port Jobs – otherwise known as the Office of Port Jobs, includes a variety of projects around workforce development and—in the case of Airport University—connecting workforce development to postsecondary access and success opportunities

Sea-Tac Airport – Seattle-Tacoma International Airport, the physical location of Port Jobs and Airport University

SSCC – South Seattle Community College, a major partner of Port Jobs

III.2. Tools to Address Data Collection and Capacity Issues

Tools for addressing some data capacity issues with PCAS grantees stemmed from AED work undertaken in collaboration with JBL Associates in spring 2005. We asked the eight grantees to develop a one-page document describing their data capacities and needs in terms of increasing their capacity to collect and analyze data (including hardware and software needs). AED provided this information to JBL Associates, which then followed up with one-hour telephone surveys of all grantees to gather more detailed information about their data capacities and needs.

2a. JBL Associate's Executive Summary of Findings

The Academy for Educational Development (AED) asked JBL Associates (JBLA) to review and assess database plans and progress of each of the eight individual partnerships participating in Lumina's Partnerships for College Access and Success (PCAS) project in March and April 2005.

At this point, AED and OMG Center for Collaborative Learning, the third-party evaluator for PCAS, had developed seven cross-site indicators: three for college access, and four for success (see below).

Our goal with this study was to find out how much progress each site has made towards tracking indicators, whether or not their database plans include steps to track indicators, and what resources would be required. If sites notified us of their inability to track cross-site indicators, we investigated whether this was due to the nature of their partnerships and participating students, and if so, whether they have considered the development and tracking of alternative, site-specific indicators.

In addition to determining each site's capacity for tracking cross-site, or site-specific, indicators, we assessed the resources required to meet database needs in terms of software/hardware capacity, legal/confidentiality issues, data collection and database linking.

JBLA began by reviewing background material provided by AED both from individual partnership sites and from OMG's previous analyses of sites' data progress. Whenever possible, we briefly touched base with each site's Technical Advisor (TA) at AED. TA's provided us with an initial impression of the site's progress and/or barriers to completion. We then scheduled conversations with site directors, who in some cases included their database analysts on the call to help provide us with technical details.

It should be noted that most partnership sites have not yet implemented their programs, nor have they begun to collect data. Therefore, it was sometimes difficult for project directors to provide concrete assessments of their needs, as many were thinking of databases in more abstract terms and having trouble conceptualizing technical or

<i>Cross-Site Indicators (PCAS & OMG)</i>						
Access			Success			
Percent of students completing FAFSA	Percent of students applying to college	Percent of students gaining college acceptance	Articulated plan to integrate college success programming into implementation activities	Percent of students enrolling in 2 and 4 year college/certificate program	Percent returned for the <i>second term</i> of the certificate program/ 2- and 4-year college	Percent of students completing their first year

legal issues that may or may not arise. Resources were often expressed in terms of staffing needs, or the need for an outside technical consultant, and cost estimates were not always available.

One common complaint we heard from sites is that they are unaware of how to track students once they matriculate from the high school to colleges outside their region or state. In most cases, sites have developed partnerships with local schools and statewide systems to exchange data at no cost. However, it may be useful to provide sites with information on accessing data from the National Student Clearinghouse, if such funding is available, and if tracking beyond the state system is desirable.

Summaries of our conversations with each site and analyses of their data-related needs follow. Whenever possible, we have listed both their immediate needs to implement tracking of partnership participants, as well as business implications and long-term data collection goals.

2b. Sample Responses

Examples of responses from the grantees in New York City and San Antonio to AED's request for information on grantees' data capacities and needs—as well as the JBL Associates' telephone survey follow-up—are below. The main thing to note is that both samples include a look at the kinds of data that must be collected, the staffing and time required to collect and analyze it, the need for data sharing agreements and confidentiality waivers to collect data, and the hardware and software needed to save and “crunch” it.

New York City Partnership for College Access and Success

Data Capacity and Needs

We are pleased to provide a brief overview of our thoughts on data collection for the New York City Partnership Project. It is important that we design our data collection around program features that will have an impact on students and on elements of the Local Network (LN) that promote college access and support. It will also be important

to look at the quality of the partnership quality between CUNY and the CBO and how current research on best practices will inform the project and visa versa. This kind of data collection will require additional resources.

Data Capacity

1. Youth Development Institute

Through YDI's Young Adult Capacity Initiative, we are currently working on collecting data that includes the following on activity of 13 community-based organizations working with young adults: enrollment, program participation, goals of participants regarding education, employment, community service, and participant educational and employment outcomes.

2. CUNY

CUNY's Student Information Management System includes personal identifying information, initial placement test scores, course registrations, grades, GPAs, credit accumulation, retention from one semester to the next, and graduation.

3. CBOs (Several examples)

Grade-level or status (out-of-school), ethnicity, gender, colleges that participant applies to, colleges that accept participant, GPA, SAT score, programs and organizations referred to, programs that referred participant to CBO, program events and counseling sessions attended, financial aid received, family income and eligibility for financial aid, first-generation college-bound, first generation in USA, college attended, retention in college, services provided post-admission to college, and student income post-admission to college

Integration of internal program expectations and external requirements that allow for more effective measurement of outcomes. Student demographic information, alumni contact information and post graduate achievements, student attendance, leadership skills, NYS Regents scores, credits earned for each cycle

Several CBOs reported using tracking systems for the following funding streams: U.S. Center for Substance Abuse Prevention, U.S. Department of Education 21st Century Community Learning Centers, NYC Department of Youth and Community Development, Beacons and OPTIONS programs.

