Postsecondary Success in Promise Neighborhoods

Center for the Study of Social Policy
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The Center for the Study of Social Policy (CSSP) works to secure equal opportunities and better futures for all children and families, especially those most often left behind. Underlying all of the work is a vision of child, family and community well-being which serves as a unifying framework for the many policy, systems reform and community change activities in which CSSP engages.

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Contents

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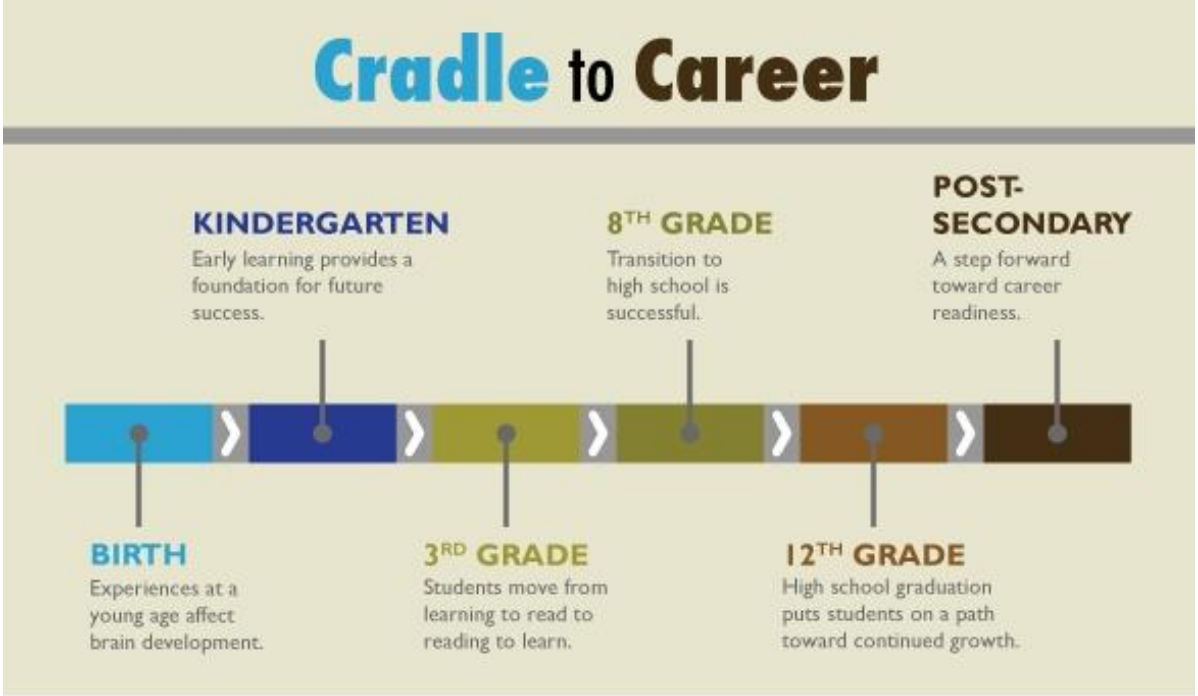
Introduction

About Promise Neighborhoods

With the success of the Harlem Children's Zone as its inspiration, the federal Promise Neighborhoods program seeks to support community-driven, place-based efforts to improve educational and developmental outcomes for children in distressed communities. The founding vision is that "all children growing up in Promise Neighborhoods have access to effective schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and career" [1].



The Promise Neighborhoods program supports the implementation of innovative strategies that improve outcomes for children in the nation's most distressed communities. This is accomplished by building a cradle-to-career continuum of supports and by increasing the capacity of community leaders and organizations to plan, implement and track progress toward 10 results (including students entering kindergarten ready to succeed in school, graduating from high school and feeling safe at school and in the community) and 15 indicators (including attendance, graduation and student mobility rates and participation in daily physical activity).

