SERVING AMERICA'S FUTURE:

INCREASING COLLEGE READINESS

Task Force on College Readiness

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American Association of State
Colleges and Universities

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A Presidents Call to Lead

At the heart of America's greatness has been its commitment to strong public education. Today, America confronts a national crisis that AASCU institutions cannot ignore. Too many students are coming to college unprepared, and the problem is worsening. In a world where talent and innovation will drive national, state and local competitiveness, this is a threat to the very future of our nation.

Over the past 18 months, we've co-chaired the AASCU Task Force on College Readiness. Comprised of 12 presidents and chancellors from across the nation, the Task Force was charged with studying the college readiness challenge and recommending steps that AASCU institutions can and should take to address it.

No other higher education association is better positioned to address the college readiness challenge than AASCU, which is already partnering with the State Higher Education Executive Officers (SHEEO) and the Council of Chief State School Officers (CCSSO) on a college readiness project. Our AASCU institutions have a long and proud tradition of partnering with P-12 education in such areas as teacher education, research on teaching and learning, and curriculum content and design. AASCU institutions also embrace a commitment to public engagement, what we call the "stewardship of place." This commitment involves focusing our energy not only on the progress of our students, but also on the progress of our communities through applied research, technical assistance, demonstration projects, outcomes assessment, policy analysis and other knowledge-based initiatives. In short, we are ideally positioned to address the college readiness crisis in collaboration with our P-12 education partners.

As co-chairs of the task force, we believe that successfully addressing this crisis is critical to securing a bright future for our nation, its states and communities. We also believe that in addressing this national crisis in a thoughtful and highly effective way, we will serve our own self interests as we demonstrate the value-added that we can bring to this complex and formidable challenge.

We are caught up in a web of mutual interdependence with P-12 educators—their outputs are our inputs. Our outputs are their inputs. And for our democracy to flourish and our economy to be globally competitive, every part of our educational system must be successful.

We've learned from our analysis that AASCU institutions across the nation are partnering with P-12 education in a broad array of exciting new initiatives that are having a significant impact on student academic performance. This work provides the foundation for taking our efforts to the next level.

We cannot wait to address the idea that college readiness is only a high school problem. If progress is to be made, it will come through initiatives that strengthen the entire education continuum—from early childhood through high school and beyond. AASCU institutions must be full partners in this effort to strengthen the education continuum.

In order to affect this crisis, our universities must develop comprehensive and sustained *institutional* strategies that are embedded in the campus at every level. Impact cannot be achieved through peripheral or episodic approaches. Strategies must transcend college and departmental boundaries and receive leadership from the highest institutional levels.

It is absolutely clear to us that, if AASCU institutions are to make an institution-wide commitment to this challenge, it requires the active and engaged leadership of presidents and provosts. Others—including, most notably, the deans of education and arts and sciences—must be part of the leadership equation, but presidents and provosts must—in both fact and perception—be the ones who make this a campus priority. There are some things that can't be delegated, and this is one of them.

We recognize full well that, in this time of enormous financial challenge, it is difficult to add yet another new or expanded priority to our current commitments. However, there are some priorities that are simply too important to defer. This is one of them. We as leaders must find a way.

We call upon AASCU presidents and chancellors to mobilize their campuses and systems to undertake a full scale assault on the college readiness challenge. There is no time to waste.

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Executive Summary

An AASCU Task Force looking at the issue of college readiness has concluded that AASCU institutions must work with their local communities to improve college readiness, and we must do it *now*. There is much at risk: Measures of educational achievement in the United States show the country on a downward trajectory, especially when compared with achievement levels in other developed and developing countries; our institutions are devoting too many resources to remedial education, and despite this, graduation rates are far below what the country needs, even when measured after six years rather than the traditional four; and too many students are leaving our institutions without degrees but with significant debt.

Research has shown that students living in areas of concentrated poverty—regardless of race or ethnicity—are, from an educational standpoint, significantly disadvantaged. As a result, the Task Force is urging AASCU institutions to place special emphasis on college readiness efforts that target the 8 million children now living in areas of concentrated poverty. Clearly, there is much for us to do.

Education is like a pyramid: each level rests on what came before. Any weakness in a child's educational development jeopardizes all that follows, and gains made at an early age continue to benefit the child in future years. For these reasons, it is important that we not wait until children are in high school before intervening. Rather, we need to consider working with the local schools and other community partners to reach children across the age/grade continuum, from preschool through high school. Furthermore, we need to recognize that college readiness is multidimensional. Academic readiness is a necessary condition for college success, but it is not sufficient. Students must also have the necessary personal characteristics—such as motivation, self-efficacy and study skills—and the social support to persevere when challenges could lead them to give up.

What any one campus can do depends on its resources and its readiness. The work must be carefully planned in conjunction with the partners with whom the institution will work. The university must have—or be prepared to build—the capacity and expertise to address particular aspects of readiness. The Task Force recommends approaching college readiness strategically using the RISE model: Work should be Research-based, Intentional, Sustained and Evaluated.

Research should drive how and at what point we intervene. Research confirms the importance of working with children across the entire age/grade continuum. Because money spent on quality preschool education leads to enormous

financial savings in later years—and quality preschool is the single most important factor in preparing at-risk students for elementary school—we should consider starting our college readiness work as early as preschool. Knowledge of early math concepts and language development are critically important at the preschool level. In elementary school, reading and mathematics are both key to continued school success. Students who are not reading at grade level by third grade are likely to be academically disadvantaged throughout the rest of their education. As children get into their adolescent years, skill in mathematics is particularly important regardless of the major that one will pursue in college. Overall, a rigorous curriculum is important to prepare students academically for college. Research sheds less light on the development of personal readiness and social support, but that does not discount the need to develop these areas.

Intentional efforts are carefully planned and reflect the match between local needs and university assets. Planning is a collaborative effort involving both the university and its partners.

Sustaining the work refers to both individual projects and the broad institutional commitment to college readiness. Individual projects are more likely to be sustained when there is adequate funding and all of the partners associated with the program were involved in its planning and have a strong commitment to its success. To sustain the overall commitment it must be institutionalized, not dependent on just a few people. This can be accomplished through an alignment process explained in the report. Public policy can also help to sustain the work, especially if the public policy carries with it a commitment to fund the work. While it is not easy to influence public policy—and in these times of tight budgets, it is particularly difficult to obtain public funds for new initiatives—it remains important for us to let policymakers know the need for the work and the impact that it can have.

Evaluation that is systematic, objective and rigorous is the best way for us to know if the programs we are implementing are having the desired effect. Unfortunately, it is not easy to evaluate college readiness projects. Evaluation is expensive, requires technical expertise, and controlling the relevant variables is often impossible. These challenges make evaluation difficult, but they do not obviate the need to evaluate our college readiness programs.

Working with community partners to implement specific college readiness programs should be a priority for all AASCU institutions. In addition, four specific initiatives should be on all of our campuses: strong teacher preparation programs; alignment between the P-12 and postsecondary curriculums; provision of timely and useful feedback to the high schools regarding the performance of their graduates; availability of dual credit classes; and strategies to expand public policy support, which will be essential to take this work to scale.

AASCU institutions prepare most of the teachers who work in the K-12 schools, and the K-12 schools prepare the students who will attend our institutions. This intertwined relationship provides one more compelling reason for AASCU institutions to be working with community partners to implement specific college readiness programs and ensure that our teacher preparation programs are of the highest quality.

The following report provides specific ideas to help campuses begin or expand their college readiness work, as well as advice gleaned from those involved in this work. In the margins, the Task Force co-chairs offer some "President to President" comments that share presidential thoughts on various topics in the report and emphasize issues that they believe are most critical for presidents. Appendix A describes a variety of P-12 initiatives that are already underway at AASCU institutions. Together these will help us respond to AASCU's call to action, thereby benefitting our future students, P-12 schools, faculty, state and nation. And in helping others, we will be helping ourselves!

Increasing College Readiness

LACK OF COLLEGE READINESS: A NATIONAL CRISIS

There is overwhelming evidence that the United States faces a national crisis: Too many students who finish high school are not ready for college. At one time, the United States was the envy of the world for our educational system and our production of college graduates. We now rank 12th in the world in the percentage of people holding at least an associate degree,[1] and 16th among industrialized nations in terms of college completion.[2] To reclaim our number one position by the year 2025, we will need to produce 53 percent more graduates every year; that's a whopping 781,000 more degrees each year![3] That's a tall order, and many would argue that the solution is not money. The U.S. already spends more money on education than any other industrialized country, yet the achievement rankings of our pre-college students are disappointing: Fifteenth in the world in reading, 23rd in science, 31st in mathematics.[4] Moreover, things aren't getting better. In 2010, the National Academies published an updated report *(Rising above the Gathering Storm Revisited)* that concluded, ". . . overall the United States long-term competitiveness outlook (read jobs) has further deteriorated since the publication of the *Gathering Storm* report five years ago"[5] (emphasis added).

LACK OF COLLEGE READINESS: AN INSTITUTIONAL CHALLENGE

Given the national need for more college graduates, our institutions are being pressured by legislators and the general public to graduate more students. To meet these demands, we enroll large numbers of students, but our retention and graduation rates are often disappointing. While we once talked about four-year graduation rates, we now find ourselves talking about six-year graduation rates. And sadly, even the six-year rates are often below 50 percent.[6] While this number can be partially explained by the way graduation rates are calculated, the results also reflect the fact that too many students are not prepared to succeed in college.

President to President

It is critical for university presidents to work with P-12 leaders, school personnel, community leaders and elected officials to ensure that students are prepared for college level courses at the point of enrollment. University presidents will have to form strong partnerships with K-12 leaders to be successful in reducing our costs of remedial instruction.

The ACT sets "college readiness benchmarks" in four areas: reading, mathematics, science and English. The results suggest that many—and in some subjects, most—high school students are not ready for college classes. In 2011,[7] the largest percentage of students met the benchmark in English (66 percent); the smallest in science (30 percent). Only one-quarter of test-takers met the benchmarks in all four subjects. This explains why so many students today require remediation before they are ready to take college-level classes. It has been estimated that, across all types of institutions, more than one-third of first-year undergraduate students took at least one remedial course.[8] The cost of remediation has been estimated as high as $3.6 billion.[9] We can't afford for this to continue, especially since most universities have found that remediation doesn't work. One solution is to ban or limit remedial courses or reduce state support for them, and this is the approach that has been taken in 14 states.[10] However, this fails to address the problem of too few college graduates.

Students Suffer

Students who are underprepared for college, particularly those who are underprepared in several subjects, face enormous hurdles. When they start college they have to take remedial courses, which means paying for credits that do not contribute toward their degrees. With tuition and fees averaging more than $8,000 at public universities,[11] this is costly to the student. And even if they successfully complete the remedial courses, there is a good chance they will drop out. If they have loans, repayment requirements can begin within six months of dropping out. If they have grants or loans and leave before a semester ends, they may have to refund some money already given to them.

Without a college degree, employment opportunities are significantly more limited. It has been predicted that within little more than five years, 63 percent of all jobs in this country will require some postsecondary education.[12] During the recent recession, the unemployment and under-employment rate for high school dropouts was three times higher than the unemployment rate for college graduates,[13] and for those employed without a college degree, earnings are significantly lower. According to the U.S. Census Bureau, in 2010, college graduates were earning on average almost $20,000 more per year than high school graduates;[14] assuming a working life of 45 years, this equates to a $900,000 difference. And the impact is not only financial. More education correlates positively with measures of happiness and with longevity.[15]

Our Call to Lead

AASCU institutions already have a myriad of responsibilities to serve our current students. Budgets are tight, state support has been declining, faculty workloads are heavy, and current students are often working many hours each week to

limit the debt load they will have upon graduation. Given these circumstances, is it reasonable for AASCU institutions to direct some of their limited resources to helping ensure that future students are college ready? Is it reasonable to expect the faculty and our current students to commit to helping the next generation of college students? The answer is a resounding *"yes."*

Not only is it reasonable for our institutions, faculty and current students to be deeply involved in partnerships that promote college readiness, it is critically important for the welfare of our country, our institutions and our future students.

The time has come for all AASCU institutions to be involved in sustainable college readiness initiatives rooted in what research indicates are critical P-12 intervention points. We must reach across the various grade and age levels and across the different dimensions of "readiness." We must work in partnership with our local P-12 school districts and other community agencies to systematically support and raise the academic achievement and college readiness of the P-12 students. Not only will the students, their families and communities benefit, but so too will our institutions, our states and the country as a whole.

The time to act is now. The need to act is recognized by many organizations and associations. For example, the Midwestern Higher Education Compact (MHEC), representing 12 Midwestern states, recently issued two reports directly related to improving college readiness: *Improving College Readiness: Perspectives for Research, Policy, and Practice;*[16] and *Difficult Dialogues, Rewarding Solutions: Heartland Perspectives on America's Human Capital Challenge.*[17] Both are available online at no charge.

TASK FORCE ON COLLEGE READINESS

Recognizing the urgent need to improve college readiness, AASCU appointed a presidential Task Force on College Readiness to explore ways that our universities can create partnerships with P-12 schools to help all students succeed and be college ready. This report draws insights from the work of the Task Force to suggest the most effective ways that AASCU institutions, in collaboration with P-12 schools, can increase the college readiness of students progressing through the P-12 educational system.

President to President:
We know that the knowledge and skills that comprise college readiness are essential, regardless of what post-secondary pursuit a student chooses—the world of work, an apprenticeship, a vocational program or whatever. College readiness is employment.

The goal of the Task Force is to increase the college readiness of entering college students—particularly those in the targeted groups described below—by clarifying and delineating higher education's role as a partner in preparing P-12 students for college. As a result, AASCU institutions should increase both the quantity and quality of projects designed to strengthen college readiness. We want our institutions to understand and act upon the importance of reaching children from preschool through high school and addressing more than academic readiness. As a consequence, over time there will be an increase in the college-going rate of high school graduates and the graduation rates of those who enter our institutions.

President to President:

It is imperative that the president recognizes and promotes the multi-dimensional nature of college readiness. Having the academic skills is necessary but not sufficient for student success. Students also need the personal skills, the drive and commitment, and the social support to succeed in college. If we wait to develop these skills and traits during the junior and senior years of high school, it is too late. The foundation is laid as early as preschool. Those who commit to doing this work must think broadly about how they will intervene, what their goals will be, and the point on the age continuum where they will intercede.

In order to focus on the critically important topic of college readiness, we have omitted some related topics. For example, we do not consider how to help the under-prepared adult who returns to college; we do not look at the role of community colleges in addressing readiness and remediation challenges; and we do not concern ourselves with the risk of having too many students prepared for college. We are so far from that being the case that there is no need to think about it now. We also do not address other forms of readiness, such as career readiness, because we know that by contributing to improved college readiness, we will also be addressing the needs of those who elect not to pursue a college education.

This report:

- Defines college readiness as a multi-dimensional concept that includes academic readiness, personal readiness and social support;

- Documents the importance of intervening at various points along the P-12 continuum;

- Describes the elements of a strategic approach to improving college readiness;

- Shares ideas on how to align the work within the institution;

- Offers suggestions and advice for those who want to get their institutions involved (or more involved);

- Shares the results and observations of a survey of college readiness activities directed by AASCU institutions; and

- Provides presidents with the information they need to move their institutions' college readiness work forward.

TARGETED GROUPS

We have long known that there are significant achievement gaps between white children and African-American children[18] and between white children and Hispanic children.[19] But researchers have shown that today, the real issue is poverty more than ethnicity or race. For example, the achievement gap as a function of parental income is now almost twice that of the black-white achievement gap.[20] The problems are particularly severe in areas of concentrated poverty where "critical resources for [children's] healthy growth and development—including high-performing schools, quality medical care and safe outdoor spaces—are often out of reach."[21] What is horribly tragic is that nearly 8 million American children below the age of 18—11 percent of the nation's children—now live in areas of concentrated poverty, a 25 percent increase over the past decade.[22] It is not unusual for the families of these children to have trouble putting food on the table or be unable to provide appropriate shelter for the family. As a result, the children often experience harmful levels of stress and emotional problems,[23] both of which affect their ability to succeed academically. Students living in areas of concentrated poverty, independent of their family income, have lower test scores than those who attend higher-income schools, and they are more likely to drop out before finishing high school.[24]

Given the serious consequences of concentrated poverty, the Task Force suggests that AASCU institutions focus their college readiness initiatives in poverty areas: urban, where the poverty rate is 11.6 percent, or rural, where the poverty rate is even higher, 14.2 percent.[25] Minorities are disproportionately represented in areas of poverty: African-American and Hispanic in areas of urban poverty; Native American, African-American, and Hispanic in areas of rural poverty.[26] These children score significantly lower on various standardized tests, such as the National Assessment of Educational Progress (NAEP) and the ACT exam.[27] They are more likely to drop out of

President to President:
It is tragic that, as one of the richest countries in the world, we still have nearly 8 million children living in areas of concentrated poverty. Children living in these areas score lower, on average, on every measure of academic performance. By working in partnership with our local communities to improve education, universities can help children escape the chains of poverty. A comprehensive college readiness initiative should include a strategic approach to support students who live in areas of concentrated poverty and who attend low performing schools.

high school[28] and less likely to graduate from college.[29] Moreover, these groups are becoming a larger proportion of our population. For example, Hispanics,[30] which are now 16 percent of the population and the largest minority group in the country, are predicted to increase to 25 percent of the population by 2050. They already constitute 25 percent of the school-age population, and it is estimated that 37 percent of Hispanic fourth graders and 21 percent of Hispanic eighth graders[31] are also English language learners.

