

College Success Solution Plan

February 2015

NAZ Solution Area Goal: 1. NAZ scholars will graduate high school with the belief, knowledge, and experience that leads to their optimal post-secondary choice for success.

NAZ Solution Area Goal: 2. NAZ scholars will enroll in a post-secondary program immediately following high school graduation, and will successfully complete a credential within 150% of their program length.

Terms and Abbreviations:

Anchor Schools: elementary and secondary schools who have signed the NAZ Memorandum of Understanding, have submitted an approved application to a NAZ RFP, and meet regularly as part of the Effective Schools Action Team

PSI: Post-Secondary Institutions

Anchor PSIs: PSIs who have signed the NAZ Memorandum of Understanding, have submitted an approved application to a NAZ RFP, and meet regularly as part of the College Success Actions Team

[1] ORGANIZATION COMMITMENT: Active Collaboration & NAZ Values

Organization-wide activities that will build the collaborative process and embed the core NAZ values across the effort, including NAZ families, staff, and partners.

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
1	<p>NAZ Partner embeds NAZ values organization-wide as key drivers to build a culture of achievement Zone-wide, including by:</p> <ul style="list-style-type: none"> • Posting NAZ Values in prominent public locations for staff, • Including Values in staff meetings and other organizational use, and • Contributing to the implementation of a developing operating plan designed to intentionally embed values across the collaboration. 	<ul style="list-style-type: none"> • Values will be available for posting, distributing, and publishing. • Operating plan concepts will be developed for input and contributions. • NAZ staff available for dialogue about embedding values. 	Ongoing
2	<p>NAZ Partner participates in ongoing educational opportunities, with the intention of core 'NAZ Way ' concepts reaching staff who work with NAZ families, related to the following key NAZ</p>	<ul style="list-style-type: none"> • NAZ develops and offers educational opportunities in a manner that works for partners (such as through existing Action Team meetings) 	Ongoing

	<p>values:</p> <ul style="list-style-type: none"> ● Breaking the belief gap, ● Families as Leaders & Organizations as Partners to Families, ● Using Data to Drive Progress (results-based accountability), and ● Embedding cultural responsiveness within our work with families and scholars. 		
3	<p>NAZ Partner ensures that lead staff attend the following collaborative gatherings:</p> <ul style="list-style-type: none"> ● NAZ-wide collaborative meetings ● Action Team meetings 	<ul style="list-style-type: none"> ● NAZ holds and publicizes meetings in a timely manner. 	<p><i>NAZ-wide meetings:</i> 2 times/year <i>Action Team meetings:</i> Minimum of 4 times/year</p>
4	<p>As specified in NAZ Collaborative Partner Memorandum of Understanding, agency hires staff members who are interested in and committed to positive interactions with children and youth, and demonstrate a commitment to a cultural of achievement.</p>	<ul style="list-style-type: none"> ● Position Posting language and hiring practices explicitly assess commitment to positive interactions and a culture of achievement. 	<p>On hire</p>
5	<p>Program services are provided in line with NAZ values to promote a context that is positive, respectful, engaging, and fosters a culture of achievement.</p>	<ul style="list-style-type: none"> ● Hiring practices specify and select for staff who demonstrate respect. ● Scheduling of program services provides opportunities for social interaction. ● Professional development for staff continuously emphasizes respectful, engaging, and positive services. 	<p>Each program day</p>
6	<p>Program services are fully aligned with and reflect continuous participation in NAZ data collection, progress monitoring, coordination, review, and program improvement processes.</p>	<ul style="list-style-type: none"> ● Maintain regular data entry in NAZ Connect ● Coordinate with NAZ Academic Navigators and other program staff. 	<p>Each program day</p>
7	<p>Action Team member organizations meet regularly to share information on scholar needs and program offerings and facilitate development of new programs to meet scholar needs.</p>	<ul style="list-style-type: none"> ● NAZ provides group-level data on scholar academic progress, college enrollment rates, and college persistence and completion ● Partner organizations and institutions review data to identify where programs are meeting scholar needs and which groups of scholars have needs not being met (academic, financial, social) 	<p>Once a month</p>