Data Needs

We look to develop a data collection plan and process with the assistance of AED that is feasible given project resources

- Ability to capture current services and new services for college access and success.
- Ability to capture student demographics, impact of services on the students and impact while in college
- Ability to track incremental progress of goals and student outcomes at certain point in time
- A tool that takes advantage of the data collection systems of the CUNY College and of the community based organization that are partners in the Local Network
- A system with query fields related to the progress of the Local Network (LN) , for example, structure of the LN, roles and responsibilities, youth participation, and monitoring of goals.
- Assessment tool for tracking and learning about current and emerging promising practices/relationship to research about good practice of the Promising Practices Partnership; and integration of promising practices in their own organizations, and how the partners will work together.
- Tool to assess the impact of the work of the LN on the CUNY college

San Antonio Education Partnership Data Collection Capacity and Needs

Current Data Collection and Management Capacity:

The Client Services Information System (CSIS) was developed in 1999 specifically for the San Antonio Education Partnership. Its purpose is to facilitate the automated data processing capabilities for reconciling and manipulating student data essential to documenting program success. The system is year-2000 compliant and is a PC-based application written primarily in Visual Basic 6. The database backend consists of Access 2000 database, with the reporting environment developed in Seagate Crystal Reports 8.

The CSIS is a comprehensive information system that provides for the recording of demographic and academic client information for high school and Education Partnership recipients attending college. It allows for the tracking of student clients for the entire time they remain in the San Antonio Education Partnership program and for the documentation of academic benchmarks attained by clients. The system has been expanded to include basic employment and college graduation information. The system is able to generate various types of reports based on factors, such as client characteristics, college enrollment, scholarship dollars expended, and college graduation data.

Data Collection Needs

Three specific areas of need are identifiable at this point. These are:

- Additional programming financial support to develop and install more sophisticated report formats to generate reports related to outcomes. Currently, additional key report formats are needed to present information in new, previously unused ways.
- Additional programming financial support is also needed to develop and install data sharing links between field staff and the central office. Currently, additional staff in each of the 15

high schools collects data and transfers that data via paper format to the central office for inputting. The vision is to have a program that will allow staff to send their data electronically to the central office where it will be “integrated” in the central database. This additional linking capacity may also apply to college/university database system.

- Data Analyst position. Funding is required to add a data analyst position to coordinate data collection and provide analysis for more effective use of collected data. No such position currently exists in the organization, and consequently the full use of data currently collected is not maximized.

2c. PCAS Data Capacity Summary and Budget

JBLA completed a data capacity study of the eight partnerships involved with the PCAS project funded by the Lumina Foundation. We enjoyed speaking with each of the partnerships’ project directors and found their very diverse plans to be quite interesting.

While the majority of the directors had clearly articulated, detailed plans about their goals and wishes for their PCAS project, JBLA noted a wide range of understanding regarding exactly how they would actually complete each task to reach their goals: some partnerships are well underway in jumping the hurdles they have encountered, while others have not yet realized some of the hurdles they will be facing. Further, some of the partnerships were able to describe exactly what additional resources they need, while others were not necessarily as clear. One thing was unanimous, however: they all stated that they could use additional resources of one type or another.

The most frequently stated common problem across the partnerships was the difficulty they are experiencing collecting or linking the appropriate data needed for the project. There are many cases where the data are available, but perhaps not in a proper, easy-to-use form, or it can’t be linked easily with data from another sources. Many of the partnerships are interested in designing and implementing data systems at some level within the partnership to facilitate data collec-

tion and reporting. The next largest problem we heard about is time: many of the partnerships felt they benefit from additional resources to help pay for additional staff dedicated to the PCAS project.

On the other hand, there were infrequent reports of the lack of data, the lack of plan, or the inability to work with the data once it is gathered.

The partnerships all have diverse plans, data elements and focus groups. Therefore, we feel it is important to note that it is not statistically appropriate to combine the partnerships' data into one large, project-wide database.

In this report, we detail the data capacity and identify the needs of each of the partnerships. JBLA has also attempted to assign a monetary figure to the partnerships' needs. This was not always possible as, many times, the scope of the specific needs was unclear. In these instances, JBLA offers that the partnership needs to undertake more research in order to determine the scope of the need.

Below is a *Sample Budget Table* identifying the main areas in which the grantees demonstrated a need to increase or enhance their data collection capacity. We asked each grantee to provide an estimate of how much it would cost per year to build up their data capacity so that they could incorporate the data piece in their work, and prorated the amount for a 17-month period (covering the last 17 months of the initial PCAS implementation period). We submitted these facts and figures to Lumina Foundation for Education, which then provided each grantee a supplemental grant award in October 2005.

Data Collection Needs and Budget	
<i>Needs</i>	<i>Projected Costs</i>
<i>Staffing (part-time and full-time)</i>	
<i>Hardware (computer for new staff person and fees)</i>	
<i>Software (systems and programming adaptation)</i>	
<i>Data Sharing Fees (including National Student Clearinghouse fees)</i>	
<i>Total by Year</i>	
<i>Grand Total</i>	

III.3. Three Approaches to Addressing Confidentiality

The PCAS grantee in San Antonio discovered at an early stage in the data collection process that its confidentiality release forms were inadequate to the task of passing legal scrutiny from a postsecondary institution perspective. Adapting a confidentiality agreement provided by the Chattanooga grantee and then vetting it with its partners gradually enabled the grantee to develop the forms below.