While gifted and talented children often have needs that local communities are not able to meet, it is the population of low-income children—particularly those living in areas of concentrated poverty—who lag behind significantly. Only by developing the college-ready pipeline of low-income students can we hope to achieve the national goals set forth earlier in this report and give these students a chance at the Amrican dream.

DEFINING COLLEGE READINESS: A COMPREHENSIVE APPROACH

Students, parents, P-12 teachers and school administrators might erroneously assume that students are college ready if they graduate from high school or if they graduate having completed the coursework required for college admission. While these students are college eligible,[32] meaning they qualify for college admission, eligibility is not sufficient for success. One must be ready to succeed.

College readiness is often defined exclusively in academic terms. For example, the ACT defines college and career readiness as "the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution . . . without the need for remediation."[33] Although this is an important aspect of readiness, the AASCU Task Force knows this definition is incomplete.

We recommend a broader definition that recognizes non-cognitive as well as cognitive preparation. A review of David Conley's work[34] leads us to define college readiness as the circumstance in which a student enters college without having to take any remedial coursework and with "the mindset and disposition" necessary to succeed in college and a supportive personal and social environment to help make this happen

Thus, this report presumes that college readiness involves at least the following:

- **Academic Readiness:** The individual has the knowledge and skills to handle, without remediation, the content and requirements of first-year college classes.

- **Personal Readiness:** The individual has the "mindset and disposition" to obtain a college education.

- **Social Support:** The individual has familial support or other sources of social support to succeed in college.

Survey

As part of fulfilling the assigned charge, the Task Force surveyed AASCU institutions for descriptions of their programs to increase college readiness. In response to a brief online survey, we received descriptions of 258 programs offered by 124 AASCU institutions (31 percent of AASCU's membership) and seven state higher education systems.

We are well aware that this is only the tip of the iceberg in terms of what our institutions are doing: Many programs were not reported because they were not seen as "college readiness" initiatives though, by our definition, they most certainly are; many programs were so new that the home institution thought it was premature to report them; many institutions felt they should limit their number of submissions to a few of their best examples; and some institutions have told us that the central administration does not have a firm grasp on the college readiness programs that involve their campus.

Based on what we learned, it is fair to say that most AASCU institutions are involved in some college readiness activity or initiative, but few are working across the spectrum of pre-k through grade 12 and most focus only on the academic aspect of readiness. If we are to succeed in improving college readiness among low-income groups, this must change.

Appendix A provides detailed information on the survey results, shares lessons learned by those responsible for programs, and gives examples of various college readiness programs (ranging from relatively simple, focused, time-limited projects to complex, comprehensive programs). Many of the examples can be easily adopted (or adapted) by AASCU institutions. Appendix B provides a list of the institutions that responded to the survey.

Act Strategically

While most AASCU institutions already offer one or more programs to improve college readiness, it is unusual to find an institution that approaches this work strategically. Instead, college readiness efforts are often episodic, disconnected from research and unexamined, and the result of individual rather than

institutional commitment and support. The economic times, the urgent need, and the complexities of better preparing students for postsecondary success require a far more strategic approach if future generations of P-12 students are to be college ready. It is critically important for our country, our states, our institutions and our future students. A strategic approach to college readiness is:

R: Research-based
I: Intentional
S: Sustained
E: Evaluated

Research-based

Two areas of research are important as institutions plan their involvement in strengthening college readiness. The first relates to understanding the elements of college readiness and when they are developed. The second area of research helps to identify effective programs. In this section, we highlight specific aspects of college readiness and when they are developed. Appendix A highlights specific programs.

Academic Readiness

Early Childhood. Those thinking about college readiness may not think first about early childhood education, but in fact, that is the time when the foundation is laid for later learning. Research has shown that quality preschool is the single most important factor in preparing at-risk students for elementary school,[35] and money spent on preschool education leads to enormous financial savings in later years.[36] Moreover, high-quality preschool education has a long-lasting positive effect on children's cognitive and social development and is associated with higher rates of high school graduation, college attendance and college graduation.[37,38,39] As James Heckman points out, "Early interventions targeted toward disadvantaged children have much higher returns than later interventions . . . society overinvests in remedial skill investments at later ages and under invests in the early years."[40] Despite these consistent findings, many at-risk students lack the opportunity for a quality preschool education.

President to President:
As presidents, there is much we can do to lead our institutions to respond to this need. We can use the presidential platform to talk about the importance of college readiness, its many dimensions and the need to reach children throughout the age/grade continuum. We can encourage relevant conversations at the department and college levels. We can require departments to set public engagement goals that relate to college readiness, and we can hold them accountable for achieving their goals. We can provide the support—financial and otherwise—for college readiness work, and we can recognize and celebrate its success. Each campus has its own culture, so what works on one cam-pus will be different from what works on another. But each of us must have a plan for how we will promote college readiness work at our institution.

Not all aspects of preschool education are equally important. Greg Duncan and his colleagues analyzed six large-scale longitudinal data sets from the U.S., Canada and Great Britain and looked at the relationship between several measures of school readiness and later school performance. They found that "early math concepts [such] as knowledge of numbers and ordinality were the most powerful predictors of later learning."[41] They identified other less powerful predictors, including "vocabulary; knowing letters, words, and beginning and ending word sounds; and attention skills." Other studies have confirmed the importance of early math skills.[42,43] One confirmatory study44 reported that attention skills, receptive language skills, attention problems, fine motor skills, and behavior were also related to later school success, but math skills showed the strongest relationship.

Other important predictors of later school success are early language skills and vocabulary knowledge,[45] both of which are related to socio-economic status.[46] Some estimate that a child living in a very low-income family will have "accumulated experience" with 30 million fewer words than a child from a professional family.[47] Imagine the challenge that students from low income backgrounds face when they enter school: Not only do they have much to learn—new concepts, how to follow directions, etc.—but they may also be struggling to decode (to derive meaning from) what is being said to them.

Though few survey respondents indicated that they are working with preschool children, this is an important area for involvement by AASCU institutions. *Quality preschool can change a child's future.*

Elementary School. In grades one and two, students learn to read, but starting in third grade, they are expected to read to learn. If students are not reading at grade level by third grade, they are likely to be significantly disadvantaged throughout the rest of their education. In 2011, the Annie E. Casey Foundation reported that students who are not proficient readers by third grade are four times more likely to drop out of school compared to those who are proficient readers.[48] The foundation also reported that 88 percent of high school dropouts were "struggling readers in third grade." Thus, AASCU institutions can make a significant contribution to readiness by working with local schools to ensure that students are able to read at grade level by the time they are in third grade.

Mathematics continues to be important throughout elementary school. Based on analyses of two large data sets, Greg Duncan and Katherine Magnuson concluded, "Children with persistent math problems in elementary school were 13 percentage points less likely to graduate from high school and 29 percentage points less likely to attend college."[49]

Middle School. Educational achievement can be thought of as a pyramid in which each succeeding level builds on what the student mastered at an earlier level. Consider, therefore, the implications of these findings: Only 35 percent of eighth graders scored as proficient (competent) or above on the 2011 NAEP mathematics test[50] and only 34 percent of eighth graders scored as proficient or above on the reading test.[51] This does not bode well for students' future academic success. Reading and mathematics are so critical to students' future academic success that AASCU institutions are urged to work with their local P-12 districts to improve reading and math skills at the middle school level. If students are proficient in reading and mathematics by the end of eighth grade, there is a greater likelihood that they will be college ready at the end of high school. As Nora Fleming reported in Education Week, "The academic level students achieve by 8th grade has a bigger impact on college and career readiness and success than anything that happens academically in high school."[52]

High School. ACT scores suggest that the majority of high school students are not academically prepared for college. As indicated earlier, in 2011, only 25 percent of the ACT-tested high school graduates met the college readiness benchmark in all four subjects: English, reading, mathematics and science. Sixty-six percent met the benchmark in English; 52 percent in reading; 45 percent in mathematics; and 30 percent in science.[53]

Mathematics is particularly important for future success. Research has shown that success in high school mathematics predicts success in college, regardless of major.[54,55] When considering success in college-level science courses, success in high school mathematics is, surprisingly, a better predictor than is success in high school science.[56] A study reported in 2011 concluded, "Two of the four subtests of the ACT, English and Mathematics, are highly predictive of positive college outcomes while the other two subtests, Science and Reading, provide little or no additional predictive power."[57]

AASCU institutions should work with their local high schools to ensure that students complete a rigorous high school curriculum. A study relating high school preparation to postsecondary persistence of first-generation college students found that when the rigor of the secondary curriculum increased, the percentage of students needing remediation decreased significantly.[58] The study also found that a rigorous high school curriculum was associated with a greater likelihood of college persistence.

Personal Readiness

There is far less research about the relationship between non-cognitive factors and academic achievement than there is about the relationship between cognitive skills and later academic success. There is not even agreement—or

much research—on which non-cognitive factors are most important to academic success. Part of the paucity of research is due to the challenge of measuring non-cognitive factors. Despite this, we must recognize that the likelihood of attending and successfully completing college depends on more than academic readiness. The personal factors cannot be ignored.

Which factors are likely to comprise personal readiness? One frequently mentioned factor is motivation, which has been shown to significantly influence academic success and can be increased.[59] Self-efficacy[60] and academic self-concept[61] are also related to academic achievement. Other traits frequently mentioned in the literature are self-regulated learning; pro-social and anti-social behaviors; social engagement; and coping and resilience.

The development of specific skills that help one to succeed in college is also important. These include priority setting, time management, the ability to focus on a goal until it is achieved, study skills, the ability to work in groups, test-taking skills, and a willingness to ask for help. One also needs "college knowledge"[62]—the ability to navigate the admissions process, register for classes and take advantage of the support services offered by our universities. College knowledge includes understanding the financial realities of college. Some students are reluctant to apply because they don't understand the difference between the "sticker price" of college, which they know they cannot afford, and what they would actually have to pay. Some students understand that financial aid is available, but they—and their families—find the financial aid application process too overwhelming to tackle. And although some students are able to navigate the process and receive considerable financial aid, they then often lack the skills to manage their funds or plan for their future financial needs. Students who have college knowledge are more likely to enroll and be successful in college, but these skills are often lacking—although especially needed—in students from low-income backgrounds with little or no history of college going in their families.

Students living in areas of concentrated poverty are often faced with under-resourced schools in high-crime and neglected neighborhoods. For many of these students, having a mentor/tutor can be transformative; the mentor/tutor may be the first adult with the time to take an interest in the student's well-being. Mentoring/tutoring programs can instill and increase the college-going aspirations of elementary, middle and high school youth by providing them with new perspectives on post-secondary education while giving them the sustained academic and personal support they need to get there.

Mentoring programs can increase GPA and reduce truancy among pre-collegiate youth.[63] Student mentors from our institutions can serve as role models and empower at-risk youth to graduate from high school and consider some form of

higher education. They can also provide much needed college knowledge. The mentors also benefit from the experience: It enhances the mentor's leadership skills, contributes to the development of professional skills, and provides community service experience.

It seems particularly important for AASCU institutions to consider addressing the personal factors, precisely because so little attention has been directed toward their development. However, because less is known, we may find it more difficult to locate research upon which to base our programs.

Social Support

Social support is defined as having a familial or other support system to help one succeed in college. This support can make a huge difference at both the pre-college and college level. It affects academic achievement, personality development and goal setting. While most students don't enter college until their late teens, the goal of attending college often begins at a young age. Those from middle- and upper-income levels often report, "My family never talked about whether I would go to college. The issue was always where I would go." Social support helps prevent a student from dropping out. It's not unusual to hear about someone who would have dropped out of high school or college talk about the intervention of a family member or other significant adult who provided the emotional support to sustain the student over a difficult period.

President to President:
Students living in poverty are more likely to have parents who are not college graduates and are not familiar with what it takes to prepare for college. Presidents should be sure that their institutional strategy includes engaging parents as well as children, since we know that parental support can make a significant difference in the likelihood of students succeeding.

Social support from one's family is likely to be most effective. Across a child's lifespan, family support leads to "improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation."[64] Sadly, not all children are the beneficiaries of family support. Students in higher-income families tend to receive more support than students in lower-income families. In some cases, students from low-income families are actively discouraged from education, particularly postsecondary education. The reasons for the lack of support are many and varied and might include any of the following: lack of understanding of the value of education; little awareness of how to be supportive; the need to attend to pressures of day-to-day survival; language barriers between parents and schools; limited involvement in parenting due to drug or alcohol use or significant health problems; a feeling of intimidation or exclusion relative to the schools; and the list goes on and on. The fact that there is less family engagement for children in lower-income families does not mean that family engagement cannot be

strengthened, but it is likely to require that families be helped to understand why and how they can make a difference.

Helping families overcome the barriers that prevent them from providing social support holds considerable promise for Latino children[65] because the family is the critically important social unit and the extended family plays an important role. A good reference on how families make a difference is the set of three briefs offered by the Harvard Family Research Project (HFRP), each covering a different grade range: early childhood, elementary school, and middle and high school.[66] The HFRP offers other materials related to family engagement in their children's education; some describe programs to strengthen family engagement.

Ideally, our institutions should work with the schools to strengthen family support, but when this proves ineffective, other sources of social support must be developed. Children can learn to accept support from persons outside the family. Other adults or older children can be important sources of support. Mentors can make a difference, though it is questionable whether short term mentoring can have a lasting impact

Intentional

The second characteristic of a strategic approach is intentionality. An intentional effort is based on local needs and context. What the research tells us about national needs is a starting point, but we must work with our local community and local schools to determine their needs. Rural areas likely have different needs than urban areas; small schools have different needs than large ones; and schools with large immigrant populations have different needs than those with few immigrants. In designing specific initiatives, think locally!

An intentional effort looks at the relationship between university assets and local needs. We must have the capacity and the expertise within our institution—or be willing to build it—before we commit to any initiative. This is critically important, as we must not promise the community more than we can deliver. The university

President to President:
As presidents, we must ensure that our campuses have the resources and expertise to partner with the local schools. If we lack these—particularly expertise—then we must decide whether to build it. Above all else, we must not promise what we cannot deliver, as that will seriously impede the kind of community-campus relations we are trying to build.

President to President:
Presidents need to insist that campus units carefully plan their college readiness work. They should have specific annual goals and carefully identify partners within the community; with that partner (or partners), develop a written plan for the work they will do together. As presidents, we should insist that a detailed, written plan is developed prior to the start of any work.

and the local community must have shared, realistic expectations or we risk creating poor community relations that can take years to overcome.

An intentional effort to strengthen college readiness should be carefully planned by all of the partners. The initiative should be based on sound theory or proven practices. The plan should include clear goals stated in measurable terms. There should be a thorough description of the initiative, a statement of who will have responsibility for each aspect of the initiative, and a detailed list of the resource requirements along with information on who will provide the needed resources. Often ignored, but vitally important, is an exit strategy, which must address three different possibilities: (1) the initiative is effective, is planned for a specific length of time and is now complete; (2) the initiative is of unspecified duration and one or more partners wish to terminate it; and (3) the partnership or the specific initiative is not working. A written agreement that clarifies all aspects of the planning will provide a roadmap for resolving differences that arise later.

Sustained

The third characteristic of a strategic approach to readiness is sustainability. We need to sustain our specific initiatives, being sure to continue a program for the period we originally promised (provided that the program appears to be effective), and we need to sustain our overall commitment to increasing college readiness.