[2] Early Access to Post-Secondary Institutions and Experiences

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
1	Anchor PSIs have a site-based mentoring program to mentor NAZ middle and high school Scholars with current undergraduates	<ul style="list-style-type: none"> Anchor PSIs promote mentoring opportunities with current undergraduate students Anchor PSIs communicated with NAZ about available undergraduate mentors to facilitate mentor-mentee matches for Zone Scholars 	Programs offered at least 3 times each academic year (fall, spring, summer)
2	Anchor PSIs host expanded learning, arts, and athletics activities on campus that are accessible and affordable to NAZ Scholars	<ul style="list-style-type: none"> PSI's ensure programs promote and facilitate NAZ Scholars' participation 	Programs offered at least 3 times each academic year (fall, spring, summer)
3	Anchor PSIs host developmentally appropriate campus visits	<ul style="list-style-type: none"> Visits provide Scholars with opportunities to connect with college students and faculty who reflect the Scholars' ethnic and cultural background 	Programs offered at least 3 times each academic year (fall, spring, summer)
4	Anchor Schools and PSIs develop agreements to promote scholars' access to dual enrollment opportunities to earn college credit and complete post-secondary degrees and credentials while still in high school	<ul style="list-style-type: none"> Criteria for participation in programs are not restricted to standardized test performance and enrollment decisions allow for portfolio applications Each NAZ Scholar earns at least 3 post-secondary credits or one full course while in high school 	Agreements renewed once a year

[3] Pre-College Programs/Transition to College

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
1	PSIs will provide or will develop relationships and support processes for pre-college, bridge, and orientation programs	<ul style="list-style-type: none"> Anchor pre-college programs implement HS Action Plan and partner with PSIs PSIs develop and provide bridge and orientation programs as need is identified Programs for NAZ scholars "scale down" the college experience through personalized attention, services, and connection to resources/opportunities Programs are provided by or in conjunction with PSI faculty and peers 	On-going with a Fall, Spring, Summer review

[4] Admission Process and Strategies

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
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1	Anchor PSIs, Anchor Schools, and NAZ collaborate to create and support an admissions profile and process that ensures “right fit” for scholars	<ul style="list-style-type: none"> • PSIs provide transparent data on retention and graduation rates in relation to demographics • PSIs provide employment rates for degree and certificate programs • PSIs publish average debt upon graduation data • PSIs connect academic and social services to student need • PSIs publish clearly articulated retention plan and action steps 	1X year
2	PSIs work with high schools to reduce inequities in college advising and test preparation	<ul style="list-style-type: none"> • PSIs provide Anchor Schools with additional support for college advising in Junior and Senior year • PSIs identify and provide resources for cost-free test preparation for low-income scholars 	2x year
3	Anchor PSIs create and implement marketing strategies highlighting commitment to success of NAZ (or similar) scholars	<ul style="list-style-type: none"> • PSIs construct and execute marketing campaigns that target increased application and enrollment of NAZ scholars • PSIs work with community and community-based organizations to define approaches and language based in College Bound Culture branding 	Ongoing
4	Admissions leaders from Anchor PSIs and Secondary Principals, Counselors, and Department Heads at Anchor High Schools meet to communicate educational and personal goals for Scholars to be college ready and develop programs to ensure Scholars at those schools meet those educational goals.	<ul style="list-style-type: none"> • NAZ Managers of CS and Anchor School Implementation teams coordinate meetings for leaders • Admissions staff at PSIs assemble model student portfolios for Secondary school staff 	Ongoing
5	NAZ Anchor Schools, High School Expanded Learning Partners, and Anchor Post Secondary Institutions host college application workshops for Scholars in their Junior or Senior year with a focus on application essay writing	<ul style="list-style-type: none"> • Secondary staff facilitate and ensure the attendance of all scholars at these workshops • Families and scholars set and complete essay goals in College Pathway Goal Plan 	3x year
6	Anchor PSIs diversify admissions package criteria to include non-traditional elements, such as an electronic portfolio, for admissions decisions	<ul style="list-style-type: none"> • Admissions staff at Anchor PSIs receive training on using portfolio information in admissions decisions and considerations in reviewing and assessing portfolios of Zone Scholars • NAZ provides Anchor PSIs with sample portfolios to review 	Each year during admissions reviews.