The Chattanooga grantee's student authorization and educational release form is below. Although they have these forms for use by students and parents, they have not been used because of the grantee's existing relationship and contract with the Hamilton County Department of Education (HCDE), which has authorized the grantee to obtain students' information from the district for reporting purposes.

New York City grantee's approach was to seek approval from New York City Technical College's Institutional Review Board to conduct research on students attending the college—the students whom the grantee and its partnership intended to track while in college.



IMPORTANT: This form is needed to better assist you when you are in college. Please complete and sign below. If you have any questions, please call *River Pérez* at 729-9900 ext. 235

Student Authorization & Educational Release Form

High School:	Class of:		
Social Security #:	Date of Birth:		
First Name:	Middle Initial:	Last Name:	
Home Address:	City:	Zip Code:	Zip Code:
Home Phone #:	Cell #:	Email Address:	
2 nd Address Where You Can Be Contacted:	City:	Zip Code:	Phone #:
College/University You Plan To Attend Upon Graduation from High School OR You Are Currently Attending:	College Major (if undecided, please leave blank):		
Do you plan to transfer to another University?	If yes, please provide name of university and approximate date of transfer:		
Yes	No		

I authorize the San Antonio Education Partnership to have access to my academic and enrollment information at any college/university I attend in an effort to assist in successful completion of my undergraduate education. Specifically, the San Antonio Education Partnership may have access to: semester and cumulative grades, courses enrolled/completed, major, degree plans, degree(s) earned, and graduation/transfer date(s). I also authorize the San Antonio Education Partnership to share my educational record with institutions of higher education to facilitate college enrollment and completion.

This authorization is valid for a maximum of five years after high school graduation or until graduation from college, I, or my parent if I am under the age of 18, may request from the San Antonio Education Partnership a copy of my educational records disclosed.

I give my permission to the San Antonio Education Partnership to attend this form in the event I transfer from the college initially noted when originally signed. I also authorize the San Antonio Education Partnership to have access to degree earned information. I understand that the information collected will be used to compile program reports and will be shared with school districts and local colleges/universities to document program effectiveness.

Student Signature:	Date:
Parent/Guardian Signature Required If Student Is Under The Age of 18 At The Time Form Is Completed:	
Parent Signature:	Date:

Please return this top copy to:

San Antonio Education Partnership, 206 San Pedro Ave., Suite 200, San Antonio, Texas, 78205

04/2007

CHATTANOOGA STUDENT AUTHORIZATION & EDUCATIONAL RELEASE FORM

High School: _____

Year of Graduation: _____

TO BE COMPLETED BY STUDENT:

Student Name (Please Print): _____

Date of Birth: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Home Address: _____

Home Telephone #: _____

Cell Phone #: _____

Parent Work #: _____

Email address: _____

College/University you plan to attend: _____

I authorize Hamilton County Department of Education, or agencies conducting research for or on behalf of Hamilton County Department of Education, to have access to my school records after I graduate. Further, I authorize Hamilton County Department of Education, or agencies conducting research for or on behalf of Hamilton County Department of Education, to have access to my academic, financial, and enrollment records and work with any college/university I attend in the effort to assist in successful completion of my undergraduate education. I give my permission to the Hamilton County Department of Education to amend this form in the event I transfer from the college initially noted when originally signed.

This authorization is valid for a maximum of six years after high school graduation or upon graduation from college, whichever comes first.

Student Signature: _____ Date: _____

PARENT SIGNATURE REQUIRED IF STUDENT IS UNDER THE AGE OF 18:

Parent Signature: _____ Date: _____

**New York City Partnership for College Access and Success
Youth Development Institute/Fund for the City of New York
Submitted to
New York City Technical College
Institutional Review Board**

The New York City Partnership for College Access and Success, funded by the Lumina Foundation for Education through the Academy for Educational Development, is sponsoring a pilot project designed to increase access and retention in postsecondary education for youth, 16 to 24 years of age, who have returned to school or a community program for a high school diploma or GED, and seek to go to college. The Youth Development Institute of the Fund for the City of New York is the managing partner of this initiative.

New York City Technical College has agreed to be a partner with Cypress Hills Local Development Corporation to support disconnected youth through the college admissions process and participation in postsecondary education.

Data to be collected from New York City Technical College are the following:

- Number of students in the project registered for classes per semester
- Students' grades and grade point average
- Number of credits earned by each student
- The type of financial aid packages students received
- Results of placement exams
- Remedial classes taken by the students and outcomes
- Percent of students enrolled in a 2 and 4 year college or certificate program
- Percent returned for the second term of a certificate program or 2 /4 year college program
- Percent of students completing their first year of a 2/4 year or certificate program

Data that will be collected from New York City Technical College will be used to inform the partnership's system of support for students to be successful in college and identify additional strategies for working with disconnected youth who desire to attend college and be successful in postsecondary education.

The partnership will ensure confidentiality by not using individual student names and assigning a number to each student for purposes of identification. Only aggregate information will be utilized in reports to the partnership.

III.4. Using National Student Clearinghouse Data

The National Student Clearinghouse (<http://www.studentclearinghouse.org/default.asp>) is a nonprofit organization whose sole purpose is to verify postsecondary and secondary student degrees, diplomas, and enrollment. Tracking progress by surveying students after high school—particularly students who have moved away to attend a postsecondary institution—has been shown to be an unreliable source of data. The National Student Clearinghouse addresses the need for reliable data in this area. The clearinghouse typically works with colleges, universities, high schools, and high school districts to reduce some administrative burden of providing educational record verification. At the same time, the clearinghouse is charged with maintaining the confidentiality and privacy of records in their care in complying with the Family Educational Rights and Privacy Act (FERPA).