10 Results	15 Indicators

Education Outcomes & Indicators

 1. Children enter kindergarten ready to succeed in school.	1. # and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.
	2. # and % of 3-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.
	3. # and % of children from birth to kindergarten entry participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care or preschool.
 2. Students are proficient in core academic subjects.	4. # and % of students at or above grade level according to state mathematics and reading or language arts assessments in at least the grades required by the Elementary and Secondary Education Act (third through eighth and once in high school).
 3. Students successfully transition from middle school grades to high school.	5. Attendance rate of students in sixth, seventh, eighth and ninth grade.
 4. Youth graduate from high school.	6. Graduation rate.
 5. High school graduates obtain a postsecondary degree, certification or credential.	7. # and % of Promise Neighborhoods students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates or other industry-recognized certifications or credentials without the need for remediation.

Family & Community Support Outcomes & Indicators

 6. Students are healthy.	8. # and % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.
	9. # and % of children who consume five or more servings of fruits and vegetables daily.
 7. Students feel safe at school and in their community.	10. # and % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.
 8. Students live in stable communities.	11. Student mobility rate.

9. Families and community members support learning in Promise Neighborhoods schools.	12. # and % of parents or family members for children birth to kindergarten entry who report that they read to their children three or more times per week. 13. # and % of parents or family members for children in kindergarten through eighth grade who report encouraging their children to read books outside of school. 14. # and % of parents or family members for children in the ninth through twelfth grades who report talking with their children about the importance of college and career.
10. Students have access to 21st-century learning tools.	15. # and % of students who have school and home access (and % of the day they have access) to broadband Internet and a connected computing device.

Grantees focus heavily on collaboration, breaking down silos among agencies and working with local programs to implement, scale up and sustain solutions that help students learn, grow and succeed.

About This Guide

This promising practices guide is a resource for Promise Neighborhoods as they work to improve postsecondary outcomes for students. It offers a research-based framework for postsecondary success, describes four core strategies that are essential elements of a college and career support system, profiles successful place-based initiatives led by the Harlem Children's Zone in Harlem, New York; The Education Fund of Miami-Dade County and the Center for Educational Partnerships at the University of California, Berkeley (UC Berkeley) and calls attention to implementation issues that Promise Neighborhoods will inevitably grapple with in their quest to achieve and sustain results over time.

What Students Need

All students need an intentional, sequenced and developmentally appropriate path to postsecondary readiness and success. It must begin at the latest in ninth grade [2]; continue with entry into postsecondary education (including two- or four-year colleges, technical training, employer-organized career training like apprenticeships or entry into the military) and culminate with a degree, certificate/licensure (of labor market value) or the meeting of key employment benchmarks [3].

Across the country, many youth in low-income neighborhoods are the first in their families to consider postsecondary education; some are seen as "off track" because they are too old, have too few credits or lack a strong college-preparatory education. In addition, some students are immigrants with or without documents and are English language learners (ELLs). In this context, the Promise Neighborhoods program is an important addition to the growing number of efforts to significantly improve postsecondary outcomes for young people.

Educators and their community partners can support postsecondary success by starting with one, often overlooked step: defining postsecondary readiness and success and what students need to succeed. Preparing students for college and career begins with a shared definition of "college and career ready"

and continues with a system of supports involving schools, districts and key stakeholders. Frequently, educators and partners may assume they agree on what it means to prepare all students for postsecondary success when they actually do not. David Conley [4], a leading researcher and expert in this area, offers an expansive definition of college and career readiness that can help Promise Neighborhoods frame their work:

"Students who are ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate degree, a certificate, or a career pathway-oriented training program without the need for remedial or developmental course work. They can complete such entry-level, credit-bearing courses at a level that enable them to continue in the major or program of study they have chosen" [5].

Although this definition addresses academic preparedness, during the past decade Conley and others helped to broaden our understanding of college and career readiness to include the vital elements that enable academic success, such as understanding the cultural and social norms of college and workplace settings and knowing how to effectively use information technology (IT) [6]. This research has been adapted for practical use in the Postsecondary Success Asset Framework, which identifies four assets that secondary students need for use in college and the workforce:

1. *Key cognitive strategies* describe the kinds of thinking skills that students need to master to succeed in college-level work and the workforce. They include higher order thinking skills such as reasoning, analysis, synthesis, evaluation and creation. These are skills such as formulating problems; developing research; collecting, analyzing and evaluating information; communicating and monitoring and confirming work at every step.