[5] Access and Retention

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
1	Provide provisional admission programs for scholars who are accepted but don't fully meet admission requirements	<ul style="list-style-type: none"> Scholars are notified of provisional admission as early as possible Individual Learning Support Plans are created for scholars granted provisional admission that have clearly articulated pathways and integrate the "team" approach. These plans are articulated by the accepting PSI in partnership with the Anchor School 	1X year
2	Clearly outline policies and requirements for scholars who barely-meet or fall short of admission requirements	<ul style="list-style-type: none"> Measures for provisional admission are developed with Anchor High Schools to remove barriers and provide support for identified scholars Scholars have support from secondary and post-secondary institutions that is timely so that meeting requirements remains a possibility to access post-secondary, or to access degree programs once in post-secondary. 	2X year
3	Provide counseling, registration limitations, and regular progress review for first-year scholars who are participating in remedial classes and/or programs	<ul style="list-style-type: none"> PSI require instructors to notify 1st year students of progress in week 6 and 10 each semester. Scholars are required to meet with academic counselors before they can register for first 3 semesters. PSIs provide support for scholars who need academic support in weeks 6, 10 or going into a new semester. 	On-going

[6] Ensure Student Success

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
1	Create and reinforce an institutional culture that fosters student success	<ul style="list-style-type: none"> Strong leadership from top college administrators Prioritize improving scholar retention as institutional goal Allocate necessary resources to retention programs Provide incentives and rewards to members of campus community for improving retention Coordination and collaboration among all departments and administration All conditions must include a focus on underrepresented students 	On-going
2	PSIs develop and implement specified program approaches to cultural adaptation that allow students to be integrated into the institution.	<ul style="list-style-type: none"> Every student is seen as an honors student who "has what it takes" to graduate PSIs will develop programs that recognize the transitional experience of underrepresented scholars PSIs have an implementation and evaluation plan to ensure integration of 	Plan: 2x/year Ongoing implementation

		<ul style="list-style-type: none"> program elements that includes measurable timelines and results PSIs have a designated person (or persons) responsible for oversight and fidelity of implementation and evaluation 	
3	Link pre-college programs to one another as well as to in-college support for consistent, aligned support	<ul style="list-style-type: none"> PSIs work with secondary institutions and existing supports (such as TRIO, College Possible, Talent Search) so that scholars receive consistent messages and supports Anchor HS ExL programs implement HS ExL Solution plan elements for collaborative Achievement Planning and transition support Anchor HS ExL programs and Anchor PSIs use NAZ Connect to collaboratively track key pre-college elements through cross-program support 	Plan and evaluate: 2x/year
4	College-going NAZ Scholars set and complete goals on their College-Level Scholar Achievement Plan	<ul style="list-style-type: none"> NAZ Scholars have a College-Level Scholar Achievement Plan tied to their Electronic Portfolio <ul style="list-style-type: none"> At a minimum plan includes <ul style="list-style-type: none"> checklist for communicating with their Opportunity Coach and/or advisor each semester List of available career planning resources List of available pipeline and pathway services to support college completion Scholars report progress through their plan and share successes with PSI personnel PSI personnel have training and support from NAZ staff and partners PSI personnel have access to and training in NAZ Connect 	<p>Scholars use tools from their Scholar Achievement Plan at least once a semester when meeting with their advisor.</p> <p>Scholars report on progress through their plan at least once a semester.</p>
5	PSIs provide 1:1 “whole scholar” guidance and counseling for academic and social-emotional outcomes for NAZ scholars via Opportunity Coaches that implement support through a model that integrates the NAZ Connector and Scholar Coach roles	<ul style="list-style-type: none"> Scholars regularly meet with Opportunity Coach to review Achievement Plan PSIs identify and map the network of people, departments, and resources that are implementing Solution Plan elements for clear connection/navigation Resources for scholars to navigate the institution are clearly defined and accessible Opportunity Coaches are trained in and provide Educational planning and monitoring Opportunity Coaches receive training in Empowerment models, release of independence, and NAZ Connector and Scholar Role strategies PSIs commit to recruiting and hiring a diverse pool of Opportunity Coaches 	<p>2X a semester 1x /year</p> <p>On-going</p> <p>On-going</p> <p>1x/year</p> <p>On-going</p>