For the purposes of the PCAS initiative and our grantees, the National Student Clearinghouse (NSC) data filled a serious gap in their data collection work. Because the PCAS grantees work at the community level, most students to be tracked would likely be attending local colleges and universities—making data collection relatively easy. However, for students who have left the local area for college, our grantees worked with their target high schools and school districts and with NSC to track high school graduates through student social security numbers, date of birth, or student ID numbers. Typically, grantees were able to cover the costs of collecting NSC for their target high schools with PCAS funding.

Sample materials below from the Chattanooga grantee were used by some PCAS partnerships in working with principals from the target high schools. Materials include a chart used at monthly meetings with high school principals at Hamilton County Department of Education to illustrate where the school ranked compared with other high schools while not revealing school names other than the one in which the

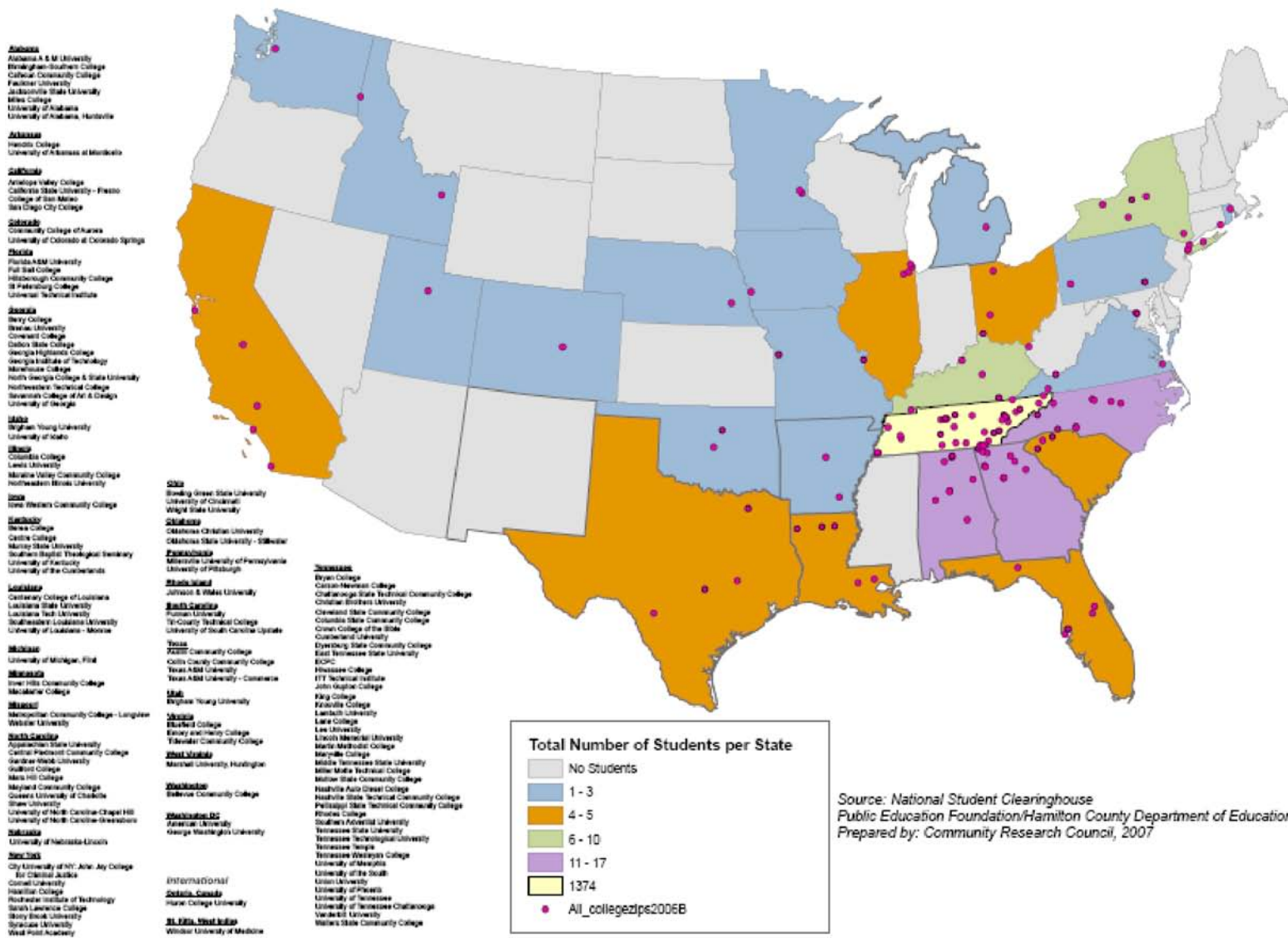
principal works. A discussion of the implications of such data and how to use it to improve programming at the high schools allowed principals to share experiences and ideas for improvement in a confidential setting. Also included is a “college-going” map that the Chattanooga PCAS showing the colleges in which the HCDE class of 2006 enrolled, using NSC data to provide enrollment information on the out-of-state and out-of-county students.