2. *Key content knowledge* refers to the core content area subjects in English, mathematics, social studies and science. These include key concepts, big ideas, writing structures and formats and content-area literacy for the core academic disciplines. The Common Core State Standards, recently developed in consultation with teachers and parents from across the country, define and describe most of these skills. Many high schools across the country are gearing up for the transition to the Common Core.

3. *Key learning skills and techniques* help students learn to work independently and outside of class. High school students must learn how to effectively manage their time. In college, they will have to complete assignments, papers and projects outside of the classroom. Upon reaching college, many students are blindsided by the amount of work they are expected to do outside of class and do not know how to plan for weekly work or longer term projects. Teaching students how to learn, manage their time, use IT appropriately, develop a project plan, study for a test and persist despite obstacles will give them the most important skills they need to succeed in college and the workforce.

4. *Key transition knowledge and skills* help students adjust to the new demands of college and other postsecondary settings. These include college admissions requirements and expectations, career pathways and the prerequisite coursework, norms, values, collaboration with peers and instructors, tuition costs and financial aid, relationships, study expectations and available resources.

Prepared students are strong in all four of these skill sets and gain them through a well-designed sequence of experiences with opportunities to practice these skills and visit the postsecondary settings where they will be used. This approach calls for a coherent system of college and career readiness services and supports that is reinforced by a college-going culture at school and in the community.

Articulating a shared definition of postsecondary success also requires expanding the meaning of postsecondary beyond two- and four-year colleges. The career-readiness definition put forth by the Career Readiness Partner Council, a coalition of education, policy, business and philanthropic organizations, is helpful: "A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially secure and successful career" [7].

Building a College and Career Support System

The stakeholders in a Promise Neighborhood — from schools and colleges to families, community organizations, youth programs, employers and faith groups — can assess local barriers and opportunities by using a postsecondary success framework such as the one just described. Armed with an understanding of their unique context, they can then develop and implement relevant strategies that will help all students. As this work takes shape, Promise Neighborhoods should consider four crosscutting issues that facilitate the design and delivery of a robust college and career support system: collecting and using data, providing differentiated support, engaging families and community members and strategically using new and existing resources [8].

Collecting and Using Data

Promise Neighborhoods use a longitudinal data system that allows for examining individual progress over time. Also, by design, Promise Neighborhoods track at least two indicators (number and percent of students at or above grade level and student school attendance rates) that can be used to monitor areas where students need support as early as third grade. Promise Neighborhoods can use this infrastructure to monitor student progress as they move through the cradle-to-career pipeline and design early interventions that increase the likelihood of postsecondary success.

Early Warning Indicators (EWIs) — indicators such as low grades in mathematics and English language arts (ELA), attendance below 80 percent and behavior assessments that go beyond major infractions (such as referrals to a principal or suspension) — are used by many middle and high schools to monitor student dropout risk, beginning in sixth or ninth grade. Among the best research on EWIs, a study by Johns Hopkins University and the Philadelphia Education Fund, followed sixth graders through high school graduation [9]. It identified these indicators as more predictive of high school success than any other factor, including race and free or reduced lunch status.

This groundbreaking EWI research found that if students are not doing well in any *one* of the indicators they are at risk for not completing high school. The use of indicators led to what are commonly called early warning systems (EWSs). Chicago Public Schools (CPS), for example, uses real-time data reports, that match interventions to student needs to prevent the dramatic decline in grades and attendance that happens when most students transition to high school [10]. Through strategies such as calling home

when a student misses one class, providing algebra tutoring and homework assistance, CPS is achieving better academic outcomes for students and higher graduation rates.

Linking EWIs to Conley's research on the need for preparation in all four dimensions of college and career readiness is a strategy for Promise Neighborhoods to explore. Cross walking EWIs in their data systems as they build college and career readiness systems will help demonstrate progress toward the indicators that link directly to Promise Neighborhoods results: increased high school graduation and postsecondary attainment rates.