6	Create first-year learning communities for NAZ Scholars	<ul style="list-style-type: none"> ● Communities have a dedicated staff person who intentionally integrates Academic and Social components for cohort building and skill development ● NAZ Scholars have the opportunity to enroll in classes as a cohort for development of community and deeper implementation of Solution Plan strategies ● Assign selected faculty members to the learning communities who have demonstrated success ● Use technology to create virtual spaces for community building 	On-going
7	Engage NAZ Scholars in at least two on-campus activities	<ul style="list-style-type: none"> ● PSIs provide multiple options and specific, targeted invitations for scholars. ● PSI provides a list of high impact activities 	1X a semester
8	Integrate developmental coursework into credit-bearing courses	<ul style="list-style-type: none"> ● Instructors receive information on skill needs of incoming scholars for identification of integrated developmental skills ● Instructors receive professional development for linking developmental skills with syllabus and course outcomes ● Instructors “team teach” in credit-bearing courses to ensure scaffolded support of development skills ● Anchor PSIs identify at least 50% of the 100/200 (foundational level) to integrate <p>*See Effective Classrooms EAI</p>	1x year plan and evaluate on-going
9	Learning and tutorial centers have intentional and measurable alignment with departmental and classroom level curriculum/outcomes	<ul style="list-style-type: none"> ● Centers have regular meetings and communication for alignment with departments ● Instructors are expected to communicate with centers about outcomes and classroom curriculum for courses ● Centers have workers with training in a diverse range of study skills that can be individualized to scholar needs 	On-going Plan and evaluate 1x/year On-going
10	Develop and provide programs for scholars who live off-campus or at home to connect them with resources they need to succeed	<ul style="list-style-type: none"> ● PSIs ensure that off-campus scholars receive comparable levels of support and integration as on-campus scholars ● PSIs use technology to create virtual spaces for community building 	On-going

11	Anchor PSIs ensure monitoring and measured updates that ensure college success/retention of 100% of NAZ Scholars in the first year of college	<ul style="list-style-type: none"> • Institutions must acknowledge and understand the first year as the most vulnerable year and intentionally align resources for proven practice • PSIs have Progress Monitoring systems and schedules that provide early warning alerts 	Plan and Evaluate 1x/year On-going
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[7] Effective Classrooms

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
1	Professors/staff receive regular and ongoing professional development around key Solution Plan elements and evaluation of implementation	PSIs have professional development and assessments of teaching specific to working with diverse, first generation, urban scholars	1x/year as continuous improvement
2	PSIs identify and apply instructional models that have proven outcomes with diverse, first generation, urban scholars	<ul style="list-style-type: none"> • Instructors identify and articulate the learning model used in their course in class descriptions a syllabus • Departments create and support time for professional learning communities or other similar professional development • Suggested models: <ul style="list-style-type: none"> ○ Centers for Teaching and Learning ○ Project-based Learning ○ Inquiry models ○ Social construction of learning 	On-going
3	Professors/instructors embed academic support in classrooms	<ul style="list-style-type: none"> • Instructors create intentional time/processes for scholars to have clear support and understanding of current performance • Instructors receive support in creating and implementing assessments that include early warning, feedback, etc. • Instructors utilize technology to support with regular and timely feedback • See: Ensuring Student Success, EAI 8 	Plan and evaluate 1x/year On-going On-going
4	PSIs create intentional plans for increasing interaction and engagement in the classroom	<ul style="list-style-type: none"> • All instructors will map diversity in the classroom curriculum that includes diverse stories and narratives. This includes the composition of groups, content, and experiences in general. • Institutions identify and implement a system for Evaluation of student level of engagement. 	On-going with a review every 3 years Yearly
5	Faculty/staff have intentional and measurable alignment with PSI college success programs	<ul style="list-style-type: none"> • Department members meet and plan integration of strategies with campus college success programs • Opportunity Coaches have communication with and intentionally build Achievement Plans with the support of Faculty/staff and college success programs 	1x year 1x year