Chattanooga’s Data for High School Principals

Below is a sample chart that the Chattanooga grantee would use as part of its monthly meetings with the high school principals at HCDE. The idea here is to give each principal data for their school and to illustrate where they rank compared to the other high schools while not revealing the names of any other high school other than the one in which the principal represents. A discussion of the implications of such data and how to use it to improve programming at the high schools ensues, giving the principals an opportunity to share experiences and ideas for improvement in a confidential setting.

Percentage of 2006 graduates enrolled in 2 or 4 year colleges		Percentage of 2005 graduates enrolled in 4 year colleges	
School	Percentage	School	Percentage
	96%		72%
	85%		67%
	82%	Your School	52%
	81%		50%
	78%		50%
	76%		48%
Your School	76%		48%
	76%		44%
	75%	District	44%
	74%		40%
	73%		35%
District	73%		33%
	60%		29%
	54%		29%
	52%		25%
	48%		16%
	no data		no data

Colleges and Universities Attended by Hamilton County Public School Graduates - Class of 2006



III.5. Sample Use of Data to Inform Postsecondary Institutional Planning

The next set of documents from the Chattanooga and New York City grantees show their collection and use of data to illuminate remediation and retention issues, which entailed a discussion with their postsecondary partners and other stakeholders at the table. Of special note was the reality that math remediation was the central issue for both grantees, given that low student math skills were the major obstacle to increasing student retention in both communities.

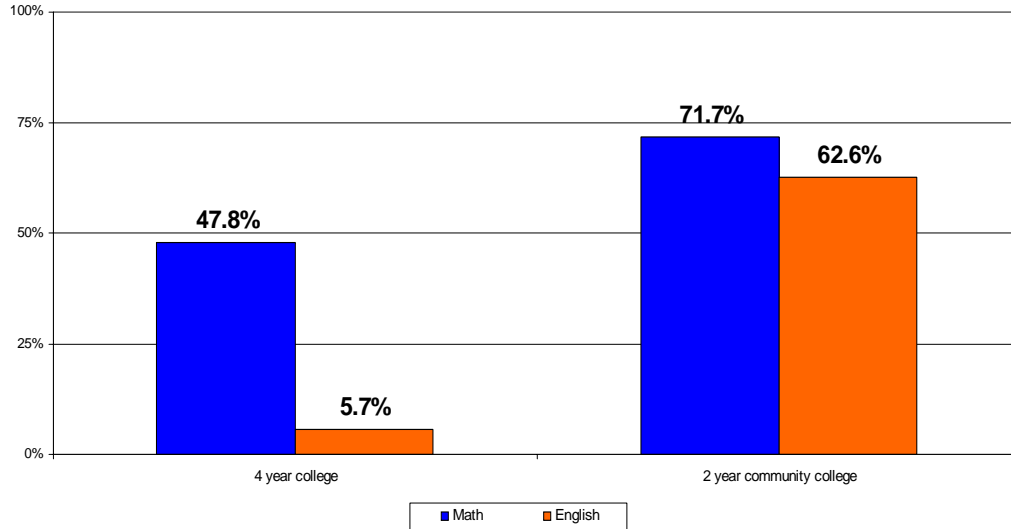
Chattanooga’s Use of Data

Below are samples of data collected and analyzed by the Chattanooga PCAS grantee—the Chattanooga Public Education Foundation—as part of its work to inform its postsecondary partners of a challenge in its college success work that needed to be addressed, as well as in its Practitioners Group meetings with high school and college math faculty as part of the effort to align math curriculum between K-12 and the local postsecondary institutions. The data below were also used as part of the symposium “A Driving Force: Community Partnership Strategies for Using Data to Improve Postsecondary Access and Success among Underrepresented Students” at the American Education Research Association (AERA) annual conference in April 2007, demonstrating yet another approach for disseminating data and informing the field of new and interesting work with data gathering through a community partnership. The data fields below were the first step in the process of collecting data for analysis and use with the Chattanooga grantee’s partners.

Hamilton County-Chattanooga	Data Collected
9-10th Grade Promotion Rates (Disaggregated)	X
Attendance Rates (Disaggregated)	X
State Assessment % Passing (Disaggregated)	X
State Assessment % Scoring Advanced (Disaggregated)	X
College Readiness EXPLORE 9th Grade (Disaggregated)	X
College Readiness PLAN 10th Grade (Disaggregated)	X
College Readiness ACT 12th Grade (Disaggregated)	X
Number of Diplomas	X
Graduation Rate	X
Number/ Percentage of Students Enrolled in College (National Student Clearinghouse) (Disaggregated)	X
Post-Secondary Persistence Rates (National Student Clearinghouse) (Disaggregated)	X
Math and English Remediation Rates (Local Universities)	X