Sustaining an Initiative

An initiative is more likely to be sustained when it is the result of a collaborative effort. Moreover, it is more likely to be successful. At a minimum, the university should work with at least one community partner, often an existing school or school district. But collaborations can also involve other colleges and universities, nonprofit organizations, government and business leaders, and the region's philanthropic leaders. By working with a community partner, the university is likely to be accepted by the community, to have the cooperation needed to implement a program, and to be perceived as helpful rather than intrusive. By taking advantage of the knowledge and experience that the community can offer, we will provide better and more appropriate programming. Moreover, the community can contribute important resources, such

President to President:
Although our campuses cannot solve the problems of our communities, we have an indispensable role to play. We can collaborate with community partners to address the challenge of college readiness. But collaboration isn't easy and it must occur at all levels, from the president to those implementing the programs. It is nice for a president to have lunch with the school superintendent, but that is not collaboration (though it may be the first step toward creating one). We should not forget that presidents have the ability to convene, and we can use this to foster collaboration among a variety of organizations within our community.

as space, materials and linkages to students and their families. The university cannot solve the problem of insufficient college readiness—nor should it assume responsibility for doing so—but by working with the community, it can make a significant contribution.

Sustaining a particular initiative is more likely when there is an initial commitment from all who will be implementing the particular program, as well as from the administration of the university and its partners. Program planning must include those who will be doing the work. Participants must understand the extent of their commitment, the support they will get for their work, the recognition that will be forthcoming (that is, how the work will contribute to the person's evaluation), and the resources that will be available to the program.

Earlier it was suggested that a university must have the expertise and capacity for a particular project or be willing to build it. A creative way to do this—and one that leads to sustained effort—is to hire one or more faculty members who are responsible to teach half-time and be involved with specific college readiness programs half-time. Because their work assignment includes college readiness, they remain involved and sustain the various projects.

Sustaining our Commitment

Public Policy. History has shown that the federal government can significantly impact higher education's focus and priorities, as well as enrollments. The research commitment that pervades higher education is at least partially attributable to the fact that the federal government invests billions of dollars in research. Federal initiatives, such as the GI Bill and Pell Grants, have significantly influenced postsecondary enrollments. However, neither the federal government nor, for that matter, state governments, have shown an interest in supporting the type of work discussed in this report. Consider the possibility of a legislative mandate in your state, one that requires public universities to be involved in strengthening college readiness. In all likelihood, it would then be easier to align our institutions to support the work. It would be easier to convince the doubters on our campuses that public universities have a responsibility to be involved with this work, and it would be easier to argue that the state must help fund the work.

President to President:
This work is now likely to be robust and sustained without public policy support. One of our many roles as presidents is to influence public policy in support of efforts that benefit our campuses and communities. Presidents, superintendents and school board presidents should enlist the support of elected officials by providing them with a cost benefit analysis to fund college readiness initiatives. This document provides the arguments and supporting evidence to work on influencing public policy in your state.

As stated earlier, the U.S. spends more money on education compared to other industrialized countries. However, our universities do not receive funding to support P-12 education. For us, working to improve college readiness initiatives has a net—and sometimes significant—cost to the university, which is what makes sustaining it so difficult. Grants and gifts can help, but if public money were forthcoming from either the state or federal government, then financially sustaining the work would not be a problem. Changing public policy is not easy but, as a first step, university leaders need to educate their legislators as to the benefits of strengthening college readiness and the role universities can play. This report, combined with state and local data, provides important arguments you can use.

Alignment. To the extent that this work is person-dependent—whether that person is a faculty member, the provost or even the president—it is unlikely to be sustained. We need to institutionalize the work for it to be sustained, and alignment is an effective and powerful tool to institutionalize the work. When aligned, all units within our institution, even those that seem remotely related or even unrelated to the work, support college readiness goals in a manner appropriate to the unit. In other words, alignment is not just an issue for academic affairs or student affairs; it is an issue for every unit and every dimension of the university. Some of the elements that must be aligned are rather obvious; others less so.

President to President:
The president is the only one who can assure institutional alignment to support college readiness efforts. By appointing a committee, composed primarily of faculty members, to conduct an alignment analysis and develop a roadmap for further alignment, you will send the campus a powerful message about the importance of college readiness work; sensitize the entire campus to how our diverse offices can and must work together; and strengthen the campus's capacity for working with local schools to increase college readiness. When the committee's work is completed, we must ensure that the roadmap is followed.

In their book, *Becoming an Engaged Campus: A Practical Guide for Institutionalizing Public Engagement,* Carole Beere, James Votruba and Gail Wells[67] identified 15 institutional elements that should be aligned in support of a particular goal. The elements are:

- **Vision, mission and values:** Since these are the documents from which all university work flows, aligning these is critical. Strengthening college readiness should be reflected in the institution's vision, mission and values. For many, this is the first step in committing the institution to college readiness work.

- **Planning and goal setting:** The institution's goals and strategic plan should make very clear the commitment to college readiness. If college readiness is

not specifically called out in planning documents at every level—university, college and department—then it will be difficult to sustain or expand the commitment to college readiness. Specific department goals and annual review of their attainment goes a long way toward increasing high quality college readiness work.

- **Internal and external resources:** Improving college readiness generally requires resources but rarely generates revenue. Thus, financial resources must be set aside to support the work. The commitment to increasing college readiness should be reflected in the institution's base budget and fund-raising goals, and both grants and gifts should be sought to support the work. Regardless of whether the support is internal or external, there must be sufficient financial support to enable a project to be successful and sustained.

- **Facilities and environment:** Every project requires some facilities support. The facilities may be provided by the campus or the community, but they must be adequate to implement the project. If the project brings collaborators or program participants to campus, there must be adequate, readily available parking.

- **Internal policies and procedures:** Universities are complex organizations that understandably operate with many policies and procedures that can have unintended consequences that create barriers for those trying to implement college readiness programs. Internal policies and procedures should be reviewed regularly to determine whether they support or impede college readiness programs. Someone should have the authority to help navigate the policies, overrule those that need to be modified to support this work, and allow project directors to focus on the project itself.

- *Leadership selection, evaluation and development:* The commitment to college readiness should be reflected in the recruitment, hiring and evaluation of administrative leaders. Without leaders who support this work, it is unlikely to blossom and grow. When there is unequivocal and vocal support from the president, vice presidents, deans and department chairs, faculty and staff are more willing to get involved. This means that the hiring of campus leaders should consider commitment to this work, and current leaders should be evaluated on their contribution to the work. Professional development can go a long way toward helping campus leaders to understand the reason for the campus commitment to college readiness and the ramifications of future success in these endeavors.

- **Organizational structure:** The organizational structure should support the work, and people doing the work must know where to go for help. Most often college readiness programs are implemented by faculty. They likely have a

commitment to the work and see ways to involve their students, but they have little time or patience for the administrivia that often accompanies the work. For this reason, a campus home for the work is very important. In addition to supporting those doing the work, it can help to promote the work, increase how much is being done and celebrate quality work that is underway.

- **Faculty and staff recruitment selection, orientation and professional development:** Without a commitment from faculty and staff, it is unlikely that much will be undertaken or accomplished. As a result, the selection of whom we hire is critical. More will be accomplished in a shorter period of time if we hire people who already believe in the importance of this work. Converting current faculty and staff takes longer. However, we can't stop with hiring; we also have to provide a solid orientation and strong professional development to help faculty and staff learn to effectively implement college readiness work, to understand the support the university will provide, to know how to locate and avoid landmines along the way, and to be prepared to evaluate their programs.

- **Individual incentives and rewards:** We know that faculty and staff look at what the institution values and what it rewards. They use this information to decide where to invest their limited time. Thus, the reward system must recognize the importance of working to strengthen college readiness: campus leaders must tout its value; budgets should reflect the work's importance; the work must be given visibility on and off campus; and success should be celebrated. Altering policies for tenure, promotion and merit pay is indeed challenging, but it is one of the most important steps a university can take to motivate faculty and staff.

- **Unit level incentives and rewards:** When faculty and staff are involved in college readiness programs, it adds work and possibly costs to their home departments. Moreover, department colleagues, and especially department chairs, are able to influence how faculty and staff elect to spend their time. For that reason, it is important to recognize and reward units for exemplary involvement in college readiness initiatives.

- **Rituals, awards and ceremonies:** Universities typically grant all sorts of awards: outstanding teacher, best athlete, outstanding alumnus. These awards communicate what we value. Granting an award that recognizes an outstanding college readiness program communicates that we value the work and the persons doing the work. We can hold a ceremony to grant the award, recognizing both the faculty/staff contribution and the partner's contribution. Alternatively—or perhaps additionally—we can celebrate all of our college readiness programs with a reception, luncheon or other event appropriate to campus culture.

- **Curriculum and student educational opportunities:** Involving students in college readiness initiatives provides significant benefit to the students, as indicated in a later section of this report. One cannot assume, however, that students will voluntarily become involved. Like all of us, they have enormous demands on their time. But, when the work is tied to a class, students have greater motivation to participate; they will likely derive greater benefits because they will have a sustained experience tied to their curriculum and they will be able to share their reflections with their fellow students.

- **Information and reporting systems:** By tracking and reporting this work, we communicate its importance to the university. This also provides us with a baseline from which we can assess progress, and a basis for reporting to external constituencies about our commitment to the larger community outside the university.

- **Evaluation and accountability:** Evaluation of individual projects is discussed below, but it is also important to be accountable for the institution's overall contribution to improving college readiness. This can be done by looking at the contribution of individual departments or colleges, especially when they establish annual college readiness goals. Units should be held accountable to achieve their goals, and reporting should be done at least annually.

- **Communication, both internal and external:** Communication serves a variety of diverse purposes, including enhancing the university's image; celebrating and honoring the faculty and staff who are successful; motivating more people to become involved; facilitating discussion of the challenges and rewards of becoming involved; being accountable to the university's diverse constituencies; and even recruiting students. We should ensure that people on and off campus understand the far-reaching benefits of improved college readiness and the university's commitment to working on this challenge. We should brag about the work we are doing and the impact it is having.

An aspect of alignment not mentioned by Beere and her colleagues is alignment with the governing board. If the board actively supports this work, it is easier to convince the faculty and staff of its importance. In fact, the board can

President to President:
Presidents need to be sure board members understand the importance of strengthening college readiness. Share with your board your long-term vision and explain how you will strengthen college readiness and how the campus will benefit. Boards can help promote the value of this work to groups outside the university. Presidents who lead institutions within a system should engage the board, the chancellery and fellow presidents to develop a system-wide college readiness initiative. A state-wide effort between the university system and P-12 can yield a high return on investment, increasing the number of students who enter with the skills and support to succeed in college-level courses.

play a significant role in encouraging the work by requesting specific goals for increasing college readiness, periodic reports on the success of the initiatives, and regular updates on progress. On a campus where there is considerable resistance to this work, the board can be a powerful ally for institutionalizing a commitment to increasing college readiness.

A campus ready to make a deep commitment to strengthening college readiness can conduct an alignment analysis in which a committee of faculty and staff looks at each of the dimensions listed above and determines the extent to which it is aligned to support college readiness work. The committee can issue a status report, indicating the current state of alignment, and a roadmap showing the steps that should be taken to strengthen alignment. Aligned institutions are likely to make significant and sustained progress toward strengthening college readiness; those that are not aligned may have short term gains but are unlikely to be able to sustain the work.

Evaluated

The final aspect of a strategic approach to enhancing college readiness is evaluation. No doubt, those working to increase college readiness believe that what they are doing will make a positive difference. But "believing" is not a substitute for having evidence. Of those responding to the AASCU survey, 77 percent reported using some form of evaluation, but it was most often anecdotal evidence or participant satisfaction surveys. It was not unusual for project directors to report that participants "liked" the program, or enrollments were increasing in particular programs. They often looked at input measures, such as the number of children served or the number of sessions held. While these all provide interesting and potentially useful information, they do not substitute for objective evidence of impact.

President to President:
Presidents should make clear their expectation that all college readiness initiatives must be evaluated. How else can we know whether our resources and efforts are having an impact? Evaluation should be a requirement for project funding.

Whenever possible, we should implement programs that rest on sound theory or research that suggests the initiative will increase college readiness. But even basing an initiative on theory or research does not obviate the need for systematic evaluation. We are quick to acknowledge, however, that the evaluation of college readiness initiatives is not easy.

Both formative and summative evaluation are important. Formative evaluation, conducted while the program is underway, will tell us whether we are implementing the program as planned and identify areas where we may be able

to strengthen it. It will also tell us whether we need to refocus the program. We should not be judged by the results of formative evaluation; rather, we should view the results as helping us to improve the program. Summative evaluation looks at whether the program accomplished the goals set forth at the outset. It should help us determine whether the program should be repeated, whether it needs to be modified, and whether the benefits justify the costs. Summative evaluation fulfills our responsibility to be accountable to our various stakeholder groups. A positive evaluation can even help generate financial support for continuing or expanding a program.

Evaluation planning must be done prior to the start of a program. It begins with questions, such as: What should we measure and when should we measure it? Answering these questions can be very challenging because the desired outcome, improved college readiness, may occur long after the recipient has completed the program. For example, preschool programs affect college readiness, but the length of time between preschool and college entrance is too great to use college-going rates, college grades or college entrance testing as the outcome measure. So much occurs in the years between preschool and college that, even if one could locate the original participants, it would be extraordinarily difficult to draw any conclusions about the preschool experience based on college-level indicators. Instead, one has to identify indicators that occur closer in time to the "treatment." For a preschool program, it is reasonable to look at measures of performance in kindergarten or early elementary school. Likewise, a mathematics intervention program targeted to third graders could look at mathematics performance in fifth grade.

Identifying an appropriate assessment tool is relatively easy when the initiative is targeted to cognitive outcomes. Identifying an assessment tool when we are trying to strengthen personal readiness or social support is far more difficult. Jeffrey Rosen and his colleagues[68] conducted an extensive review of the literature relating non-cognitive variables to academic success. Their report describes the various measures used in the published research and may help those looking for appropriate assessment tools.

A major obstacle to appropriate evaluation is that project directors, who generally have a strong—even passionate—commitment to the work they are doing, are unlikely to have the necessary skills to conceptualize a quality evaluation plan. Moreover, project directors lack the objectivity to evaluate their own programs. Contracting with professional evaluators overcomes these problems but tends to be very costly, and since the work rarely generates revenue, it is rare that funding for evaluation is available. The exception is with grant-funded projects in which evaluation is a requirement of the grant. There is no perfect solution to the unfunded evaluation challenge, but one approach is

to have our own faculty with expertise in program evaluation or research design and statistics assist or at least advise on the evaluation.

Evaluators should also consider the impact, both short term and long term, on current students and faculty who are implementing the college readiness program. Ideally, there should be a positive impact; at the very least, it should be neutral. If it is negative, we have a serious problem that must be addressed.

There is an excellent and comprehensive website intended to "provide guidance toward planning and implementing an evaluation process for . . . nonprofit programs." It can be found at http://managementhelp.org/evaluation/program-evaluation-guide.htm. There is no charge to access this site, which includes information covering all aspects of evaluation and lists additional online and print resources.

Moving Forward

College readiness programs range from nascent to well-developed, from simple (one age, one aspect of readiness) to highly complex (all ages, all aspects of readiness). Every campus needs to think about what is likely to be most effective in moving their university forward in this domain.

How your campus moves forward is undoubtedly a function of where the campus is now. Campuses that are not already involved in this work might start by having conversations with one or more local school districts, looking at the needs of the district and mapping them onto the capacity of the campus. Faculty in teacher education can be helpful in creating linkages between campus and local schools, but college readiness is definitely not the sole responsibility of those in teacher education. Campus-community discussions are likely to lead to one or more projects done in partnership with the schools.

School districts typically think of college readiness as something that occurs late in high school and focuses

President to President:
The president must be the chief spokesperson and advocate for establishing the goals of a comprehensive, multidimensional approach to the development and execution of a college readiness initiative. The president has to mobilize and lead the entire campus community to develop a strategic approach to college readiness, to determine the campus' focus and path for moving forward. Presidents need to promote partner-ships between our institutions and the P-12 community. It is critical for the president to share this report with the provost, other members of the senior leadership team, faculty governance leaders and student government leaders. It is also important that the president share the report with the leadership of the P-12 partners, elected officials and other external constituents. The president should take advantage of both internal and external speaking opportunities to promote college readiness work. We must support college readiness work with our words, our actions, our documents (e.g., mission statement, strategic plan) and our funding.

on academic preparedness. In discussions with the local schools, it is incumbent upon the university to emphasize that college readiness initiatives should occur at various points along the age/grade continuum from preschool through high school, and college readiness is more than academic readiness.