[8] Two-to-Four Year Transition

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
1	Scholars receive individual advising to create long-term pathway to four-year institution	<ul style="list-style-type: none"> • Counseling begins in High school that provides scholars with realistic academic plans that traverse 2-4 year institutions • Anchor PSIs create clear curriculum program maps • High school and PSI academic advisors receive strong training and have a toolbox on 2-4 year transition pathways 	<p>On-going work with Anchor PSIs</p> <p>Minimum 1X semester scholar meets with academic counselor</p>
2	PSIs develop and have available favorable transfer and articulation policies and/or agreements	<ul style="list-style-type: none"> • Anchor PSIs have met to identify core curriculum barriers in all 100(0) and 200(0) courses and work together to craft a curriculum that reasonably meets credit and program needs. 	<p>Data is collected and reviewed yearly</p> <p>PSIs review and revise based on review of barriers particular to scholars</p>
3	Two-year PSIs develop and implement dual admission programs	<ul style="list-style-type: none"> • PSIs have articulated agreements with four-year degree programs for dual enrollment • Scholars who enroll in dual admission programs are guaranteed admission to partner four-year programs (minimum requirements apply) • Opportunity Coaches and advisors provide coordinated support and advising for scholars • Two- and four-year partner PSIs have clearly articulated degree pathways and programs 	<p>Revisited every 3 years</p> <p>Evaluated 1X year</p> <p>On-going</p> <p>Evaluted 1X year</p>

[9] Financial Success

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
1	Consistent support will be provided for scholars and families about the financial aid process, especially filling out the FAFSA and support families to understand what financial packages are offering	<ul style="list-style-type: none"> • NAZ connectors receive intentional training on financial aid planning • PSIs provide admissions counselors to support scholars and families in financial planning 	<p>Annual training for staff</p>

2	<p>Increased and consistent focus on supporting financial literacy about options for covering the cost of attendance, including</p> <ul style="list-style-type: none"> ● prudent use of loans ● Develop increased assurances for students about the availability and timing of student aid ● Default Prevention ● Maximum Timeframe 	<ul style="list-style-type: none"> ● NAZ education pathway goal plans include age appropriate financial pathways to college ● Anchor institutions address and remove barriers by developing and providing at least 3 ways to support families such as (but not limited to) <ul style="list-style-type: none"> ○ parent FASFA night, ○ on-line training ○ financial aid counseling 	<p>plan and evaluate 1x/year</p>
3	<p>Increase in financial aid for first-generation students with a shift away from merit aid at the institutional level</p>	<ul style="list-style-type: none"> ● Anchor PSIs provide dedicated funding for NAZ first generation scholars. ● NAZ and Anchor PSIs have a process for communicating with eligible NAZ scholars during the admissions process. ● NAZ connect and PSIs have Release of Information sharing agreements 	<p>Plan 1x year On-going On-going</p>
4	<p>Increase support for scholars who have delayed enrollment</p>	<ul style="list-style-type: none"> ● PSIs identify and provide financial support for scholars who have delayed enrollment ● Anchor high schools extend academic advising for scholars with delayed enrollment ● NAZ career and finance partners are aware of and have the skills to counsel families who wish to go to college and are delayed. ● Anchor PSIs identify key staff who are experienced and have the training to respectfully engage in the delayed enrollment process 	<p>Plan 1x/year Plan 1x/year On-going On-going</p>
5	<p>Provide on-campus work opportunities to low-income scholars that include work-school balance support</p>	<ul style="list-style-type: none"> ● Scholars have on-campus job opportunities, including work-study, when appropriate up to 10 hours a week. 	<p>On-going</p>
6	<p>Encourage and have available affordable and accessible on-campus housing or approved off-campus housing</p>	<ul style="list-style-type: none"> ● Scholars will have priority to on-campus housing including living-learning housing and other cohort programs. ● PSIs work directly with Housing partners to identify and create housing opportunities for scholars 	<p>1X year</p>
7	<p>Greater assistance in solving for unmet financial need</p>	<ul style="list-style-type: none"> ● Study abroad opportunities 	