Providing Differentiated Support

Preparing students for postsecondary success is not a new idea. What is still relatively new is the notion that our country's health depends on postsecondary success for *all* students, not just some. High-need high schools often offer students guidance counseling along with tutoring, mentoring, enrichment and college-access programs and related activities (such as career expos, a College Day and mandatory PSAT). However, the delivery of these programs is too often scattershot, with some students rarely participating and others receiving duplicate programs. Providing such supports to all students — not just those considered "college going" — will result in a larger and more diverse group of students receiving what they need.

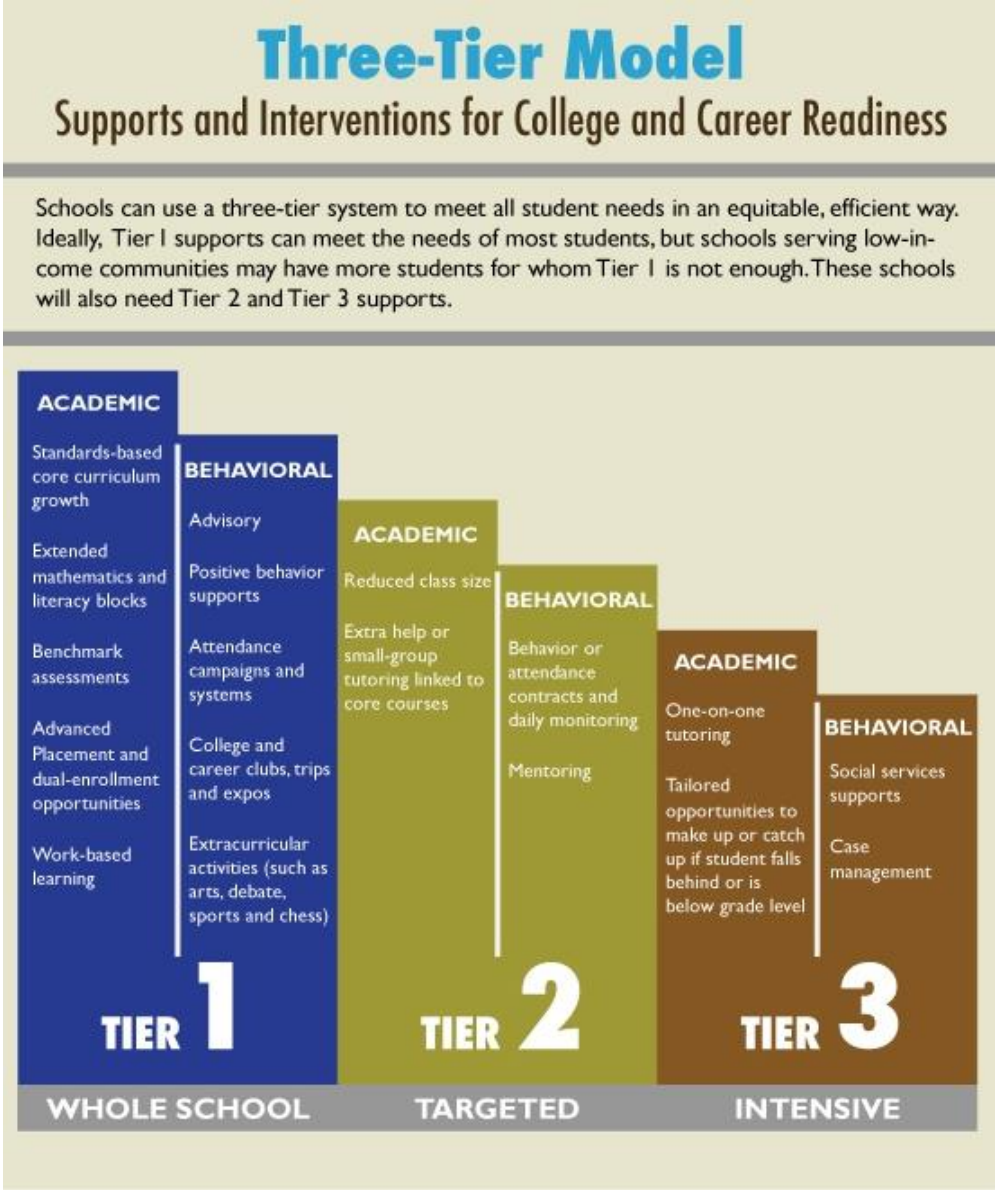
One helpful way to organize educational supports is a *three-tier prevention and intervention framework*, which is based on a public health model of service delivery and is frequently used in EWSs. The framework includes the following elements:

- preventive strategies (Tier 1)
- selective or targeted interventions (Tier 2)
- intensive, individualized interventions (Tier3)

At the school level, Tier 1 supports are deemed universal supports and are typically successful with a majority of students. For example, practices such as a ninth-grade orientation and an engaging curriculum may be used to facilitate a smooth transition into ninth grade for most students. However, even when the preventive, or universal, strategies succeed, some students need more support in the form of Tier 2 or targeted interventions. Typically, existing staff can use small-group supports or other existing structures for targeted interventions. For example, students who arrive in ninth grade reading below grade level might participate in a small group to strengthen their reading skills. Finally, Tier 3 is for an even smaller subset of students who need more intensive supports, typically achieved only through one-on-one work, such as tutoring or counseling. Not surprisingly, Tier 3 is the most costly to implement in terms of staff and budget. However, schools with well-planned and executed Tier 1 and Tier 2 supports typically find that only a small number of students need Tier 3 services. Also, schools need not do this alone; partnerships with community-based organizations can be a practical way to access an array of mental health, social, emotional and academic supports for students.

For schools serving low-income neighborhoods, Tier 1 supports may not meet most student needs. For example, even if a school has highly qualified teachers using a standards-based core curriculum, a significant number of students may still struggle because they entered school below grade level and this will result in more students needing Tier 2 and 3 interventions. In such cases, a redesign of Tier 1

strategies may be required. For example, In Miami-Dade County, high school mathematics and college professors of first-year mathematics students co-created "Math for College Readiness," a course for all high school seniors to help ensure they graduate with the essentials for succeeding in first-year, non-remedial college mathematics.



Engaging Families and Community Stakeholders

Involving families as a key strategy for improving college and career readiness is central to the work of Promise Neighborhoods. At this developmental stage, young people need supports from family, peers, schools and other partners. Family engagement, in this context, is asset-based, valuing the ways families support and influence the aspirations of their young people, rather than viewing the work as a way to compensate for perceived deficits in low-income families and communities. This approach, according to

researchers at Harvard's Graduate School of Education, requires practitioners to "create opportunities to leverage the assets of families through a variety of practical strategies" [11].

Family engagement in high school is a common challenge across the country. Although promising solutions are available, they often exist as add-ons instead of programs integrated into the school. One way to systematically involve families is to develop specific family engagement strategies that are aligned with college and career preparation activities. Ninth-grade orientation, for example, can include activities for families with this message: *Your child can go to college and succeed there. Your child will have more and better opportunities if he/she does*. Schools can also include parents or guardians on visits to local college campuses and host colleges can provide information and discussion for the parents while students are on another part of the tour. Promise Neighborhoods can help families plan postsecondary financing from birth, but financial planning is essential to address throughout high school. This work may culminate with Free Application for Federal Student Aid (FAFSA) marathons or workshops, which are most effective when college partners provide financial aid staff to help families complete the form.

In addition to working directly with families, establishing a broad public platform can help inform and engage residents and equip them with the data and information they need to hold schools, service providers and other stakeholders accountable for results. The Promise Neighborhoods program has public results and indicators; communities can use these as a call to action. The wider community, including businesses and employers, should understand that the Promise Neighborhoods lead agency and partners are not solely responsible for increasing student success, nor are they alone in facing the consequences if outcomes do not improve. This public platform for informing the community often involves targeted messaging as part of a larger communications plan. Ideally, local television, radio and print outlets (including those on which non-English-speaking populations rely) may be useful resources. Students can be especially effective spokespeople for themselves and their peers. Partners can invite students and alumni to speak at local events and their success stories can draw media coverage. Increasingly, social media can also be a positive force for increasing awareness and galvanizing action.