For campuses that are ready to expand their on-going work to more ages and more domains of readiness, it is time to look at strategic approaches to advancing college readiness. The R.I.S.E. model provides a path for doing this. Are the campus' college readiness approaches reaching different ages? Are the programs research-based? Is the work intentional and sustained? Is it being evaluated? Inventorying the campus' college readiness programs will answer these questions and provide a basis for deciding how best to expand the work to reach diverse age groups and incorporate different aspects of readiness. Many campuses will be surprised to learn how much they are already doing.

A campus, regardless of how deeply involved it is in college readiness work, might consider convening diverse community partners to discuss ways to work together. After all, the more partners there are, the more resources there are to address the problem. In addition to campus and school representatives, collaborators can include other colleges and universities in the region, community non-profits, and government and business leaders. The last-named group is often overlooked, but they can be enormously helpful with ideas, funding and person power. After all, our local businesses need an educated workforce in order to grow and prosper.

Community partners may wish to start slowly, or they may embrace a comprehensive approach that touches all points on the age/grade continuum and all aspects of readiness. There are some powerful models for comprehensive approaches to college readiness, including STRIVE,[69] *Say Yes to Education*[70] and Promise Neighborhoods.[71] Each is described in Appendix A.

However a campus elects to move forward, funding is likely to be a challenge, particularly at this time when public universities in the majority of states have been experiencing significant budget cuts. Funding is critical to begin the work and to sustain it, yet college readiness initiatives very rarely generate revenue. While we can suggest eight potential sources of funding, we recognize that it is a significant challenge to secure funding. Potential funding sources include:

- **University internal reallocations.** For many universities, this is the most commonly used source of funds for college readiness initiatives, and of course, this is what is in scarce supply during these financially difficult times.

- **State and federal grants.** In general, there is little to no governmental grant support specifically for college readiness initiatives, but with some creativity, it may be possible to build this work into grants that have a different primary focus.

- **Special state allocations.** Some states (e.g., Kentucky) have allocated money specifically to support work with the external community. It may be possible to influence your state to consider this option.

- **City and county funds.** Because increasing college readiness very directly affects the local community, a given region might be able to secure local government money for this work.

- **Foundation grants.** There are national and local foundations that may be receptive to proposals to support partnerships between our institutions and the local P-12 schools. Some communities have found their local United Way to be a strong partner for addressing some of the challenges that relate to career and college readiness, especially for younger children.

- **Corporate gifts and grants.** Local corporations and businesses need an educated workforce. As a result, it is in their self-interest to support work that leads to enhanced college readiness.

- **Private gifts.** With a solid understanding of the importance of this work and the nature of the potential interventions across the age/grade continuum, your development office may be able to identify potential private donors who will support this work.

- **The local P-12 schools.** Your school partners may have various sources of funds that can help support your work with them. While they are not likely to transfer money to the university, they may be able to share in the costs, and they may be able to secure external funding that is not directly available to our institutions.

Moving forward to address the challenge of college readiness may feel overwhelming. There is so much to be done, so many services that are needed at so many levels and with limited financial resources to invest. No one campus can address all of the needs. One initiative does not need to address all age groups or all aspects of readiness. Each campus must approach college readiness in a way that is most effective for that campus. Appendix A provides many examples of programs that are taking place at AASCU campuses, and these provide ideas for what your campus might consider.

FOUNDATIONAL PROGRAMS

P-12 student success is a shared responsibility among students, their families, schools and community members—one that requires community-wide collaboration, commitment and constancy of effort. The Task Force recommends that AASCU institutions work collaboratively with their communities to identify regional needs and programs that can meet those needs. At the same time, the Task Force recommends four programs that should be implemented on all of our campuses. These are: strong teacher preparation programs; alignment between the P-12 and postsecondary curriculums; provision of timely and useful feedback to the high schools regarding the performance of their graduates; and availability of dual credit classes.

President to President:
Presidents need to ensure that their campus has the four foundational programs described here: strong teacher preparation programs; alignment between the P-12 and postsecondary curriculums; timely feedback to the high schools; and dual enrollment/ dual credit classes.

Strong Teacher Preparation Programs

AASCU institutions and the P-12 schools are locked in an inseparable relationship of mutuality. Outputs from the P-12 schools are our inputs, and the teachers we prepare are their inputs. Many of our schools began as normal schools, and that long and proud history continues to express itself, particularly as a focus on teacher education. That focus must be expressed in the form of exceedingly high quality pre-service and in-service programs.

The evidence that teacher preparation affects student learning is unequivocal. NAEP reported in 2011 that, in every year since 2005, students in grades four and eight whose teachers had master's degrees had higher reading[72] and mathematics[73] scores than students whose teachers did not. As was pointed out in *Measure for America 2010-2011,* "Teacher quality is the most decisive classroom factor in student achievement."[74] The implications for our teacher preparation programs are clear: We must offer the highest quality teacher education programs and ensure that all teacher graduates are prepared to excel in the classroom. Strong teacher education programs that are closely tied to the region's P-12 schools have another, less direct, benefit: they lay a strong foundation for good relations and healthy partnerships between various university departments and the local schools.

Like all of the work that the Task Force recommends, our teacher education programs must be research-based, up-to-date and effective. This is our

commitment to our history and our responsibility to our current pre-service teachers, as well as to the students they will serve.

Quality teacher preparation programs should be grounded in disciplinary knowledge and research and reflect the most current thinking on P-12 education. Teacher education should be embraced as an institution-wide responsibility, with appropriate resources including high caliber faculty in the arts and sciences, as well as in education. Quality P-12 teaching, however, requires more than subject knowledge. Teachers must be able to help children learn subject matter. This requires that students preparing to teach are sensitive to cultural and linguistic diversity, understand how children learn, are educated on the subject of child and adolescent development, and are knowledgeable about classroom management techniques. To this end, providing students with teaching experiences in actual classroom settings is essential. A graduated sequence of clinical experiences, developed through robust partnerships with P-12 schools, should begin early and extend throughout the preparation program. Faculty with experience in P-12 schools should guide and supervise students in clinical experiences, and should evaluate student performance relative to teaching standards. Quality teacher preparation programs evaluate their graduates' teaching proficiency and effectiveness in promotion of P-12 student learning, and use results to improve local programs and the profession. Graduates and their employers are contacted regularly to gather information for program improvement. They utilize best practices developed locally and nationally to provide students with the most current and credible professional preparation possible.

P-16 Curricular Alignment

According to Alene Russell, senior state policy analyst at AASCU, a primary reason why college students require remedial courses is "the misalignment between high school and college expectations."[75] In other words, misalignment is a major contributor to the lack of college readiness. The far-reaching negative consequences of misalignment should lead us to work with our local schools to answer questions such as: Is there alignment between our region's high school curriculum and our college curriculum? Is the transition between high school and college courses seamless? Are there similar expectations in high school and college classes?

The Common Core State Standards (CCSS), which have been adopted by 46 states and the District of Columbia,[76] are designed to align the K-12 curriculum "with college and work expectations."[77] Standards have been established in mathematics and English language arts, and work has begun on creating science standards. Therefore, to the extent that your state has adopted the standards

and the local districts have followed suit, the answer to the questions in the prior paragraph may very well be "yes, in two areas with a third one on the way."

Recognizing that P-12 and higher education leaders must collaborate on the implementation of the CCSS, AASCU formed a partnership with the Council of Chief State School Officers (CCSSO) and the State Higher Education Executive Officers (SHEEO) to promote broad implementation and utilization of the CCSS. The AASCU/CCSSO/SHEEO partnership will focus on four major areas of work: facilitating meaningful dialogue on implementing CCSS among state and local education leaders; identifying strategies to improve college readiness; working with in-service high school teachers to identify and address existing problem areas in preparing high school graduates to be ready for college-level work; and incorporating the new common core standards across teacher preparation programs.

To further alignment—to align other disciplines or create alignment where the Common Core State Standards have not been adopted—high schools and colleges must work together. Alignment will occur only through joint planning, an openness to change, and an honest exchange of ideas on the part of the high schools and colleges. If you have a P-16 council or partnership in your region, you can use it to foster alignment; if not, take the lead in forming a partnership. In some states, the statewide P-16/P-20 council considers alignment as part of their mission. According to Diplomas Count 2008, "P-16 councils are one of the most popular vehicles for strengthening the connections between public schools and higher education. By bringing together key representatives from all levels of education, state government, business and the community, the councils seek to better align educational institutions from preschool through postsecondary."[78]

The importance and value of P-16 alignment in general, and the Common Core State Standards in particular, are examples of current thinking in P-12 education that should inform our teacher preparation programs.

Timely Feedback to the High Schools

For high schools to improve the college readiness of their graduates, they need feedback on how their students perform when they reach our institutions. For each graduate who matriculates at our university, we need to tell the sending high school what, if any, remedial courses were required; what courses the student took; and the grades that were earned. Because FERPA prohibits us from divulging information about specific students, we should either obtain signed waivers from individual students or, more simply, report consolidated data; that is, share collective information—for example, average number of remedial courses required, number of credits earned, number and level of

courses completed, grade point averages, etc.—for all graduates from a specific high school in a specific year.

Dual Enrollment and Dual Credit Programs

Many AASCU institutions are offering dual enrollment or dual credit programs as a way to increase the college-going rate and college-success rate in the region. Dual enrollment allows students to be concurrently enrolled in high school and college classes. The college classes might be offered at the high school, on the college campus or online. The "teacher" might be a high school teacher or a university faculty member. Dual credit goes a step further: Not only is the student taking both high school and college classes simultaneously, but for successfully completing a dual credit course, the student earns credit toward both a high school diploma and a college degree. At one time, dual enrollment and dual credit courses were reserved for high achieving students, but they are now seen as a strategy to encourage students to attend college and to strengthen their college readiness.

Oregon conducted follow-up studies on more than 15,000 students who took dual credit courses taught by high school teachers and then attended colleges in Oregon. The results were very positive. In comparison to students who did not take dual credit courses, the students were: more likely to attend college; more likely to persist to the second year; had a higher freshman GPA; and amassed more credits by their second year of college.[79] Further evidence of the benefits of dual enrollment can be found in a study published by the Community College Research Center at Teachers College, Columbia University. The research was based on data from students in Florida and New Yrk.[80]

For AASCU institutions that are considering adding dual enrollment programs or dual credit classes, it is important to recognize that they are not without their challenges: Who should be eligible for admission? Who should be allowed to teach the courses, especially if they are dual credit courses? What constitutes a legitimate college class? How will funding be managed? Will there be limits on the number of credits a student can earn? Because a large number of institutions already offer these programs, those just starting have many colleagues with whom they can consult. Moreover, there is a national organization that supports these programs, the National Alliance of Concurrent Enrollment Partnerships.[81]

LESSONS LEARNED

Those who submitted examples of programs they had implemented were later asked to tell us what lessons they learned from their experience. What might they do differently if they were to be starting the project now? What advice would they give others who are implementing college readiness programs?

The answers were many and varied. We have extracted the essence of the suggestions and organized them around nine themes. Because each suggestion resulted from experience with a specific program in a specific community, some of the lessons may have limited generalizability. Nevertheless, they all provide food for thought and can help those getting started to avoid later problems. Here are the lessons reported by those responding to our request for information.

President to President:
There are lessons learned by presidents. First, the work draws on our human and financial resources and is unlikely to be sustained unless supported with public money. Such support is more likely from states rather than from the federal government. Second, the responsibility for improved college readiness is not the responsibility of any one unit of the university. College readiness requires the efforts and support of the entire university community. Third, college readiness is multi-dimensional and develops throughout the entire age/grade continuum. To be effective, we must move away from the idea that college readiness is limited to academic readiness and we can deal with it in the last few years of high school. And fourth, no one university can do it all nor do it alone. We have to be strategic about how we approach college readiness, and we need compatible community partners with whom to work.

■ Carefully select the project you will implement and consider its scope.
- Start small, especially if you have no experience.
- Focus your program. Recognize that your program cannot solve all the educational, social, emotional and economic problems facing P-12 students.
- Consider whether there are existing programs that could be strengthened rather than creating new programs.

■ The right partners are critical for success.
- Establish and nurture strong partnerships; be proactive in building and maintaining relationships with key stakeholders and potential partners.
- Select a partner(s) who is (are) prepared to be collaborative.
- Be sure there is a basis for working together; for example, shared values or a common purpose.
- Good communication among partners is important for a successful project; listening is as important as speaking.
- Be sure to have support at all levels: the top, the middle and on the front line. For example, at the K-12 level, don't forget to get a buy-in from superintendents, principals and teachers.

■ Carefully select who will do the work.
  • The faculty and staff carrying out the project should have a passion for the work and believe that it can make a difference; they have to respect the population with whom they will be working.
  • People doing the work either need to have the expertise before starting or need to be properly trained for the work; this is true for everyone doing the work, but it is especially critical for our current students who serve as mentors and tutors.

■ Know your target group.
  • Understand their needs and the obstacles they face. If you are working with teachers, be aware that they have a tremendous workload and may not be happy about having more added.
  • Position the program as "value added" rather than as an add-on.
  • Incentives can help create motivation; positive outcomes can help maintain it.
  • Participants benefit from having a peer group involved in the project.
  • Active involvement by participants in the planning and implementation— once they've had some experience with the program—can increase buy-in.
  • Participants must see the project as relevant; this is especially true when working with high school students or teachers.

■ Planning must begin early.
  • Working with a multitude of individuals with different schedules requires time and patience and a significant amount of outreach on the part of those developing and implementing a program.
  • Build sustainability and scalability into the project plans.
  • Agree with your partners on resource contributions: time, money and effort.
  • Develop project goals in collaboration with your partners.
  • Program participants—P-12 students and/or teachers—may need special support to participate; for example, transportation.
  • Understand the bureaucratic hurdles and be prepared to overcome them.

■ Evaluation plans must be designed during the planning phase of the project.
  • Agree on common metrics.
  • Be sure the data you want to use will be available when you need it.
  • What you learn from evaluating a program can help inform future programs, as well as the current program.
  • Knowing what you will measure and how you will measure it allows you to plan ahead and helps keep your program focused.

- Set realistic expectations.
  - Not all participants will benefit or change in the direction that you want; some may not even buy in to the program; perhaps they were forced to participate or are reacting to other factors that work against your program.
  - Don't be surprised if the steps needed for program implementation take longer than you expect; be patient.
  - Be patient in dealing with the politics, yours and your partner's.
  - Change occurs slowly, another reason to be patient.
  - Immersion or intrusive-based programs are very effective but labor intensive.
  - Personnel changes are likely during the life of the project, especially in projects that occur over a lengthy period of time.

- Consider how you will sustain the program.
  - Funding can be critical for ensuring sustainability.
  - Disseminating information about your project to multiple audiences is crucial.

- The details are important but don't forget the big picture.
  - Remember your goal is to make a difference; this will help you stay focused when encountering barriers.
  - The work is sometimes time-consuming and difficult, but the payoff is potentially huge and very gratifying.
  - Don't forget to celebrate success.

WHO BENEFITS?

Successful college readiness programs are likely to consume scarce resources, the most important being faculty time, student time, facilities and money. Clearly this can only be justified if the work has the potential to yield significant benefits. In fact, it does! The benefits touch many groups and individuals: the country as a whole, our states, our individual institutions, our faculty and staff, our current students, previously under-prepared students and future college-ready students.

Students

College-ready students will be more likely to earn a degree and obtain a well-paying job. They are more likely to be employed in jobs that provide health insurance and retirement benefits. Their lifetime earnings will be higher. They will be better able to repay college loans. Without having to take remedial courses, they will graduate more quickly. They are less likely to smoke or be obese and more likely to exercise and, for women, breastfeed their children. Their children

are more likely to attend college.[82] They are likely to have higher self-esteem, report being happier, and live longer than if they had not earned a degree.

Even the students who would have been college ready without any intervention from our institutions benefit when their fellow students are college ready. The quality of their classes, class-related activities and overall academic experience is likely to be enhanced because their peers will be functioning at a college level. When our current students become involved in helping the next generation of students to become college ready, they benefit in several other ways: they have an opportunity to apply what they are learning in class to the real world; they derive satisfaction from helping others, which may carry over into volunteer activities in their post-college lives; they may develop "a better sense of self, increased self-confidence, and a clearer understanding of how to make a difference in one's community;"[83] and their work may lead to a stronger résumé, good networking connections and a deeper understanding of the challenges faced by many school-age children today.