[10] Connection to Job and Career Pathways

Anchor PSIs and NAZ provide opportunities for Scholars to understand different college-to-career pathways, gain work experience while still in college, and understand post-baccalaureate education opportunities.

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
2	<p>NAZ scholars enrolled in baccalaureate programs identify, select, and complete one or more leadership and sustained volunteer opportunities that eventually lead to a more sustained commitment or to leadership related to the opportunity, including</p> <ul style="list-style-type: none"> ● community engagement, ● internships, ● work programs. 	<ul style="list-style-type: none"> ● PSIs provide a sufficient number of volunteer and leadership opportunities to allow all scholars to participate ● PSIs help students identify different volunteer and leadership opportunities ● PSI help Scholars identify and select one or more different volunteer opportunities. ● These opportunities should include a reflection that supports students identifying those activities which match their desired career path or aspirations. 	<p>NAZ scholars complete a minimum of 2 volunteer opportunities in the freshman and sophomore years of undergraduate.</p> <p>In the Junior and senior year, scholars focus on a particular, more intensive volunteer opportunity and/or take a leadership position, or internship opportunity.</p>
3	<p>NAZ scholars enrolled in a baccalaureate program attend a NAZ-supported workshop on post-baccalaureate options including</p> <ul style="list-style-type: none"> ● graduate and professional school options ● financing ● admissions processes ● personal statement writing ● assessing program fit 	<ul style="list-style-type: none"> ● Career and Finance team ● Career connection process for NAZ Scholars ● Graduate/professional program connection 	<ul style="list-style-type: none"> ● Two hours for the intro workshop ● NAZ scholars who've identified career paths that may require professional and or graduate degrees will participate in at least one grad/prof. school prep program. <p>One workshop delivered every fall targeting NAZ Scholars in their second year (sophomores) of post-secondary.</p> <p>Scholars participate in one post-baccalaureate educational program during junior year</p>
4	<p>Anchor PSIs organize work-based experiences for scholars at the undergraduate level within a larger network</p>	<ul style="list-style-type: none"> ● PSIs ensure a sufficient number of internship slots are available for all scholars ● PSIs develop process for each scholar to connect with relevant work-based 	<ul style="list-style-type: none"> ● PSIs work on an ongoing basis to

	of internship opportunities	<p>experience</p> <ul style="list-style-type: none"> PSIs develop partnerships with other NAZ Anchor partners, NAZ grant providers, and business/corporate partners to create specific work-based experiences for NAZ Scholars 	<p>identify internship opportunities</p> <ul style="list-style-type: none"> PSIs host events 3 times a year to connect scholars with internship opportunities
5	Anchor PSIs partner with NAZ to ensure opportunities for Scholars to complete 1-2 surveys and/or inventories that produce recommendations for possible careers of interest	<ul style="list-style-type: none"> Anchor PSIs identify appropriate surveys to be used Sufficient copies of surveys are obtained or copied Anchor PSIs schedule events during which Scholars can complete surveys 	2x year
6	Anchor PSIs partner with NAZ and Anchor Schools to organize feedback opportunities for scholars on college and career planning.	<ul style="list-style-type: none"> Anchor PSIs and Anchor schools schedule events during which Scholars discuss survey results with a career counseling staff on their College Campus to facilitate scholars making academic plans that will lead them to reaching their post-secondary aspirations Events include information about the patterns and trends of emerging and shrinking 21st Century career opportunities 	2x year

[11] Engaging Parents in the Process

NAZ, Anchor Schools, Post-Secondary Institutions, and partner organizations engage with parents to promote parents' understanding of post-secondary education options, methods of financing post-secondary education, involve parents in their Scholars' education, and inform parents of continuing education opportunities they themselves can pursue.

	Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
1	Anchor PSIs provide a structured program to inform prospective college parents about the range of Post Secondary options, market and career opportunities for different majors, and financing options for post-secondary education	<ul style="list-style-type: none"> Parents receive a checklist for helping determine the appropriate post-secondary match for their child Program is offered in languages that allow all Zone parents to participate 	Program is provided at least 2X a year
2	NAZ Anchor PSIs attend family nights at Anchor HS to meet with Scholars and Parents and inform them about post-secondary education options and requirements	<ul style="list-style-type: none"> Presentations at Family Nights include information on <ul style="list-style-type: none"> Admissions requirements and relevant HS courses Dual enrollment opportunities Financing for Post secondary Education, including Financial Aid and 529 college savings programs Programs provided in languages that allow for all Zone parents to participate Informational sessions are offered at Anchor Schools 	Sessions offered at least 3 times each academic year (fall, spring, summer)

		<ul style="list-style-type: none"> • Informational sessions are offered at Anchor PSIs • Staff from schools and PSIs attend each session 	
3	Anchor PSIs develop programs that promote parent participation on the campus and opportunities to view Scholars' work on campus	<ul style="list-style-type: none"> • PSIs work with NAZ to communicate with parents about different opportunities and ensure barriers to participation are addressed (transportation, scheduling events so as to accommodate different work schedules, offering programs in languages that allow all parents to get involved) 	Parent involvement opportunities are facilitated at least once a month

TO DEVELOP:

	Supplemental Services	Child care Transportation Book and supply vouchers Mental Health: referrals to people and resources in the community where they live. Homeless shelters Food Shelves	
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References

ACT National Curriculum Survey® 2012. Policy Implications on Preparing for Higher Standards

ACT, Inc. (2007). The Role of Nonacademic Factors in College Readiness and Success. ACT., Inc. Retrieved at http://www.act.org/research/policymakers/pdf/nonacademic_factors.pdf

ACT. (2006). *Ready for College and Ready for Work: Same or Different?* Iowa City: ACT.

This article published by ACT cites that following an ACT study that there is empirical evidence to support that the level of education students need in math and reading is comparable whether entering college or the workforce. The study defines workforce readiness and discusses commonalities in the expectations of workforce readiness and college readiness by comparing WorkKeys, ACT's job skills assessment and the ACT test.

Bouffard, S., & Savitz-Romer, M. (2012, April). *Ready, Willing and Able: A Developmental Approach to College and Career Readiness Puts Students at the Center. Educational Leadership, pp. 40-43.*

In their short article, based largely on their more extensive book, *Ready, Willing, and Able: A Developmental Approach to College Access and Success*, Bouffard, a Harvard Researcher and Savitz-Romer, a former school counselor and administrator now also at Harvard, argue that a developmental approach to college and career readiness means understanding student development, specifically how students form identity and develop motivation. They argue that there is not a set list of tasks that teachers and important adults in kids' lives must follow, but they do need to interact with students. They provide approaches that educators can take to assist students in developing a college going identity and supporting motivation.

Carnevale, A. P., Jayasundera, T., & Cheah, B. (2012). *The College Advantage: Weathering the Economic Storm, Executive Summary*. Washington DC: Georgetown

University Public Policy Institute Center on Education and the Workforce.

The Center on Education and the Workforce at Georgetown University's Public Policy Institute publishes many helpful reports about the connections between education and earnings. This 2012 report specifically looks at the effects of the recession and recovery on employment and job loss relative to level of education. While the report breaks down interesting information on gender, levels of education and employment, the main take away is that those with a college education have not only fared better during the recession, they have led job growth in the recovery.

Carnevale, A. P., Jayasundera, T., & Hanson, A. R. (2012). *Career and Technical Education Five Ways That Pay Along The Way to the B.A., Executive Summary.* Washington DC: Georgetown University Public Policy Institute Center on Education and the Workforce.