Using New and Existing Resources

A well-designed system of supports identifies core programs, sets priorities, especially for the most underserved students, and directs or redirects partner resources to meet the needs of every child. For example, schools can incorporate college and career readiness into what they are already doing by adding a college and career component to all parent and family events — from high school orientation to report card conferences, talent shows and even sports activities. Also, schools with career academies most likely have career interest inventories to offer to all students; an existing data team or an ad hoc group that includes outside partners can analyze individual and aggregate inventory data to help in planning work-based learning opportunities such as job shadowing and internships. And schools can encourage partners to integrate college and career objectives into their plans to help students achieve specific benchmarks. Whether new or existing, expanded or redirected, work and activities should exist for each grade level, starting no later than the summer before ninth grade, with both academic assistance and supports for skills in the other key asset areas that students need to succeed in college and career.

Lessons from Three Communities

As Promise Neighborhoods work to build and institutionalize a system of college and career supports, it is useful to examine insights from similar work in other communities. This section showcases work taking place in Harlem in New York City, Miami-Dade County in Florida and San Jose in California. These communities represent the rich diversity of America's neighborhoods; each one features a unique demographic mix, geographic characteristics, economic conditions and institutions that drive their approaches to college readiness. The following profiles describe the unique attributes of each site, discuss their emerging results and share what Promise Neighborhoods can learn from these pioneers, including the challenges, lessons learned and strategies for sustainability.

Profile: Harlem Children's Zone

Based in Harlem, New York City, the Harlem Children's Zone (HCZ) dates its genesis to 1970 when the organization began as the Rheedlen Centers for Children and Families. In the 1990s, HCZ launched a one-block pilot program with an ambitious goal to provide comprehensive support to children and families living in the target zone and to improve the quality of community life. Since that time, HCZ expanded to 97 blocks, serving more than 13,000 youth and nearly 13,812 adults, guided by five core principles:

- Serve the needs of an entire neighborhood.
- Provide seamless support from birth to college through a pipeline of coordinated programs.
- Create a positive environment where children thrive, by connecting residents, institutions and local stakeholders.
- Evaluate programs and use real-time data to improve them.
- Build an organizational culture of success.

The New York City Department of Education is the largest school system in the United States, with more than 1.1 million students taught in more than 1,700 separate schools. The department covers all five boroughs of New York City and has an annual budget of nearly $25 billion. HCZ is located in Harlem in the borough of Manhattan, which serves more than 148,000 students.

BUILDING A PATHWAY FOR STUDENT SUCCESS

With a commitment to preparing all students for career, college and life, HCZ has tried to create a set of seamless supports to ensure that every student achieves college access and success. HCZ uses a broad, widely accepted definition of college and career readiness to inform its work. It includes the development of critical academic knowledge and skills associated with college preparation, but also study habits, knowledge of college application and admissions and financial literacy. Helping low-income and first-generation students acquire these skills is a complex undertaking. To succeed, preparation must begin early (preferably in sixth grade, but no later than ninth grade), be well defined and translated into actionable steps, be intentional and integrated and draw support from within and outside of school.

To manage its model of college and career readiness, HCZ developed Academic Case Management (ACM) in 2008. This holistic approach is designed to provide a set of strong supports for healthy emotional, social, intellectual, physical and professional development of students. ACM includes more than 2,200 middle and high school students enrolled in HCZ's two Promise Academy Charter Schools, as well as in traditional public schools serving HCZ students through afterschool and summer programs. It uses a pipeline or pathway method that follows students from middle school into college or postsecondary education. ACM assists HCZ in tracking the critical transitions from middle to

high school and high school to college (or other formal training) and career. Overall, ACM helps target services and supports provided by a diverse team of stakeholders to young people in HCZ.