P-12 Schools

Not surprisingly, partnerships likely lead to a greater achievement of goals. When P-12 schools work in partnership with our institutions and other community organizations, increased resources, such as knowledge, talent, person power and perhaps funding, will be dedicated to P-12 education. These additional resources will likely lead to better student performance. More children living in poverty will be successful P-12 students, graduating from high school and continuing on for a successful college career. These are success indicators for the local schools.

Faculty

Faculty generally find it more rewarding to teach classes comprised of students ready to learn, motivated and academically prepared. Classroom discussions are richer; students contribute equally to group projects; and the focus is on new material, not on material that should have been learned earlier. Faculty also benefit from being involved in helping P-12 students become college ready. Their community experience may influence what they emphasize in the classroom, the research they do and the real world examples they share with their students. They may discover that their college-readiness work provides new sources of satisfaction, exciting new challenges, an opportunity to test theories in the real world, and a chance to acquire new colleagues "in the field." For some faculty, working with P-12 schools may provide just what is needed to renew their waning enthusiasm.

AASCU Institutions

When more students arrive on our campuses ready to succeed, we will spend less on remediation and related support services. We will be able to redirect those savings to other institutional priorities. Our institutions will have higher retention and graduation rates. In some states, this will directly translate to increased public funding. (See, for example, the Complete College Tennessee Act.[84])

> **President to President:**
> College readiness is critical to the security of our nation. Increasing college degree attainment will depend on the partnership between higher education and P-12 in increasing the number of high school graduates ready to succeed in college. To strengthen college readiness, presidents must take a long-term perspective and must, to quote a cliché, stay the course.

Public institutions that contribute to their communities reap rewards in the form of an enhanced positive image. This, in turn, can lead to improved alumni and community relations; a better reputation as a first choice for future students; and more support from local businesses and community leaders. The institution may receive direct financial benefit or secure various types of non-financial support, such as backing for the university's stand on community-related issues. When the community sees the university as helping the community achieve its goals, business and community leaders are more likely to help the university achieve its goals.

Some educational leaders argue that the draconian budget cuts that many public universities have experienced in recent years are not due just to the financial challenges facing state governments. The cuts also reflect that some legislators see higher education as a private rather than public good. As a private good, it should be supported by those deriving the benefits: our students. We can counter this notion by showing our legislators that we are contributing to the public good by working in partnership with our local schools and communities to improve P-12 education.

The States

There is absolutely no doubt that both financial benefits and quality of life advantages accrue to the states where more of their residents are well educated. When a higher percentage of the population has at least a bachelor's degree, the residents tend to be better off financially: higher per capita pay, higher average annual pay, higher average household income and fewer people living below the poverty level, which means fewer people needing public support. The residents are also better off health wise: better overall health, [85] less smoking,[86] less obesity,[87] lower rates of infant mortality, more doctors per capita and fewer traffic fatalities per miles driven.[88] More education "pays big dividends for all of us in the form of increased civic engagement, greater

neighborhood safety, more tolerance, and a more competitive economy."89 For states to have a high percentage of people with college degrees, students entering college must be college ready.

The Country

With more students prepared for college, we will produce more college graduates and the country will be better prepared to compete in today's global economy. The country will be in a better position to catch up to other countries in such areas as biomedical research, energy development, transportation and a host of other vital areas where we are not the most advanced in the world. With a more highly educated population, high-paying technical jobs that are now sent to other countries—for example, the majority of General Electric's R&D work is done outside the U.S.90—will be filled by our own citizens. Our businesses will be able to fill the many jobs that go unfilled today due to a lack of qualified workers.

Other beneficiaries are those who underwrite college loans. The default rate for college dropouts is four times the rate of those who complete college. 91

CONCLUSIONS

This report provides unequivocal evidence of the need to improve college readiness, and by improving college readiness, we will also strengthen career readiness. College readiness is unlikely to be strengthened by the P-12 schools or our universities acting alone. Rather, the challenge must be addressed jointly. Immeasurable benefits will accrue to our future students, our faculties, our P-12 schools and our universities, as well as to our states and the nation. Failing to address this issue portends a dismal future for many of our citizens and the nation as a hole.

The responsibility for working with the P-12 schools is not the purview of any one unit of the university. While the most common survey response dealt with teacher preparation programs, the responsibility for improved college readiness cannot be left to teacher education departments

Pesident to President:
Strong presidential leader-ship is needed in the development of a comprehensive college readiness initiative involving every senior member of an institution's leadership team. The chief academic officer will need to identify faculty and other academic administrators who are willing to participate in this initiative; the chief student affairs officer will need to mobilize student clubs and other volunteers to mentor and tutor P-12 students; the vice president for administration and finance will dedicate funding; Advancement and Sponsored Research will need to secure external funding from government agencies and private foundations; and the chief information officer can develop online tutorial programs to help students prepare to enroll in college level courses.

or colleges of education. Those units are critically important, but improving college readiness requires the efforts of the entire university community working in partnership with the P-12 schools and community agencies.

We know that AASCU institutions already work with the P-12 schools in a number of important programs and make substantial contributions through that work. Many are deeply involved in programs to strengthen college readiness. Yet far too often, even with the best of intentions, the P-12 programs delivered by our institutions are scattered and disconnected. What is needed is presidential leadership and institutional commitment to create institutional intentionality.

To achieve a coherent set of thoughtfully designed and delivered programs, we suggest two critical areas of focus. First, work in the P-12 schools should traverse the age/grade continuum, from preschool through high school, with substantial emphasis at the younger ages. Second, programs should address three components of college readiness: academic, personal and social support. All are required for college success. The target of college readiness programs should be children growing up in areas of concentrated poverty, because it is this group of students—regardless of race or ethnicity—who are the most seriously disadvantaged educationally.

There are many national organizations and associations with missions that relate directly or indirectly to college readiness. There are associations that target virtually every topic that comprises readiness, and many can offer materials and other forms of assistance that will help you to develop specific college readiness initiatives. Appendix C includes a list of organizations and associations you may find helpful. While not comprehensive, Appendix C does include a significant number of relevant organizations.

Our institutions constantly confront the reality of limited time and limited resources. Therefore, the most cost-effective way to address remediation and lack of student success is to create coherent, integrated and intentional collaborative programs with the P-12 schools, which will significantly increase the number of students who come to us prepared to do college-level work. To create effective programs, AASCU institutions should develop programs that are Research-based, Intentional, Sustained and Evaluated.

The Task Force recognizes that no institution can do it all. What we each can do hinges on our experience and our resources. But if all AASCU institutions commit to partnering locally to strengthen college readiness, the impact will be enormous. For this to happen, AASCU presidents and chancellors must provide the leadership. The buck stops here!

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Appendix A: Survey Results

This appendix has two main sections. The first gives general information about a 2011 survey on college readiness initiatives at AASCU institutions and shares some broad observations about the survey results. The second gives programmatic examples from the survey, organized by target grade level: pre-k, lower elementary, upper elementary, middle school, early high school, late high school, and the P-12 continuum. The examples range from relatively simple, focused, time-limited projects to complex, comprehensive programs. They represent a small percentage of the submissions received in response to the survey and an even smaller percentage of the vast number of college readiness initiatives undertaken by AASCU institutions.

Survey Responses

A brief online survey was opened in March 2011 and responses were collected through January 2012. Presidents and provosts received periodic emails asking them to forward the survey link to directors of their "best and most innovative campus programs that work with P-12 students across academic, social and personal dimensions of college readiness." We received 258 responses, representing 124 institutions (31 percent of AASCU's membership) and seven systems. The 258 responses included 18 (7 percent) that did not have a direct relation to or bearing on college readiness (e.g., accelerated/gifted programs), leaving a total of 240 relevant responses.

We are able to provide summary information about the programs submitted in response to AASCU's request for college readiness programs. However, because the submissions represent only a small percentage of the college readiness work underway at AASCU institutions, we caution against generalizing from this information.

Grade Levels of Targeted Audience

The survey asked respondents to indicate the age or grade range of their targeted audience. Interestingly, there is a direct relationship between grade level and number of programs. Specifically, the largest number of reported college readiness activities targeted late high school (76 percent), then early high school (63 percent), middle school (51 percent), upper elementary (29 percent), lower elementary (22 percent) and pre-K (14 percent) *(see Figure 1).*

Figure 1. What Age Group(s) Does the Program Target?

Pre-K—14%

Lower Elementary—22%

Upper Elementary—29%

Late High School—76%

Middle School—51%

Early High School—63%
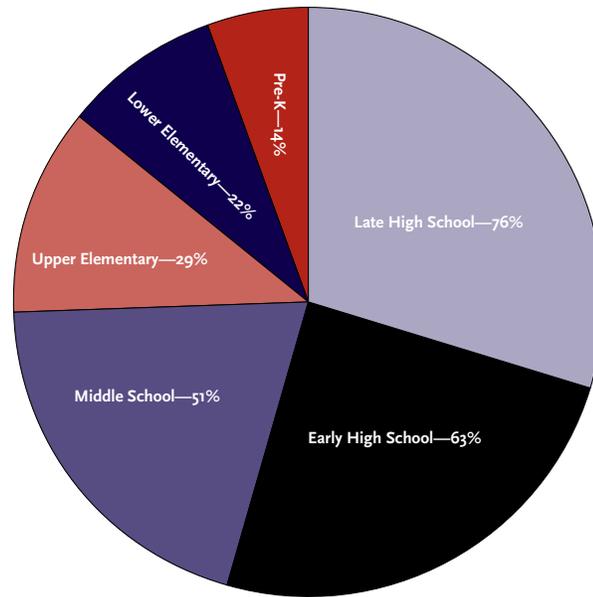
Initiation of Programs

The vast majority (75 percent) of reported programs was initiated by the AASCU institution alone; 12 percent were initiated by P-12 districts; 7 percent by community organizations; and 1 percent by parents. AASCU universities and school districts or other organizations (e.g., nonprofits) co-initiated 39 percent of the reported activities.
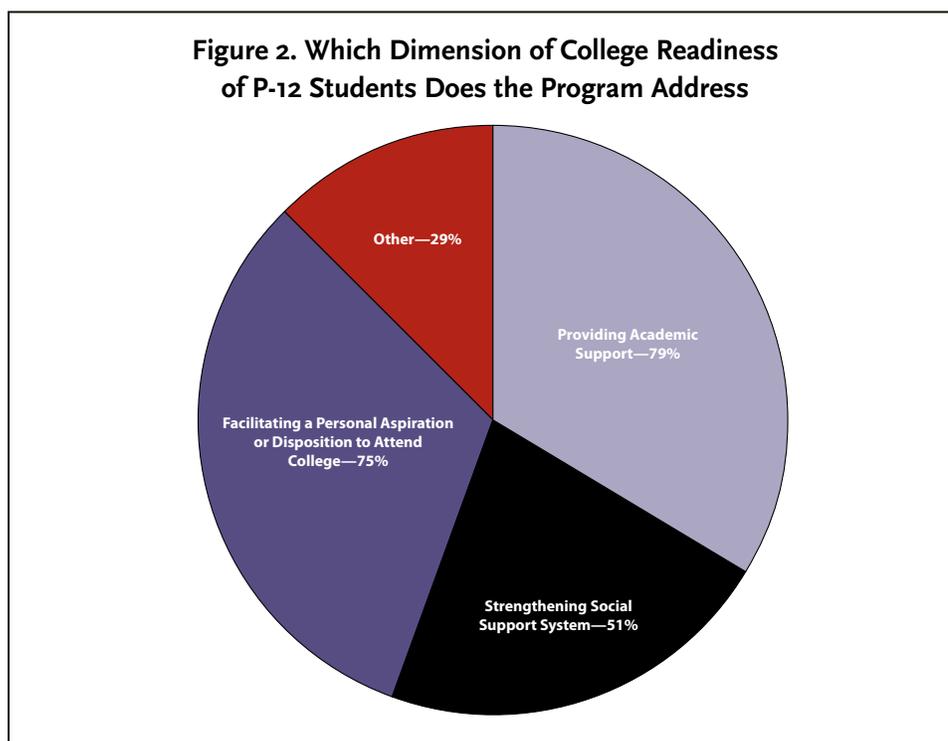
Eighty percent of the reported activities were initiated in the last 10 years and 61 percent since 2006, suggesting that, in recent years, an increasing number of AASCU institutions are recognizing the importance of this work.

College Readiness Domain Addressed by Programs

As described in the report, the Task Force recommends a definition of college readiness that includes three dimensions: academic readiness, personal readiness and social support. Survey respondents were asked to select one or more dimension(s) of college readiness addressed by their activity. Seventy-nine percent said their activity provided *academic* support to P-12 students; 75 percent said they targeted the *personal* domain; and 51 percent said their activity strengthened the *social* support of P-12 students. These percentages total to more than 100 percent because respondents frequently marked more than one dimension. In fact, 42 percent said their activity addressed all three domains. Thirty percent said their activity addressed something other than

these dimensions, such as career readiness, technical training or financial literacy *(see Figure 2).*

Figure 2. Which Dimension of College Readiness of P-12 Students Does the Program Address

- Other—29%
- Providing Academic Support—79%
- Facilitating a Personal Aspiration or Disposition to Attend College—75%
- Strengthening Social Support System—51%

Our assessment of the college readiness dimension(s) addressed by each initiative revealed quite a different picture, however. Based on the project descriptions provided, we judged that fewer than 40 percent provided P-12 students with *academic* support, fewer than 16 percent facilitated a personal aspiration or disposition to attend college, and fewer than 7 percent provided P-12 students with *social* support. We determined that only 19 percent of the activities addressed all three dimensions. The chart below shows the striking difference between the respondents' self report of the dimensions and our determination of the dimensions affected by the initiatives. Interestingly, the rank ordering of the three dimensions is identical in both cases; that is, the most common dimension is the academic; the least common is the social.

Dimension	Classified by Survey Respondent	Classified by AASCU
Academic	79	40
Personal	75	16
Social	51	7
All three dimensions	42	19

The survey respondents' higher estimate of programs impacting the personal dimension (75 percent vs. 16 percent) may be partially attributable to the fact that some respondents felt that programs that strengthen academic performance automatically strengthen the mindset to attend college. The survey respondents' higher estimate of programs impacting the social support dimension (51 percent vs. 7 percent) seems to result from the fact that respondents often said their program addressed the social dimension because it involved groups or cohorts of students or included social or cultural programmatic elements. These may be important elements of a particular program, but they do not address the social dimension of college readiness as it is defined in the report, where "the individual has familial support or other sources of social support to succeed in college. . ." For all dimensions, some of the disparity between the self-reported percentages and our assessment may be attributable to two factors: (1) The definitions used by the respondents may have been much broader than what was intended or may have been incorrectly interpreted by the respondents, leading to overly high percentages for the self-report; and (2) The project descriptions were understandably incomplete, and it is possible that we were not aware of some key program elements, leading to underestimates on our part.

Evaluation of Programs

Seventy-seven percent of respondents reported evaluating their programs in some way, but most often the evaluation relied on anecdotal evidence or results of participant satisfaction surveys. Many respondents addressed the question of evaluation by citing input measures, such as the number of children served or the number of sessions held, but few relied on measures of impact.

MOST COMMON TYPES OF PROGRAMS

Certain types of programs were mentioned frequently. A brief description of them is given here.

Teacher Preparation Programs (18 percent)

There are two ways in which AASCU institutions reported dealing with the issue of teacher preparation: (1) They have programs designed to increase the pipeline of future teachers whose background mirrors that of the target population; and (2) They are strengthening their pre-service and in-service teacher education programs, sometimes by strengthening the tie between clinical experience and coursework. As indicated in the report, the AASCU Task Force considers strong teacher education programs to be foundational, something all AASCU institutions should be doing.

Campus Visits (16 percent)

For some universities, campus visits are essentially used as a college recruiting tool. They invite high school juniors and seniors to campus in the hope that the students will later apply and enroll. In fact, many survey responses showed how time on campus engaging with faculty or participating in special campus programs can connect youth and their parents to a particular institution and a commitment to attend college.

Some universities are adapting, expanding and connecting campus visits to the personal and social dimensions of college readiness. They bring students onto the campus when the students are in elementary and middle schools, with the goal of creating in those students a desire to attend college and encouraging them to become comfortable on the college campus. Student visits may include other family members, as well. We highlight a few of these programs in this appendix.