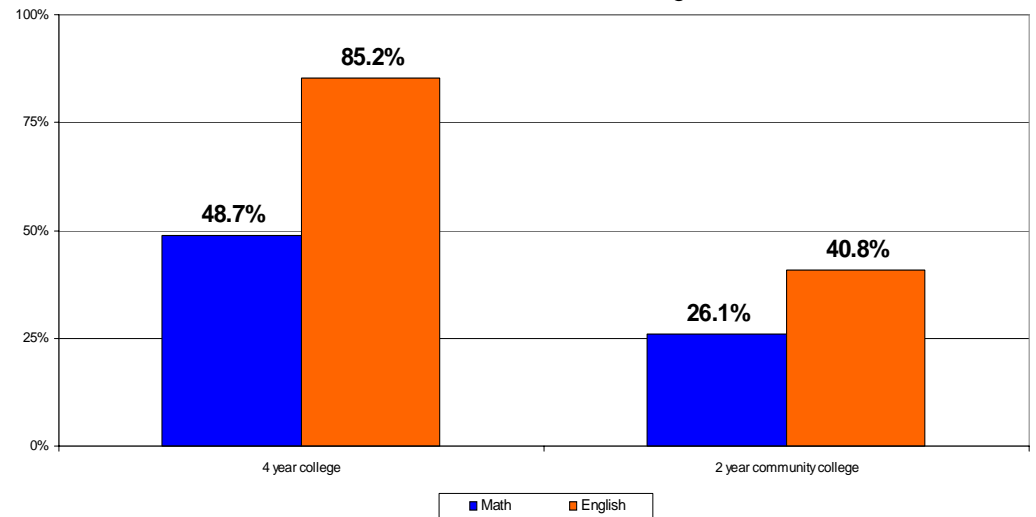
Remediation Rates

Percentage of HCDE Freshmen Enrolled in Remedial Courses
Fall 2005 - Spring 2006



Student Success - Institution Success

Percentage of Students Earning Credit toward Graduation
Of students enrolled in Math/English



III.6. Publicizing Successes

Below are recent examples of press coverage of recent successes in the work of the Chattanooga grantee, its partners, and the community in general. These articles are a testimony for how press coverage can work to engage a community in this work.

GRADUATES

Number of Hamilton County Schools graduates enrolled in college after graduation:

- 2004: 1,313
- 2005: 1,324
- 2006: 1,499

Chattanooga Times Free Press

Chattanooga Now www.timesfreepress.com

Sunday, May 8, 2007 ~ To Give THE NEWS IMPARTIALLY WITHOUT FEAR OR FAVOR ~ B1

College focus paying off

High school reforms lead to hike in students continuing education

By Christina Cooke Staff Writer

EDITOR'S NOTE: For audio with this story, log on to www.timesfreepress.com

Attending college did not seem like a possibility to 19-year-old Dawit Willis until this year. The Tyner Academy senior lost his mother to cancer when he was 2, never met his father and has supported himself for most of his life by working in barbershops, garages and now Bi-Lo.

He knew the money he earned was not enough to cover the cost of college tuition, he said.

"I've always seen myself going to college in the future. I just never knew exactly how I was going to get there," he said.

Last summer, Dawit moved by himself from Atlanta to Chattanooga to live with the family of a friend who moved as well. He enrolled at Tyner Academy, where he met with college adviser Sarah Broadnax most days during his lunch period.

With her help, Dawit gained admission to Tennessee State University and earned a \$20,000 Horatio Alger National Scholarship.

"I don't think it would have been possible (without Dr. Broadnax)," he said. "I wouldn't have had anyone to help me go to college."

More students in Hamilton County are attending college than ever before, according to data from the National Student Clearinghouse, which tracks enrollment in colleges and universities around the country. The number of Hamilton County Schools seniors who continued to college after high school graduation rose 13 percent to 1,499 between 2005 and 2006.

"We have a bunch of different programs as part of the high school reform that have come together to produce this effect," said schools spokeswoman Danielle Clark.

Since 2001, Hamilton County Schools and the Public Education Foundation have put in place a series of reforms to personalize students' high school experience, encourage them to stay in school and give them options after they graduate, Ms. Clark said.

The district switched to a single curriculum, which eliminated the vocational path and ensured each graduate has the credits necessary for post-secondary education.

In addition, high schools developed academies, or small learning communities in which students focus on particular professions such as construction, technology, teaching or health care.

The changes have ensured that once students graduate from Hamilton County schools, they have choices, Ms. Clark said. "They're not stuck at a crossroads where they have to settle with what they're given," she said.

Superintendent Jim Scales has said he would like to increase the college-going rate to 85 percent by 2011.

The College Access Center, on Chestnut Street in downtown Chattanooga, has helped schools in their push to send more students to college, educators say. The organization has helped fund 12 college advisers who work alongside the guidance counselors in 12 high schools. The program costs the school system \$150,000 a year.

Over the years, the application process has become more and more daunting, said Charlotte Smith, executive director of the College Access Center.

"The federal paperwork to apply to a college, let alone a selective college, can overwhelm a family, especially students who are first generation," Ms. Smith said. "Demystifying the process of applying for college and financial aid has been so important."

At the beginning of each year at Tyner Academy, Dr. Broadnax asks seniors to identify five colleges they would like to attend, including one local school.

She distributes college and financial aid applications, counsels students in how best to fill them out, sets deadlines for completed applications and calls their parents if she does not receive them on time.

"I'm one who believes all kids should have the opportunity to go to college, regardless of their (grade point average)," Dr. Broadnax said.

Red Bank High principal Gall Chuy said her school's college adviser takes a tremendous load off the school's guidance counselors.

"If you're going to increase college attendance and college preparedness, we have to have fewer counselors per caseload," Ms. Chuy said. "(Our college advisers) take special projects off the backs of counselors so they can do academic counseling."

E-mail Christina Cooke at ccooke@timesfreepress.com

HAMILTON COUNTY GRADUATION RATE

2003: 69 percent 2004: 69.8 percent 2005: 70.2 percent 2006: 73.7 percent

Source: Hamilton County Schools

Chattanooga Times Free Press

Chattanooga Now www.timesfreepress.com

Thursday, April 26, 2007 ~ TO GIVE THE NEWS IMPARTIALLY WITHOUT FEAR OR FAVOR ~ B1

High school graduation rates, college attendance up

By Beverly A. Carroll Staff Writer

The number of Hamilton County high school students earning diplomas and entering college has increased each year since the district launched a comprehensive reform effort six years ago.