While this executive summary looks at more than just associate's degrees and certificates, it has information about why high skilled training leads to high skilled careers. The point that not everyone needs to attain a Bachelor's degree is made well by the authors' findings. One of the most compelling points is that, "There are 29 million jobs in the United States that pay \$35,000 or more on average and don't require a Bachelor's degree" (Carnevale, Jayasundera, & Hanson, 2012, p. 2).

Conley, D. (2005). *College Knowledge: What It Really Takes Students to Succeed and What We Can Do to Get Them Ready.* San Francisco: Jossey-Bass.

Conley, D. T. (2011). *Redefining College Readiness Volume 5.* Eugene: Educational Policy Improvement Center.

David Conley is a researcher at the University of Oregon who has written seminal pieces on the topic of college and career readiness including *College Knowledge* (2008) and *College and Career Ready* (2012). He is also the CEO of EPIC, Educational Policy Improvement Center. This comprehensive paper begins with many of the current means used to determine college readiness followed by a comprehensive definition of college readiness and its components. Helpful to practitioners are the sections on ways to measure each of the dimensions of his definition, implications of that definition, what schools can do to foster college readiness through support of students and teachers and what students can do to develop their own college readiness.

Conley, D. T., & McGaughy, C. (2012, April). *College and Career Readiness: Same or Different? Educational Leadership*, pp. 28-34.

Conley and McGaughy provide a brief description of how college and career readiness has been defined. They go on to synthesize the outcomes of the many studies Conley and others have done regarding the necessary skills students need to possess and opportunities they need to have to be successful in college. In addition, they outline four key steps that schools can take to help students in getting ready.

Dweck, C. S. (2007). *Mindset.* Ballantine Books.

Dweck, C. S. (2010, January). *Mind-Sets and Equitable Education. Principal Leadership*, pp. 26-29.

A professor of Psychology at Stanford University, Carol S. Dweck wrote the highly popularized *Mindset: The New Psychology of Success* (2007). In this article, she takes the principles of her research and findings about fixed mind-set, the belief that intelligence is static, and growth mind-set, the belief that intelligence can be developed, and applies them to students and teachers with the focus of equity in education. She outlines her famous study of struggling seventh grade math students in New York City to first illustrate the two mind-sets and goes on to describe the role teachers have in forming those beliefs in students. She concludes with the premise that if teachers and administrators communicate to students that intelligence is not fixed and can be developed, that stereotypes may be changed and achievement gaps could be closed.

Epstein, Joyce (2009). *School, Family and Community Partnerships.* 3rd Edition. Corwin Press.

Farrington et al., *Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review* (Chicago: CCSR, 2012).

Hughes, K., & Karp, M. (2004). *School-Based Career Development: A Synthesis of the Literature.* Institute of Education and the Economy, Teachers College, Columbia University.

Kirst, M. W. (2004, November). *The High School/College Disconnect. Educational Leadership*, pp. 51-55.

A professor at Stanford University, Michael Kirst has served as the president of the California State Board of Education and in many positions within the federal government. In his article, Kirst highlights the positive outlook of students' aspirations of attending college though that it is often dampened by the disconnect that exists between secondary and postsecondary education. He discusses the mixed signals that are sent to students. He illustrates the gaps for students of

low-income backgrounds and students of color as far as getting information and being groomed for college. He ends the article with strategies that make sense for policymakers and practitioners.

Savitz-Romer, M., & Bouffard, S. M. (2012). *Ready, Willing, and Able: A Developmental Approach to College Access and Success*. Cambridge: Harvard Education Press.

In this easy to understand book, Savitz-Romer and Bouffard break the work into two parts: Changing the Conversation and Changing the Approach. The power of their book lies in an in-depth look at applying developmental theory to college readiness. Their chapters read like a “how to” on preparing students to be college ready, and marry theory and practice with practical ideas for the adults who work with students. One of the key insights in *Ready, Willing and Able* is that this is not the work of only schools. The authors continually reference the role of out of school time adults who are also important in supporting students in the developmental process.