Mentoring/Tutoring Programs for K-12 Youth (11 percent)

Mentoring/tutoring programs may target any or all of the three dimensions of readiness. Mentors/tutors can help develop the academic skills necessary to succeed in school and become college ready; they can instill a desire to go to college and help develop the personal skills necessary to succeed there; and given a long-term relationship, they can provide the social support to help the student persevere in college. A good mentor/tutor can expose the mentee to a range of new experiences and help strengthen the mentee's self concept so that the mentee understands his/her potential to succeed. There is considerable variability in the types of mentoring/tutoring programs provided by AASCU institutions. We highlight a few of the programs in this appendix.

Dual Enrollment/Dual Credit Programs (10 percent)

As indicated in the report, the AASCU Task Force believes that dual enrollment and dual credit programs are foundational, meaning that all AASCU institutions should consider offering them. Since not everyone perceives these as college readiness programs, we suspect that the programs reported on the survey are a small fraction of those offered at our institutions. We did not include examples of this category in the appendix.

Federal TRIO Initiatives (10 percent)

TRIO consists of eight federal outreach and student services programs designed to identify and provide academic services for students from disadvantaged backgrounds as they progress from middle school to post baccalaureate programs. When an example in the appendix is part of a TRIO initiative, this is noted in the description.

Summer Academic/Leadership Programs and Camps (7.4 percent)

These programs offer pre-collegiate youth the opportunity to develop skills and gain the confidence and motivation to flourish academically. Different programs target different age groups, from early elementary through high school. The programs range from a few days to eight weeks and tend to focus on particular core subjects. However, they may also emphasize critical thinking, test taking and study skills, communication skills, problem solving, leadership, and life skills (e.g., interpersonal development, character principles and goal setting). Some programs combine an academic focus with athletics. When the programs are for students between their senior year of high school and their freshmen year of college, they are often called "bridge programs." Some examples are included in this appendix.

AASCU College Readiness Initiatives: Selected Survey Responses

The survey responses listed in this section are organized by target grade level: pre-K, lower elementary, upper elementary, middle school, early high school, late high school and P-12 continuum. They were selected for inclusion here because they provide useful and in many cases innovative examples that you can adopt or adapt to strengthen the college readiness of low-income students of color in your region. Some illustrate unique partnerships between AASCU institutions, P-12 districts, non-profit agencies and/or local business community members. Many programs span more than one grade level and, when this is the case, we have listed them with the lowest level served.

Because survey results indicate that significantly fewer AASCU campuses are engaged in college readiness activities at the Pre-K through middle school range, we included more examples for these grade levels.

The following information is provided for each example:
- **Institution**—Name of institution or system
- **Program Title**—Title of college readiness initiative as indicated by the survey respondent
- **Program Description**—includes beneficiaries, evaluation and contact information
  - *Description:* Respondents were asked to provide a brief description of their program. Descriptions ranged from a few sentences to several paragraphs, which explains the variation in length of the descriptions that follow.
  - *Target beneficiaries:* The survey asked about the target age group of a college readiness activity. However, it is often the case that the program would work equally well with or be adapted for other student populations.

- *Evaluation:* Many respondents did not respond to the request for evaluation information, suggesting that they did not have such information; others overtly indicated that they did not have evaluative data or they did not yet have it. Those who provided information about evaluation sometimes explained how the evaluation was done and sometimes provided the results of the evaluation. Rarely did respondents provide both types of information: method and results. The descriptions below include the evaluation information provided to us.
- **Contact Information**—The survey asked for the name and contact information of the person who directs or oversees the initiative or activity. We encourage you to contact the person listed here for additional information about a particular program.

Pre-Kindergarten

- **Institution:** Columbus State University (Ga.)
- **Program Title:** Summer Spectacular
- **Program Description:** Pre-service teachers lead an annual summer enrichment program that engages children ages 4 to 11 in project-based learning. The program runs for four weeks each June and enrolled 120 students in 2010. Approximately 50 percent of the children each year receive free/reduced lunch. The program also includes children with varying special needs such as autism, Asperger's Syndrome, Down Syndrome, ADD and ADHD, and learning disabilities. Parents and children express strong positive attitudes about learning and participation as a result of the program. Pre-service teachers score statistically significantly higher than their peers in instructional and dispositional assessments.
- **Contact:** Jan Burcham, Columbus State University, 4225 University Avenue, Columbus, GA 31907, (706) 565.7810 • burcham_jan@columbusstate.edu

- **Institution:** Northern Kentucky University
- **Program Title:** Strengthening Early Childhood Education
- **Program Description:** Two Early Childhood Education faculty are assigned half-time to work with community partners to improve the quality of early care and education and to increase the kindergarten readiness level for all children in the northern Kentucky region. The faculty show parents and caregivers of children from prenatal to five years of age how to turn everyday moments into learning opportunities as part of the Born Learning Academy and provide coaching to improve the program quality of selected childcare centers. The faculty attend partner work groups and committee meetings and are helping to build a regional database showing the percentage of kindergarten-ready children. Results include an increase in Kentucky STAR ratings (the state's quality rating system) for childcare centers in the program and an increase in the percentage of children deemed ready for kindergarten.

One hundred percent of the participating parents are implementing strategies learned in the Born Learning Academy.
- **Contact:** Jaesook Gilbert, Northern Kentucky University, MEP 263A, Nunn Drive, Highland Heights, KY 41099, (859) 572.7629 • gilbertj2@nku.edu

Lower Elementary

- **Institution:** Auburn University Montgomery (Ala.)
- **Program Title:** Enrichment Camps
- **Program Description:** The university offers three academic enrichment camps to 240 lower and upper elementary students each year. The camps during the school year focus on reading and offer a small group setting with needs-based instruction. The summer camp focuses on literacy, math, science, social studies and physical education. The instructors are professors and teacher education candidates in early childhood and elementary education. No evaluation was reported.
- **Contact:** Lynne Mills, Department of ECER, Auburn University Montgomery, P.O. Box 24023, Montgomery, AL 36124-4023, (334) 244.3283 • lmills@aum.edu

Upper Elementary

- **Institution:** Indiana University South Bend
- **Program Title:** Coquillard Primary School Partnership
- **Program Description:** Methods courses were delivered at the Coquillard Primary School to pre-service teachers during the 2010-2011 school year. Pre-service teachers then worked with mentor teachers to deliver instruction to fourth grade students. The idea was jointly conceived by fourth grade teachers at the school and IUSB faculty as a way to strengthen the quality of instruction delivered to elementary students.
- **Contact:** Karen Clark, School of Education, Indiana University South Bend, 1700 Mishawaka Avenue, P.O. Box 7111, South Bend, IN 46634-7111 (574) 520.4339 • kbclark@iusb.edu

- **Institution:** Nicholls State University (La.)
- **Program Title:** Project N.U.M.B.E.R (Naturally Understanding Mathematics By Exploring and Reasoning)
- **Program Description:** This is a 12-month professional development project for elementary- and middle-level mathematics teachers in St. Mary Parish and St. James Parish school systems, each with over 50 percent minority students and over 70 percent of all students eligible for free and reduced lunch. The project includes a summer institute and four Saturday sessions during the academic year. Teachers enroll in a three-credit hour mathematics graduate course as part of project. Seventy five percent of the students of fourth grade participating teachers showed increases of 6 percent or more on the Louisiana

Educational Assessment (LEAP) tests from 2010-2011, exceeding the project's first-year goal of 5 percent.

- **Contact:** DesLey V. Plaisance, Nicholls State University, P.O. Box 2026, Thibodaux, LA 70310, (985) 448.4433 • desley.plaisance@nicholls.edu

- **Institution:** California State University, Monterey Bay
- **Program Title:** Migrant Education Summer Academy (aka "Migrant Junior Otters Program")
- **Program Description:** This academy is hosted by the Monterey County Office of Education's Migrant Education Program, California State University, Monterey Bay (CSUMB), and El Teatro Campesino, a local theater company founded and directed by Luis Valdez (writer and director of La Bamba, Zoot Suit). Conducted on the CSUMB campus, the program provides 250 migrant students from 10 Monterey County school districts with four weeks of academic support and enrichment. The students also participate in all elements of theater including music, drama, dance, art and video editing. Their work is presented to parents and the community at the closing event. The Otter is the CSUMB mascot and students are introduced to campus life and the college-going experience. Individual student progress is shared with each parent/guardian. Surveys are conducted to gauge parent satisfaction with various components of the program, including the parent orientation and parent workshops. Pre-/post-assessments of students demonstrate significant gains for each grade level in mathematics and language.
- Contact: Perry Angle, Early Outreach and Support Programs, California State University, Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001 (831) 582.3960 • pangle@csumb.edu

- **Institution:** Ball State University (Ind.)
- **Program Title:** Partnership with College Mentors for Kids
- **Program Description:** The university partners with College Mentors, Inc., a national non-profit organization, to provide support to children in local elementary and middle schools. BSU student mentors plan and facilitate weekly activities with BSU faculty, local school administrators, and staff from the College Mentors, Inc. headquarters in Indianapolis. Elementary students participate in weekly activities on the BSU campus where they learn what college is, how college students live and what they study. BSU student mentors travel to middle schools for weekly activities focused on student interest and career exploration and how these connect with college. Each month, middle school students also visit the BSU campus or a local business. In 2011, over 170 BSU students worked with 150 children. The project has been evaluated. Data gathered from 2010-2011 surveys showed that elementary and middle school students and mentors formed positive, trusting relationships and Little Buddies frequently reported learning about different jobs and careers. The majority of parents surveyed reported learning more about their

local university and nearly all parents found the college preparation packet to be useful. Survey data also showed that there are many program areas that need to be significantly altered in order to strengthen the program in future years.

- **Contact:** Laurie Mullen, Teachers College, Ball State University, 1004 Teachers College, Muncie, IN 47304, (765) 285.5252 • lmullen@bsu.edu

- **Institution:** Western Washington University
- **Program Title:** Compass 2 Campus (C2C)
- **Program Description:** Western Washington University (WWU) students work with diverse, low income students beginning in fifth grade, by encouraging them to establish a personal goal to graduate from high school and to enroll in higher education. One thousand students—7 percent of the WWU undergraduate population—enroll in the initial C2C service-learning course each year, and 17 percent of participating students typically enroll in the continuing course in subsequent quarters. Approximately 4,500 fifth, sixth and seventh grade students in 20 schools in 11 school districts participated in the 2011-2012 academic year. The program is funded by donations from private and corporate sponsors, as well as grants. A research group consisting of several faculty and staff members and school district personnel is conducting longitudinal evaluation of the C2C program at WWU. The fifth-twelfth grade students participating in the WWU program will be followed with regard to grade point average, truancy, graduation rates and post-secondary enrollment rates. Compass 2 Campus is a replication of a model first created by the director at the University of Wisconsin-Green Bay called Phuture Phoenix, where it continues to run successfully. Two other universities (University of Wisconsin-Eau Claire and Silver Lake College) have replicated the model.
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- **Institution:** Salem State University (Mass.)
- **Program Title:** F.A.S.S.T. (Ford and Salem State Together)
- **Program Description:** This six week college-based after-school program engages third through fifth graders in a series of enrichment clubs and a nutrition program led by college students and faculty advisors from several academic departments. The program provides early exposure to a college campus and opportunities to build relationships with college students. The young students are from urban, high-poverty, multi-cultural and multi-lingual contexts. Most are from immigrant families. The program provides experiences not available in their school or community and spurs the children to think about college–many FASST 'alums' later enroll as Salem State students. The benefits to college students are quality service-learning experiences and

leadership development; many return in subsequent semesters. Faculty report a change in their teaching as a result of involvement in the program.

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- **Institution:** St. Cloud State University (Minn.)
- **Program Title:** Pre-College Summer Pipeline Programs
- **Program Description:** Over more than two decades, some 3,100 students from the second to twelfth grades have attended residential summer programs on the St. Cloud State University (SCSU) campus. The students are mostly from ethnic minority and immigrant backgrounds and low- or moderate-income families and include a high proportion of females. These programs introduce them to scientific research activities at an early age and provide opportunities for continuous involvement in educational pursuits with a research focus. The programs work in partnership with community-based groups such as Boys and Girls Clubs, Catholic Charities, Somali self-help groups; school districts such as the St. Cloud Area School District 742; local African-American churches; the local community and technical college; and several offices, academic departments and student organizations at St. Cloud State University.

    The Math-Science-Computer Camp, founded in 1987, is geared towards elementary and middle-school students and is the origin and foundation of the high-school programs. The two high school programs are: (1) The Scientific Discovery Program, created in 1991, now designed for 9th and 10th grade students, and (2) The Advanced Program in Technology and Science, started in 2000, now serving 10th and 11th grade students. High school students work with university faculty who serve as research mentors and also with undergraduate and graduate students, some of whom are also members of underrepresented groups, to carry out research projects. The three programs together constitute the Pre-College Pipeline Programs at St. Cloud State.

    This is not a program for gifted and talented youngsters. Essentially all students who apply are accepted. In the earlier years, when there were more applicants than spots, the programs accepted those who were least likely to participate in such programs and who needed the most assistance. In other words, those who had options to participate in other programs were passed over in favor of those with fewer or no such opportunities. The elementary and middle-school students complete applications and submit teacher recommendations. The high-school students do the same and also write an essay indicating their interest in the program and how they think it will help them. Information on the application process and selection criteria can be found here: *http://www.stcloudstate.edu/pipeline/.*

    Results from a quantitative retrospective study of the impact of SCSU Pipeline programs on college enrollment, graduation and college majors using data showed that in comparison to national and state data on STEM participation and degree attainment, the Pipeline participants attained a

higher percentage of their bachelor's in STEM fields than do their ethnic counterparts in the United States and in Minnesota. The results confirmed the reports of students and parents that program participation influenced decisions on college participation, choice of type of institution and field of study. In sum, a high proportion of past participants for whom there are data attended four-year institutions and earned credentials in STEM areas at rates proportionately higher than those for their Minnesota and national counterparts.

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Middle School

- **Institution:** The California State University
- **Program Title:** How to Get to College (poster and hand out)
- **Program Description:** The California State University produced a very popular recruitment piece funded by the Boeing Corporation. The poster and handout are published in eight languages (Chinese, English, Hmong, Korean, Russian, Spanish, Tagalog and Vietnamese) and have basically the same content. The handout was developed for students to carry with them in their backpacks as a reference guide. The poster is for teachers, librarians and parents to hang in classrooms, libraries, resource centers and at home. There is also a website: *http://blogs.calstate.edu/college/.* The poster, handout and website were all redesigned this year. Outreach directors at CSU's 23 campuses are the primary point of distribution to the schools in their campus areas. In addition, the system sends it to libraries, Boys and Girls Clubs, YMCAs and YWCAs, and other youth organizations throughout the state to distribute. The system also sends it to every middle and high school principal in the state, as well as to the superintendents of the school districts. The poster and handout are given to attendees at all CSU community sponsored events throughout the year and many of the campus-sponsored events. The poster can be ordered online, free of charge.
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- **Institution:** The University of North Florida
- **Program Title:** Jacksonville Commitment and Pre-Collegiate Connections
- **Program Description:** These two programs were created in 2007 through a citywide partnership—with the University of North Florida (UNF) taking a leading role—to provide support to families and create links and partnerships with other programs serving middle and high school students in Duvan County Public Schools.

- *Jacksonville Commitment* (JC) gives intensive support to about 1,000 students at five high-need high schools and about 550 students enrolled in post-secondary education programs, including UNF. The JC program has one full-time director. Five full-time program advisors meet with JC high school students every day to encourage them to enroll in rigorous courses and take advantage of academic safety nets (such as tutoring services). Advisors assist JC students with college applications, financial aid applications, scholarship applications and orientation registration. Advisors also provide additional guidance and support to JC students who are enrolled in one of the four partner postsecondary institutions. Every matriculating class of Jacksonville Commitment Scholars has had a higher post-secondary retention rate than non-program participants.
- P*re-Collegiate Connections* (PCC) serves about 125 students at two high-need middle schools that feed into one or more of the five high-need high schools. The purpose of the program is to build a community of students who see themselves as academically able, emotionally ready, and active in their pursuit of positive futures in middle school, high school and post secondary education. There is an intensive after school component focused on building background knowledge and vocabulary for enrollment in AP Human Geography. The program's success is documented, in part, by its growth: In AY 2009-2010, 56 sixth graders, 35 seventh graders and 22 eighth graders participated in the program. The following school year the numbers increased to 58 sixth graders, 58 seventh graders and 45 eighth graders.
- Mentoring support is provided by UNF first generation undergraduate students. Program partners include the Communities in Schools Program, the Boys and Girls Club of Northeast Florida, the Florida Institute of Education, the Office of the Provost at UNF, and the Florida Department of Education. Linkages with two feeder elementary schools are building an additional element of the Jacksonville college-going pipeline.
- Parents are invited to participate as early as their student's eighth grade year. They are provided with the course scheduling information and encouragement they need as they support their student through various high school and college matriculation processes. Several financial aid workshops are held each term at each high school for parents and students.
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- **Institution:** City College of New York
- **Program Title:** The Stanley H. Kaplan Foundation and CCNY Institute for the Advancement of Mathematics Education in the Middle Schools.
- **Program Description:** Experienced mentors and data teams are sent to middle schools each week to assist teachers in mathematics instruction and apply differentiated instruction and data-based methods to identify problems

students are facing and develop solutions. Research is underway to compare state test results with similar schools.