"This was a good day. Any day is a good day when you can say 175 more kids who graduated from our schools in 2006 went to college than did in 2005," Hamilton County Board of Education Chairman Joe Conner said Wednesday. "We are excited about that and anxious to increase that number, as well as our graduation rates, which are moving up."

In a news conference at Tyner Academy, county schools officials reported that the number of students graduating from high school has increased from 1,715 in 2002 to 2,148, or 73.7 percent, in 2006. The number of students enrolling in college rose from 1,313 in 2004, the first year the data was tracked, to 1,499 in 2006, an increase of 14 percent, records show.

Superintendent Jim Scales, who was hired last year, said the goal is to have 85 percent of graduates attending college.

"One of the major initiatives of Strategic Plan 2011 is to increase our college participation," Dr. Scales said. "It's a systematic effort, kindergarten through high school. We have the programs in the elementary school, we have the middle school initiative and we are in the high school reform. All of the initiatives we put in place filter up."

The Public Education Foundation of Chattanooga received a grant to track college attendance rates three years ago. The information shows that students attend colleges across the nation, including some institutions — Brown, Cornell, Rice and Vanderbilt — that are ranked among the top 20 schools in the U.S. News and World Report College Rankings, according to system spokeswoman Danielle Clark.

In the last decade, Hamilton County educators and the PEF implemented a number of programs aimed at improving student performance from elementary school through high school. Programs focusing on math and reading were phased in over the years, supported by public and private grants.

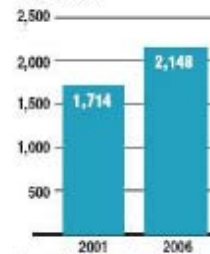
In 2001, with an \$8 million grant from Carnegie of New York that was matched by PEF, each of the district's 17 high schools crafted a reform program that fit its students, faculty and community. Academies, schools within schools that blended academics with career themes, sprung up as did a focus on supporting students in the transition from eighth grade to ninth grade.

Research showed that students who failed to make it from the ninth grade to the 10th grade had a greater chance of eventually dropping out of school.

"The most telling figure is the increase in the ninth- and 10th-grade promotion rates," said Sheila Young, Hamilton County associate superintendent of secondary schools. "It wasn't unusual to see 47 percent of freshmen coming back to school who were not true sophomores. We don't see that happening."

E-mail Beverly A. Carroll at bcarroll@timesfreepress.com

Hamilton County seniors earning a diploma in four years



SOURCE: HAMILTON COUNTY DEPARTMENT OF EDUCATION

GRAPH BY BEBE TOWERS

IV. Strategies for Developing and Sustaining the Work



IV. Strategies for Developing and Sustaining the Work

Introduction

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

Organization of this Section

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

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

Press Releases

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

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

References

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FOR IMMEDIATE RELEASE

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New Grants to Increase College Access and Success among Underrepresented Students

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

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

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

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

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

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

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

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

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

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

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

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

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

About Lumina Foundation and AED

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

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PORT JOBS WINS MAJOR GRANT FOR "AIRPORT UNIVERSITY"

Program to help airport workers go to college

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Chattanooga Grantee Press Release

For Immediate Release

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

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

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

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

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

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

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

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

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

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

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

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

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Case Studies and Directions for Writing Them

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

Framework for Student Case Studies

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

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

Examples:

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

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

Examples:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Case Study—Milwaukee Grantee

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

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

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

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

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

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

Student Case Study—New York

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

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

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

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

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

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

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

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

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

External Communication: Partnership Summaries and Guidelines for Telling the Story

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

Framework for Partnership Summary

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

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

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

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

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

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

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

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

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

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

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

Samples of impact in one year:

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

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

Three lessons learned during implementation:

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

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

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

Partnership Summary—Chicago

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

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

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

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

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

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

Partnership Summary—Seattle

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

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

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

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

Positive Impacts

Together the Airport University partnership:

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

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

Lessons Learned

The partnership has learned several key lessons:

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

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

IV.2. Internal (Within the Partnership) Communication

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

Managing Partnership Ventures Gilberto Ramón Discussion Notes

Things That Work

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

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

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

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

Things That Do Not Work (Some already discussed above)

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

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

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

IV.3. Addressing Dilemmas

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

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

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

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

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

Clarification Questions—5 minutes

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

Small Group Discussion 25 minutes

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

Feedback—15 minutes

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

Response from the Group—10 minutes

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

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

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

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

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

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

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

Group Response:

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

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

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

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

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

Group Feedback

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

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

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

Group Response

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

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

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

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

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

Group Feedback

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

IV.4. Sustainability Planning: Guidelines and Tools

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

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

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

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

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

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

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

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

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

PCAS Sustainability Map Directions

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

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

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

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

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

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

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

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

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

Clarifying Questions for Lead Organization and/or Partnership

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

Part A: Clarifying Target Population and Intended Impact

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

Part B: Clarifying the Theory of Change:

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

implementing these elements? Where are our most important opportunities?

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

Applying Challenges/Opportunities to Sustainability Plan Development

1. In what places do the opportunities for greatest impact match up with the program elements)?
2. Which ones can the greatest potential for systemic change and can impact the most vulnerable within our target population(s)?
3. Which ones of these are ones that our partnership can take action on in the next 12 months? 24 months? 36 months?
4. Which ones of these can the partnership sustain through existing resources or in-kind contributions?
5. Which ones of these require resources (human, information, financial) external to the partnership?
6. Which ones can be funded through sources within the community? At the state or regional level? At the national level? Who are the key players who may have an interest?