Critical to ACM is an individualized Action Plan developed in collaboration with each student and composed of key actions or strategies that will help him/her identify, undertake and monitor his/her own development, including the academic skills and behaviors needed for academic, personal and career success. The Action Plan uses sound youth development practices to help students take increasing ownership of their learning and actions.

PROVIDING COMPREHENSIVE SUPPORTS, ADVOCATING FOR STUDENTS

For most low-income and first-generation students and families, the path to postsecondary success is a complicated maze. Rather than getting a coherent set of services, these students receive supports that are often fragmented and late, occurring in the 11th and 12th grades. However, HCZ aims to provide every student with a comprehensive, achievable set of supports. Concrete transition strategies help students successfully move from one learning, social or career experience into another. While attending to outcomes, HCZ focuses equally on the delivery of key supports. This entails the use of a "universal structure" and language in its secondary afterschool programs, its College Success Office (CSO) and support for the staff.

A "Whole Student" Approach

HCZ's holistic approach assesses the whole student to identify needs and create individualized Action Plans that employ strategies to improve student behaviors, competencies, test scores and confidence for high school, college, career and life success.

In middle and high schools, *student advocates* play a critical role in ACM. They assess student needs and connect students with stakeholders. This work involves gathering pertinent information by regularly meeting with students and key stakeholders, participating in parent engagement activities, monitoring Action Plans and tracking Efforts to Outcomes (ETO) data. Along with college advisers, student advocates help young people to set and be accountable for their goals and to learn how to advocate for themselves, as well as serving as advocates when needed.

ACM is driven by an "efficacy approach" based on the belief that every child can learn, achieve academic success and develop strong character. ACM is grounded in the effective use of data collected from varied sources, such as HCZ's Student Needs Assessments — such as report cards, test scores, high school and college applications, information collected through advocate–student conferences — and its ETO database. These and other data are analyzed and used to provide feedback to inform and assess the success of Action Plans.

ACM rests on a system of strategic supports that HCZ further strengthens through agency-wide alignment. For example, three times each year, HCZ's chief executive officer (CEO), chief operations officer and senior managers meet with site directors and their educational staff to review student progress and staff Action Plans. HCZ also provides student case studies and brings the HCZ community together to learn from them. Furthermore, HCZ's secondary teachers participate in monthly, grade-based professional development, sharing promising practices and coordinating cross-site enrichment for each grade level.

BUILDING ON PROMISING RESULTS

HCZ developed and continues to refine its research-informed holistic pipeline model spanning middle to high school, college and career. HCZ's Action Plans and program-wide curriculum, services and supports are informed by the Common Core State Standards, a project-based curriculum and assessments and ACM that drives work with individual students. Highlights of this work include:

- A youth-centered approach.
- Collaboration with students to design, implement and assess their plans and progress.
- Collaboration with families, schools and HCZ stakeholders to help students meet their academic and developmental goals.
- Smart use of data, including attendance, Student Needs Assessments and ETO reports.

HCZ's work has led to important life-changing outcomes for thousands of students and families. Notable results in 2015 included:

- More than two-thirds (70 percent) of children in the zone take part in HCZ programs, including more than 2,000 students in two Promise Academy Charter Schools and more than 7,000 students in traditional public schools.
- 913 HCZ students enrolled in college.
- HCZ programs have a 93 percent college acceptance rate.
- 75 percent of HCZ students who attend four-year colleges graduate within six years (national average is 58 percent, black students is 40 percent).
- 42 percent of HCZ students who attend two-year colleges graduate within four years (national average is 31 percent, black students is 27 percent).
- 311 active alumni and counting.

KEY LESSONS LEARNED

Promote partnerships. HCZ partners with schools, colleges, families and the community. Special staff members such as tutors and teaching artists offer a different perspective and bring important relationships to Action Plans. Meanwhile, academic advocates help connect all of the stakeholders with the young people.