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- **Institution:** Towson University (Md.)
- **Program Title:** Middle Grades Partnership
- **Program Description:** This partnership between Towson University (TU) and two middle schools in Baltimore City—each with nearly 100 percent African-American students, 82 percent of whom qualify for free/reduced lunch—provides a summer program on the TU campus and an after-school program at the middle schools during the school year. The school year program for summer program graduates includes a weekly mathematics club and several Saturday cultural events for students and their parents. The summer program is a five-week, all-day academic and recreational camp on TU's campus. The academic focus is mathematics, with a secondary focus on language arts. All students receive chess instruction and other special programming, e.g. library workshops and planetarium visits, and each student chooses from among various recreational offerings such as martial arts, origami, robotics, strategy games and puzzles. Program staff consist of middle school teachers and Towson faculty, teachers from other Baltimore City schools, Towson undergraduates who serve as interns, and high school students who have graduated from the MGP program. At least 90 percent attendance was maintained 2006-2010.

  Data from a pilot study of pre- and post-assessments of students' number sense and computational flexibility with whole number mental computation showed an increase of 30 percentage points. Furthermore, whereas pre-testing showed that students were almost entirely limited to using standard algorithms for multi-digit addition, subtraction and multiplication, on the post-assessment, 62 percent of students chose to use a different and conceptually-based algorithm on at least one problem and did so successfully.
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- **Institution:** Emporia State University (Kan.)
- **Program Title:** Si Se Puede Hacer Ciencias y Matematicas (Yes You Can Do Science and Mathematics)
- **Program Description:** This program for Hispanic students in grades six through eight consists of four Saturday sessions throughout the school year. Each session includes career discussions and hands-on workshops led by Hispanic professionals in scientific and/or mathematically based careers. The concluding session is a banquet for participants and their families. Surveys

conducted at the end of the program indicate a significant increase in student interest in mathematics and science as a result of participation.

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- **Institution:** University of North Carolina-Charlotte
- **Program Title:** Middle Grades University
- **Program Description:** This program matches cohorts of eighth graders with mentors from the middle grades teacher education program. The eighth graders get a taste of campus life and the pre-service teachers get valuable direct experience working with this age group. The cohorts meet two to three times a semester to explore career interests, set academic and personal goals and learn about funding a college education. Cohorts tour campus and attend a basketball game. Each year culminates with a spring luncheon and awards program. An endowed scholarship is available exclusively to MGU participants who are accepted to UNC Charlotte. The first two scholarships were awarded in 2011.
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- **Institution:** Northern Michigan University
- **Program Title:** Young Wildcat Scholars
- **Program Description:** This program serves ethnically and racially diverse sixth grade students from the university's five charter schools across the state. Students, parents and teachers spend three days on campus where they live in dorms, use campus PE facilities, participate in a Native drumming session, work with local dog mushers and take four academic courses taught by 40 NMU professors, 10 community members and NMU students, all of whom volunteer their time.
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- **Institution:** University of Missouri-St Louis
- **Program Title:** Bridge Program
- **Program Description:** This program provides comprehensive college access services to underserved middle and high school students and their parents. The program includes four-week summer academies, Saturday academies, after school clubs and parent support groups conducted throughout the academic school year.
  - *The Bridge Program Summer Academy* is held for four weeks and provides more than 250 students in grades 9 and 10 with hands-on experiences in the areas of math, science, writing, career development and college planning.

Students meet with professionals in various career fields, attend focused workshops and participate in a variety of field trips on the UMSL campus.

- *The Bridge Program Saturday Academy* provides more than 550 students in grades 9-12 with an intensive 11 session program with emphasis given to math, science, writing, college planning, career research, personal development and ACT preparation. The program takes place from October through March, on the first two Saturdays of each month on the UMSL campus.
- *The Saturday Parent Academy* is held the first Saturday of each month for all parents of Saturday Academy students. In AY 2010-2011, more than 400 parents took part in workshops that provided effective strategies for supporting their college-bound student.
- *"CONNECT" Parent Support Group,* separate from the Saturday Parent Academy, brings parents together in a collaborative effort to support the overall goals to ensure student success. Parents meet once a month on selected dates throughout the school year. Topics of discussion include (but are not limited to): the college admissions process, financial aid, leadership development, character development, career development, and personal development workshops that focus on the parent.

A major goal of these programs is to increase the number of students who complete high school and enroll in college, particularly in math and science related fields. To this end, special attention is paid to connecting classroom learning to future math and science careers, in collaboration with several internal and external partners. The results of this program are outstanding—100 percent of Bridge graduates complete high school and attend a post-secondary educational institution. Academy participants take pre- and post-test evaluations in mathematics, science and interpersonal communication components. For the 2011-2012 Bridge Academies post-test evaluations, results indicate students increased their scores from 29 percent to 66 percent in math, from 38 percent to 77 percent in writing, and from 25 percent to 70 percent in science. The program is also evaluated using student surveys and program evaluations completed by parents, teachers and administrators.

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- **Institution:** Glenville State College (W.Va.)
- **Program Title:** The Hidden Promise Consortium
- **Program Description:** The Hidden Promise Scholars program is for eighth through twelfth grade students who would be the first in their families to attend college. Promise Scholars are identified by county superintendents. They receive complementary passes for college athletic and cultural events and can participate in summer camps held on the Glenville campus. Summer

camps include ACT preparation workshops and team-building activities and are provided free of charge. Promise Scholars have numerous opportunities to interact with college students and faculty. Promise Scholars stay in touch with college student mentors bi-weekly via phone, email or letter. Mentors also visit them at their middle or high school. Promise Scholars who stay with the program through high school graduation are eligible for a renewable $1,000/year scholarship to Glenville State College (subject to maintaining 2.0 GPA). Over 500 middle and high school students are currently involved. The program tracks the number of students involved and the number of students entering college and successfully progressing through college and beyond.

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- **Institution:** University of South Carolina Aiken
- **Program Title:** Aiken County Mathematics Alignment Project
- **Program Description:** The Aiken County Mathematics Alignment Project is a partnership established in 2008 between the University of South Carolina Aiken, Aiken County Public School District, Aiken Technical College, Central Savannah Regional Mathematics and Science Center and Public Education Partners (a community-based education foundation). The goal is for students to attain mathematics competencies at the middle school, high school and freshman-college levels that ensure mathematics content mastery and successful transitions from one education level to the next. Funding for the initiative is provided by the sponsoring partners.
  - Middle and high school mathematics teachers and college mathematics and education faculty examine the scope and sequence of high school mathematics courses in relationship to entry-level college mathematics courses.
  - Annual project activities immerse P-12 teacher-participants in research-based professional development during week-long summer institutes in algebra, geometry and technology integration.
  - Content of the summer institutes incorporates the South Carolina Course Alignment Project College Readiness Standards and P-12 Common Core Standards.
  - Fall follow-up activities are designed to support teachers in classroom implementation of their new mathematics knowledge, dispositions and technologies. Instruction and modeling of effective methodologies are provided by faculty members of the partnering institutions.

Student outcomes are measured by the success rate on algebra end-of-course exams and college placement tests.
- In Aiken County Public Schools in the spring of 2011, the mean Algebra I End of Course test score was 79.2 (maximum score = 100). This represents an increase of 0.4 percent over the 2008 mean score. The proportion of

students scoring in the "A-B" category increased by 3.3 percent, while the proportion of students scoring in the "D-F" range declined by 2.3 percent.

- The number of students taking the Aiken Technical College placement test increased by 132 between 2008 and 2011. The proportion of students placing in the Basic Math 1 course declined by two percent in this time period, while the proportion placing in Basic Math 2 and Introductory Algebra increased by one percent each.
- At USC Aiken, the proportion of students placing below College Algebra declined by 5.6 percent between 2008 and 2011.
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- **Institution:** Western Connecticut State University
- **Program Title:** Building a Bridge to Improve Student Success
- **Program Description:** This summer bridge program for high school students was expanded to include middle school students in the Danbury and Bethel public school districts after determining that high school was too late to intervene. University and high school faculty create enrichment programs for 1,000 high school juniors and seniors each year based on results from the WCSU placement exams in writing and mathematics. Middle school students work in university laboratories, attend mini-courses across the curriculum and attend a two-day program called Camp College. Institutional data demonstrate a dramatic decrease in the need for remediation in writing and mathematics for WCSU students from participating school districts. Institutional data also demonstrate higher retention rates at WCSU for students from the two high schools.
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Early High School

- **Institution:** University of Wisconsin-Stout
- **Program Title:** Collaboration with High School Community to Enrich College Preparation in Mathematics
- **Program Description:** University mathematics faculty collaborated with mathematics instructors at Menomonie High School to better align the high school and college curricula. The project spanned the 2009-2010 and 2010-2011 school years and focused primarily on high school level Algebra I and II courses, since those are taken by almost all high school students and play a foundational role in future mathematics success. The project involved several activities: a sequence of summer workshops for high school teachers facilitated by Stout faculty; frequent Stout faculty visits to high school classrooms; visits to college classrooms by high school instructors; lesson

studies done by high school instructors with participation of Stout faculty; and the creation of assessment tools aligned with college curricula to be used by high school instructors. For each course, a mid-term and final exam were created. The problems on these exams were designed to be similar in nature to problems given in a college algebra course. High school exams have now been given several times and data on student performance is being collected and analyzed with the goal of identifying key areas that need additional improvement and measuring the extent to which implemented changes have led to improved success.

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- **Institution:** Millersville University of Pennsylvania
- **Program Title:** Lancaster Partnership Program (LPP)
- **Program Description:** Since 1988 Millersville University of Pennsylvania has partnered with area companies and the School District of Lancaster (SDL), a large, urban school district, to offer all socioeconomically disadvantaged students an incentive to finish high school and obtain a college education. LPP business partners host monthly mentoring seminars for 10th, 11th and 12th grade students. College skills development workshops are led by university staff, and faculty teach high school students the cultural norms and skills needed to succeed in the university environment. Lancaster students who complete the prescribed academic curriculum and matriculate to Millersville University can receive funds from LPP business partners to help cover the cost of tuition, room and board not covered by federal and state grants. Millersville students, faculty, staff and community members meet with LPP students during their first year in college to help them overcome challenges and continue. LPP business partners offer program students internship positions, summer employment and job interviews following graduation from Millersville. Lancaster School District is a federal GEAR UP affiliate. A Five Year Program Review uses graduation reports from the Pennsylvania Department of Education and annual student surveys.
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- **Institution:** Texas A&M University-Commerce
- **Program Title:** Alumnos Listos Summer Camp for Exploring College, Careers and Culture
- **Program Description:** High school Spanish and ESL teachers invite students from two public school districts, one rural and one urban, to participate in a three-day, two-night summer camp sponsored by the Texas A&M Department of Curriculum & Instruction and a Listo grant from the Department of

Education's Office of English Language Acquisition. University faculty and staff and student and community volunteers, as well as teachers from the two school districts, serve as translators, camp counselors, session elders and facilitators. Students engage in online career assessment, hear from Latino career role models about overcoming obstacles, practice writing college and scholarship application essays, and talk with student campus leaders. Evenings are devoted to celebrations of Latin and American/Texan culture (salsa dancing, movies, a pool party and game night). The closing luncheon, attended by the university president and education dean, features student presentations about what they have learned and their reflections on the impact of the experience. The program was started in summer 2010. About 40 percent of total students who attended the camps as sophomores and juniors over the last two years are currently attending or planning to attend college in the fall.

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Late High School

- **Institution:** West Chester University (Pa.)
- **Program Title:** Latino Youth Conference
- **Program Description:** This annual conference for Latino high school students is designed to provide information on career options, college admissions, financial aid and interaction with college students. The event attracts 150 participants to the university campus each year. There has been a 20 percent increase in the number of Latino students admitted to WCU since the first conference in 2009.
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- **Institution:** The California State University
- **Program Title:** California Early Assessment Program
- **Program Description:** The California Early Assessment Program (EAP) provides optional college readiness exams that are administered spring semester of 11th grade as part of the required California Standards Tests. The EAP tests are augmented California Standards Tests (CSTs) in 11th grade English and mathematics; these tests are part of the California's public school testing and accountability system and are required of all students. The augmented tests are developed by CSU faculty, who make sure the CSU placement standards are covered. After students take the test, they receive a score report that tells them if they need additional preparation for college-level work or meet CSU's requirements for freshman mathematics and English courses. CSU's Success website *(http://www.csusuccess.org/Shome2)* lists tools available on pinpointing individual strengths and weaknesses.

Established in 2004, the EAP is a collaborative effort among the State Board of Education, the State Department of Education and the California State University. The goal of the program is to have California high school graduates enter CSU fully prepared to begin college-level study.

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- **Institution:** California State University, San Bernardino
- **Program Title:** In-Service Training in Mathematics and English/Language Arts Components of California's Early Assessment Program
- **Program Description:** California State University at San Bernardino (CSU-SB) has trained 65 secondary teachers on the state-produced mathematics course available to high school seniors who need additional preparation for college-level work. CSU-SB has also trained 235 teachers from 21 school districts, one community college, and the San Bernardino County Superintendent of Schools' office on the state-produced English/language arts course also available to high school seniors in need of additional work in this area. While most CSU campuses offer training in the English/language arts course once or twice a year, CSU-SB has provided as many as six annual training sessions.
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P-12 Continuum

- **Institution:** Southeast Missouri State University
- **Program Title:** P-12 Mentor Program using ABCToday!
- **Program Description:** Big Brothers Big Sisters of Eastern Missouri (BBBSEM) has created a traffic light reporting system called ABCToday! to track P-12 student attendance, behavior and classroom success in reading and math. BBBSEM staff use the early warning system to help Southeast Missouri State University (SMSU) mentors identify timely and specific ways to help their Little Brothers or Little Sisters be more successful in school and encourage them along the way. After an initial orientation and training session, mentors meet weekly with their Little Brothers or Little Sisters at their schools or in the community. SMSU is the largest BBSEM volunteer mentor source in the Cape Girardeau region. In 2011-12, 156 SMSU student mentors contributed over 7,500 hours of direct service to over 300 P-12 students. BBBSEM has extensive data on all participating P-12 students. In some cases, the data have been collected for several years.
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- **Institution:** Utah Valley University
- **Program Title:** Latino Initiative
- **Program Description:** Utah Valley University networks with community partners to engage Latino parents and students along the P-16 education pathway by providing culturally sensitive and relevant educational information. The Latino Initiative offers several leadership and summer bridge programs and is intentional about including cultural experiences that validate and celebrate the Latino student, family and community. In 2010, over 1,000 students participated in the programs and the Latino Parent Open Houses continue to be very popular. Summer bridge programs include Latino Educators of Tomorrow; Hospitality Managers of Tomorrow; and Latino Scientists of Tomorrow. Cultural experiences include Celebración Latino Americana; Wasatch Latino Outreach Council; Latino Parent Nights, Latino Legacy Dance Group; and an ESL Program.
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- **Institution:** California State University, Dominguez Hills
- **Program Title:** Es El Momento
- **Program Description:** Working with Univision and over 110 area non-profit organizations, CSUDH created Es El Momento, an annual fall P-16 regional education fair targeting Latino parents and students to provide them with information on post secondary education. The program addresses important educational milestones, parental impact on children's attitudes towards school, the early warning signs for dropout and includes issues of health and wellness. All information and workshops are conducted in Spanish. The physical layout of Es El Momento replicates the U.S. educational system, starting with pre-k, kindergarten, elementary, middle, high school and college. There are designated areas for reading gardens, science activities and career exploration. Specific spaces are designed for immunizations, as well as vision and dental screening. Thirty-five colleges and universities were represented at the 2011 fair. Seven television stations, four radio stations and over 400 volunteers helped make the event a success. More than 27,000 individuals attended the event in 2010; in 2011 attendance rose to 45,000.
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- **Institution:** Northern Kentucky University
- **Program Title:** The Kentucky Center for Mathematics
- **Program Description:** Northern Kentucky University is home to the Kentucky Center for Mathematics (KCM), a statewide center created through House Bill 93 enacted by Kentucky's General Assembly in the spring 2005 legislative session. The KCM provides a wide array of activities designed to improve the teaching and learning of mathematics throughout the state. P-12 teachers

participate in a professional development program for at least three years that includes face-to-face sessions spread throughout the calendar year; weekly online meetings during the academic year; regional collegial team meetings each quarter; on-site visits by a KCM expert that occur each month in the first year and each quarter in later years; peer visits in which teachers in a program visit more experienced teachers in the same program; events that include the teachers and a school administrator, and conference attendance.