Matching Opportunities to Resources and Funders

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

Matching Opportunities to Partners

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

One Possible Format for the Partnership Meeting

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

Small Groups Discussion (60 minutes):

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

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

Clarifying Target Population and Intended Impact (20 minutes)

Clarifying the Theory of Change (30 minutes)

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

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

Report-Back Discussion (45 minutes)

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

From Challenges to Opportunities (60 minutes)

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

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

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

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

Shift From Challenges to Opportunities (10 minutes)

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

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

Vote on Outlying Challenges (10 minutes)

Final Session (45 minutes)

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

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

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

IV.5. Appendix

Applying Answers to Internal (Partnership) Sustainability Challenges and Opportunities

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

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

Five Partnership-Level Successes	Five Partnership-Level Challenges

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

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

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

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

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

Target Population Challenges Overlap

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

Internal and External = Opportunities Overlap

Talking Points

What is Partnerships for College Access and Success?

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

The PCAS Approach

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

How do partnerships help?

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

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

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

What is our evidence?

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

What have we learned?

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

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

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

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

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

Template

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

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

What Is Partnerships for College Access and Success?

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

There are eight PCAS sites across the United States:

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

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

The PCAS Approach

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

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

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

How do partnerships help?

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

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

What is our evidence?

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

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

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

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

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

What have we learned?

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

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

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

Example:

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

Example:

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

Example:

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

Example:

What do we propose?

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



V. References and Resources

V. References and Resources

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Organizational Resources (related to)

Community Colleges

American Association of Community Colleges (AACC)

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

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

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

Access to the Baccalaureate AACC

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

American Association of State Colleges and Universities

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

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

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

Association of Community College Trustees

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

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

CCBenefits, Inc.

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

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

Center for Community College Policy Education Commission of the States

700 Broadway, Suite 1200
Denver, CO 80203-3460

(phone) 303-299-3691
(fax) 303-296-8332

<http://www.communitycollegepolicy.org>

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

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

Community College Research Center Teachers College, Columbia University

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

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

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

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

COMBASE

A Cooperative for the Advancement of Community-Based Postsecondary Education

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

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

League for Innovation in the Community College

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(fax) 480-705-8201

<http://www.league.org>

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

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

National Council of State Directors of Community Colleges

AACC

One Dupont Circle, NW, Suite 410

Washington, DC 20036

(phone) 202-728-0200

(fax) 202-833-2467

<http://www.statedirectors.org>

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

Rural Community College Alliance

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

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

Rural Community College Initiative (RCCI)

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

Education Associations

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

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

Aspen Institute Education and Society Program

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

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

The Education Trust (Ed Trust)

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

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

The Learning Communities Network, Inc.

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

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

National Council for Community and Education Partnerships (NCCEP)

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

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

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

National Governors' Association (NGA) Center for Best Practices

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

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

Pathways to College Network

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

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

Federal Government

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

OVAE initiatives focused on community colleges:

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

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

Foundations

The Bill & Melinda Gates Foundation

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

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

Carnegie Corporation of New York

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

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

Ford Foundation

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

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

Collaborating for Educational Reform Initiative (CERI)

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

The William and Flora Hewlett Foundation

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

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

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

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

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

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

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

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

New Options for Youth

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

Lumina Foundation for Education

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

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

Achieving the Dream: Community Colleges Count

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

Nellie Mae Education Foundation

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

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

Partnerships for College Success

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

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

University Research Centers and Nonprofit Think-Tanks**College Is Possible**

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

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

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

Institute on Education and the Economy

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

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

Social Science Research Council (SSRC)

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

Transitions to College: From Theory to Practice

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

Scholarships**Hispanic Scholarship Fund**

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

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

National College Access Network (NCAN)

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

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

Scholarship America

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

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

United Negro College Fund

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

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

Workforce Development

Jobs for the Future

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

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

Jobs for the 21st Century

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

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

National Association of Workforce Boards (NAWB)

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

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

National Council for Workforce Education (NCWE)

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

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

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

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

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

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

Market-Responsive Community Colleges Project

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

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

Workforce Strategy Center

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

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

Undocumented Students

American Association of State Colleges and Universities (AASCU)

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

Center for Community College Partnerships, UCLA

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

The DREAM Act Portal

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

Education Commission of the States (ECS)

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

Jobs for the Future (JFF)

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

National Immigration Law Center (NILC)

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

Contact Information for PCAS Initiative Contributors to the Toolkit/Guide

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Tel: 212-243-1110
Fax: 212-627-0407
<http://www.aed.org/scs>

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Deputy Director
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Chattanooga-Public Education Foundation

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Chattanooga, TN 37402-4217
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Fax: 423-265-9832
<http://www.pefchattanooga.org>

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COMPASS Guide

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

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Linking Learning to Life, Inc.

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

Mr. Rich Tulikangas
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Little Village Community Development Corp.

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

Lumina Foundation for Education

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Indianapolis, IN 46204-3503
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Toll free: 800.834.5756
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OMG Center for Collaborative Learning

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Fax: 215-732-8123
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Port Jobs

Office of Port JOBS
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Seattle WA 98111-1209
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San Antonio, TX 78205-1104
Tel: 210-229-9900
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eperez@saedpartnership.org

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