The Center also provides professional development for adult educators and postsecondary faculty members; makes available resources for educators, parents and students; sponsors mathematics education research; implements programs to develop the STEM pipeline; advises state-level educational bodies on trends and issues in mathematics education; and disseminates information about the teaching and learning of mathematics and the KCM.

The scope of the KCM activities, together with the dynamic nature of the KCM's programming, precludes giving an exact number of P-12 students involved. As an example, one program directly serves 3,000 primary grade students and indirectly serves 30,000 K-5 students each year. Independent evaluators determined that KCM's primary-level intervention program leads to:

- *Individual student growth:* Significant improvement in the mathematics achievement of struggling students as measured by the Terra Nova test. On average, students taught by an MIT grow by more than one grade-level in an intervention lasting one year or less.
- *Sustained growth:* Over 50 percent of low-achieving first grade students who received intervention from a KCM-trained MIT in 2006-2007 were, as 4th grade students, rated as proficient or distinguished on the 2010 Kentucky Core Content Test.
- *School-wide growth:* In 2010, the mean percent of students scoring proficient or distinguished on the mathematics portion of the KCCT in intervention schools was 73.5, exceeding the mean percent of students rated as proficient or distinguished in non-intervention schools. From 2007 to 2010, the percent of students scoring proficient or distinguished increased by 14.4 percent in intervention schools, with the growth in non-intervention schools over the same period being 10.1 percent.
- *Teacher growth:* Significantly increased content and pedagogical content knowledge among MITs, as measured by the Learning Mathematics for Teaching test.
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- **Institution:** Portland State University (Ore.)
- **Program Title:** SUCCESS: Schools, Universities, and Community Committed to Educational Success for all Students

- **Program Description:** A Cradle-to-Career data framework connects the research capacity of the university with local foundations and community-based organizations working to improve educational outcomes. PSU offers planning grants for university faculty and community organization partnerships targeted to local school improvements. The research capacity of the university is also used to maintain a community report card that tracks academic and social/community key data indicators that are shared publicly and are used by the community to create "collective impact" models of inter-agency collaboration for improvement of the outcomes. A Community Data Team composed of university faculty and data professionals from a variety of community based organizations meets monthly to design data collection and reporting strategies and to monitor the quality and use of data on key performance measures. The data framework helps identify areas of need and provides a way to measure improvement.

  No evaluation of the entire initiative has been conducted to date and many of the components are in early stages of implementation. However, evaluation of one of the strategies identified for promoting academic success, known as "Ninth Grade Counts" was evaluated by the PSU Center for Student Success over a two year period. This particular component of the Cradle-to-Career continuum is designed to ensure that transitioning eighth graders enter high school prepared and are supported in the critical transition year. Briefly, the data showed positive results: 95 percent of student participants felt better prepared for high school and 94 percent of participants reported being more motivated to graduate. This compares to a 70 percent positive response rate in the prior year on readiness for high school.
- **Contact:** Patrick Burk, Portland State University, P.O. Box 751, Portland, OR 97207-0751, (503)725.9658 • burk@pdx.edu

- **Institution:** Lyndon State College (Vt.)
- **Program Title:** Patrick and Marcelle Leahy Center for Rural Students
- **Program Description:** The Leahy Center aims to understand and beneficially change the factors that influence rural, first-in-family modest-income (FFMI) students' educational and occupational aspirations, while also developing and fostering a PK-16 Network in the Northeast Kingdom (NEK) of Vermont. The Leahy Center serves as a model for the state of Vermont, the Northern Forest region, and rural regions across the nation in terms of effectively integrating PK-12 and higher education within rural communities. Working with several academic and student service programs at Lyndon State College, as well as community organizations and PK-12 partner schools, the center is developing the following programs to enhance FFMI students' postsecondary aspirations and degree attainment:
  - Early Promise Scholarships and Mentoring;
  - Dual Enrollment;

- Experience-based learning (helping to coordinate students' educational experiences along the PK-16 pipeline so hands-on learning opportunities framed around emerging industry clusters in the NEK are credit-bearing experiences); and

- Parental involvement/aspirations (working with area guidance counselors and community organizations to involve parents in programs and research; communicating directly with parents about their goals, plans and suggestions for reaching NEK youth.)

  The center is currently researching the factors that best predict which students stay at or drop out from Lyndon and hopes to uncover what specifically may be accounting for differences between first generation and non-first generation students at the university. The center will also develop a regional PK-16 network that is focused on cradle to career in response to the needs of its most underserved students.

- **Contact:** Heather A. Bouchey, Lyndon State College, 1001 College Road, P.O. Box 919, Lyndonville, VT 05851. (802) 626.6444 • Heather.Bouchey@ lyndonstate.edu

Comprehensive Models

Several regions have taken comprehensive, collaborative approaches to strengthening college readiness. One such initiative—STRIVE—originated in Cincinnati and Northern Kentucky in 2006.[1] The founders knew that the region was home to numerous initiatives designed to improve education, but what was lacking was a systematic, coordinated approach that would address the continuum from cradle to career, eliminate duplication of effort, build on a foundation of research and maximize the impact on children. The collaborative involved the region's community colleges, four-year public and private colleges and universities, three urban school districts, numerous community agencies, health providers, leaders from some of the region's largest corporations, representatives from the philanthropic community, and the local chamber of commerce. The STRIVE model—addressing cradle to career readiness—is based on four "pillars": a shared community vision; evidence-based decision-making; collaborative action; and investment and sustainability.[2] STRIVE recognizes the importance of personal and social readiness, as well as academic readiness, and STRIVE programs address all three. In addition, STRIVE addresses the need for programs spanning the age continuum from preschool through high school. Research has documented the effectiveness of this collaborative approach for strengthening children's readiness to succeed. As a result, STRIVE models have been adopted in 27 states and the District of Columbia. Portland State University's Cradle-to-Career data framework described above is part of the STRIVE National Partnership and is one of five demonstration sites in the United States. The website *http://strivenetwork.org/* provides extensive information about STRIVE including details about the STRIVE model; data about its

effectiveness; resources to help others adopt the model; and information on how to join the STRIVE network.

Another collaborative approach to strengthening children's readiness is Say Yes to Education, which dates back to 1987 when George Weiss promised to pay the college or vocational training tuition of 112 students attending an elementary school in one of Philadelphia's most impoverished neighborhoods. Since then the program has dramatically expanded its services. Like STRIVE, *Say Yes* focuses on children from low-income homes. The goal is to "support at-risk children and their families, enabling them to graduate from high school, accomplish post-secondary educational success and achieve meaningful life goals, including giving back to their communities."[3] Today, Say Yes works to strengthen academic readiness, personal readiness and family engagement. Taking a holistic approach to readiness, it provides academic services, health services, financial services and social services. There are *Say Yes* chapters operating in five centers in the northeast part of the country, and their successes are documented. For example, among one cohort of students, more than 75 percent of participating students graduated from high school and more than 50 percent obtained a postsecondary degree.[4] To learn more about Say Yes, visit their website at *http://www.sayyestoeducation.org/.*

In 2010, the United States Department of Education created the Promise Neighborhood program to improve educational outcomes for students in struggling urban and rural neighborhoods. This program is based on the Harlem Children's Zone, which has boosted students' academic outcomes dramatically. Under the Promise Neighborhood program, non-profit organizations (which may include faith-based nonprofits) and institutions of higher education are eligible for one-year grants supporting the design of comprehensive community programs. The programs must have the specific goal of preparing students for success in college and careers. As part of the planning process, applicants must focus their efforts on schools in the neighborhood and build services for students in those schools—from birth through college to career—so that "all children and youth have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career." For more details, visit the Promise Neighborhood program page on the DOE website: *http://www2.ed.gov/programs/promiseneighborhoods/index.html.*

Notes
[1]http://www.strivetogether.org/
[2]http://strivenetwork.org/strive-approach
[3]http://www.sayyestoeducation.org/about-us/our-mission
[4]http://www.sayyestoeducation.org/

Appendix B: AASCU Survey Respondents

We wish to thank the following institutions/systems for submitting information to the AASCU Survey on College Readiness.

Appalachian State University
Arkansas Technical University
Auburn University Montgomery
Ball State University
Black Hills State University
Bowling Green State University
California State University Bakersfield
California State University, Chico
California State University, Dominguez Hills
California State University, Fresno
California State University, Los Angeles
California State University, Northridge
California State University, San Bernardino
California State Polytechnic University
Central Connecticut State University
Cheyney University
Clarion University
Clemson University
College of Charleston
College of New Jersey
Columbus State University
Dalton State University
East Carolina University
Eastern Michigan University
Emporia State University
Fayetteville State University
Ferris State University
Fitchburg State University
Florida Atlantic University
Fort Hays State University
Florida Gulf Coast University
Georgia Southwestern State University
Glenville State College
Indiana University East
Indiana University Kokomo
Indiana University South Bend
Indiana University -Purdue University
   Indianapolis
Indiana University -Purdue University Fort
   Wayne
Indiana University of Pennsylvania

Jacksonville State University
Kentucky State University
Lamar University
Lehman College CUNY
Louisiana Tech University
Lyndon State College
McNeese State University
Metropolitan State University of Denver
Millersville University of Pennsylvania
Missouri Southern State University
Montana State University Northern
Montclair State University
Morehead State University
Morgan State University
Murray State University
Nicholls State University
North Carolina A&T State University
North Georgia College & State University
Northern Arizona University
Northern Kentucky University
Northern Michigan University
Northern State University
Northwest Missouri State University
Northwestern Oklahoma State University
Old Dominion University
Pittsburg State University
Plymouth State University
Portland State University
Purdue University Calumet
Richard Stockton College of NJ
Salem State University
Shawnee State University
Southeast Missouri State University
St. Cloud State University
SUNY at Fredonia
SUNY at Oneonta
Texas A&M University Commerce
Texas A&M University Corpus Christi
Texas Woman's University
The College at Brockport SUNY
Towson University

Truman State University
University of Arkansas at Monticello
University of Central Florida
University of Central Oklahoma
University of Illinois at Springfield
University of Louisiana at Lafayette
University of Maine at Augusta - Bangor
University of Maine at Fort Kent
University of Maine at Machias
University of Maine at Presque Isle
University of Massachusetts Dartmouth
University of Michigan Dearborn
University of Minnesota Duluth
University of Missouri at St Louis
University of Nebraska at Omaha
University of North Alabama
University of North Carolina Charlotte
University of North Carolina Greensboro
University of North Carolina Pembroke
University of Nevada, Los Vegas
University of North Florida
University of North Texas
University of South Alabama
University of South Carolina Aiken
University of South Carolina Upstate
University of South Florida Polytechnic
University of South Florida St. Petersburg

University of Texas at San Antonio
University of Texas at Brownsville
University of the District of Columbia
University of West Georgia
University of Wisconsin Green Bay
University of Wisconsin Parkside
University of Wisconsin Stout
University of Wisconsin Whitewater
Virginia State University
Wayne State University
West Chester University
Western Carolina University
Western Connecticut State University
Western Kentucky University
Western Washington University
Winona State University
Winston-Salem State University
York College

State Higher Education Systems
California State University
City University of New York
Kentucky Council on Postsecondary
  Education
Maryland Higher Education Commission
Mississippi Institutions of Higher Learning
Oregon University System
Utah System of Higher Education

Appendix C: Relevant National Organizations and Associations

Campaign for High School Equity
www.highschoolequity.org
1050 Connecticut Ave NW, Suite 1025
Washington, DC 20036
(202) 772.1137

The College Board
www.collegeboard.com
1233 20th Street NW, Suite 600
Washington, DC 20036
(202) 741.4700

Communities in Schools
www.communitiesinschools.org
2345 Crystal Drive, Suite 801
Arlington, VA 22202
(800) CIS.4KIDS (800.247.4543)

Council of Great City Schools
www.cgcs.org
1301 Pennsylvania Ave. NW, Suite 702
Washington, DC 20004
(202) 393.2427

Data Quality Campaign
www.dataqualitycampaign.org
1250 H Street, NW, Suite 825
Washington, DC 20005
(202) 393.4DQC (4372)

Education Commission of the States
www.ecs.org
700 Broadway, #810
Denver, CO 80203
(303) 299.3600

Achieve, Inc.
www.achieve.org
1775 Eye Street NW, Suite 410
Washington, DC 20006
(202) 419.1540

Afterschool Alliance
www.afterschoolalliance.org
1616 H Street NW, Suite 820
Washington, DC 20006
(202) 347.2030

Alliance for Excellent Education
www.all4ed.org
1201 Connecticut Ave. NW, Suite 901
Washington, DC 20036
(202) 828.0828

America's Promise Alliance
http://www.americaspromise.org
1110 Vermont Ave. NW, Suite 900
Washington, DC 20005
(202) 657.0600

American Youth Policy Forum
www.aypf.org
1836 Jefferson Place NW
Washington, DC 20036
(202) 775.9731

Appleseed Education
http://appleseededucation.com
727 15th Street NW, 11th Floor
Washington, DC 20005
(202) 347.7960

Educational Testing Service
www.ets.org
ETS Corporate Headquarters
Rosedale Road
Princeton, NJ 08541
(609) 921.9000

Education Resources Information Center
www.eric.ed.gov
c/o Computer Sciences Corporation
655 15th Street NW, Suite 500
Washington, DC 20005
(800) 538.3742

The Education Trust (EdTrust)
www.edtrust.org
1250 H Street NW, Suite 700
Washington, DC 20005
(202) 293.1217

Hispanic Association of Colleges and Universities
www.hacu.net
8415 Datapoint Drive, Suite 400
San Antonio, TX 78229
(210) 692.3805

National Council of La Raza
www.nclr.org
Raul Yzaguirre Building
1126 16th Street NW, Sixth Floor
Washington, DC 20036
(202) 785.1670

New Teacher Center—Headquarters
www.newteachercenter.org
725 Front Street, Suite 400
Santa Cruz, CA 95060
(831) 600.2200

Parent Institute for Quality Education
http://www.piqe.org/
22 West 35th Street, Suite 201
National City, CA 91950
(619) 420.4499

Pre-K Now
www.preknow.org
901 E Street NW, 10th Floor
Washington, DC 20004
(202) 540.6350

Say Yes to Education
www.sayyestoeducation.org
320 Park Avenue, 21st Floor
New York, NY 10022
(212) 415.4590

STRIVE
www.strivenetwork.org
One West Fourth Street
Cincinnati, OH 45202
(513) 929.4777

Delivering America's Promise

AASCU's more than 400 public college and university members are found throughout the United States, including Guam, Puerto Rico and the U.S. Virgin Islands. We range in size from 1,000 students to 44,000. We are found in the inner city, in suburbs, towns and cities, and in remote rural America. We include campuses with extensive offerings in law, medicine and doctoral education—as well as campuses offering associate degrees to complement baccalaureate studies. We are both residential and commuter, and offer online degrees as well. Yet common to virtually every member institution are three qualities that define its work and characterize our common commitments.

• We are institutions of access and opportunity. We believe that the American promise should be real for all Americans, and that belief shapes our commitment to access, affordability and educational opportunity, and in the process strengthens American democracy for all citizens.

• We are student-centered institutions. We place the student at the heart of our enterprise, enhancing the learning environment and student achievement not only through teaching and advising, but also through our research and public service activities.

• We are "stewards of place." We engage faculty, staff and students with the communities and regions we serve—helping to advance public education, economic development and the quality of life for all with whom we live and who support our work. We affirm that America's promise extends not only to those who come to the campus but to all our neighbors.

We believe that through this stewardship and through our commitments to access and opportunity and to our students, public colleges and universities effectively and accountably deliver America's promise. In so doing we honor and fulfill the public trust.

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