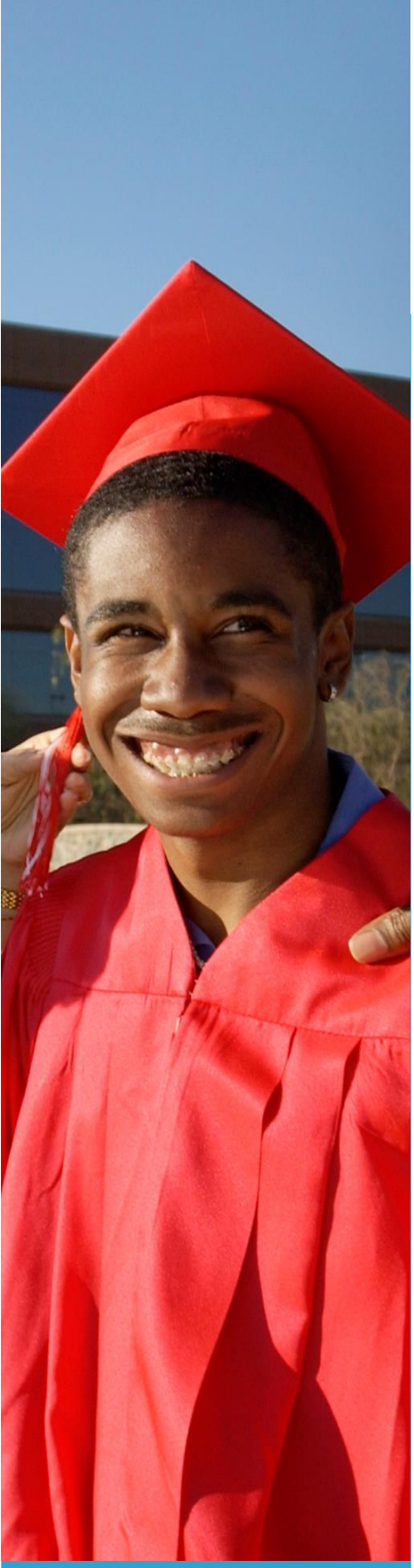
Build trust. Relational trust is critical to the HCZ approach [12]. For example, obtaining sensitive student information or data from struggling or underperforming schools can be hard. School leaders may initially be reluctant to share this kind of information, but ideally as trust among partners strengthens, data sharing improves [13]. Similarly, effective partnerships with parents may be difficult, but HCZ builds trust through monthly communication to parents and other partners.

Share accountability for student success. HCZ sees the benefits of reciprocal accountability with families, schools and other partners and works hard through outreach, training and tools such as rubrics that can be used to assess common work. However, HCZ assumes final responsibility for ensuring that gaps in support are addressed, for example, if a parent or a family member cannot play a necessary role, advocates obtain a release form and step into that role.

Align support at different phases of student development. HCZ students and families confront complex challenges. Action Plans address these complexities. For example, three times per year, the HCZ CEO and other top staff meet with site directors and educators to review case studies, update Action Plans, set "SMART" goals and actions [14], document progress and chart next steps.

Build unity through training and professional development. HCZ strives to have staff and partners "speak the same language" through training and professional development across the organization. For example, middle and high school sites meet monthly to share promising practices and coordinate cross-site enrichment. Writing Corps seminars bring professional writers into sites to build literacy and project-based curricula alongside program staff. This work creates a laboratory for cross-site collaboration on HCZ-wide student certifications, portfolios, showcases and resource support.

HCZ continues to design, assess and refine its ACM, with a focus on implementing, sustaining and replicating this approach. With more than a dozen years using its place-based comprehensive strategy, HCZ is a rich source of information for other Promise Neighborhoods as well as practitioners and policymakers seeking to significantly improve outcomes for children and youth in struggling communities.



Profile: Center for Educational Partnerships, University of California, Berkeley

The Center for Educational Partnerships (CEP) is part of the Division of Equity & Inclusion at the University of California, Berkeley (UC Berkeley). Its programs address the education continuum from kindergarten through college.

Located in northern California, San Jose is the third largest city in the state. San Jose Unified School District (SJUSD) serves a student population of about 33,000 students that is approximately 52 percent Latino, 26 percent Caucasian, 13 percent Asian and 3 percent African American. About 23 percent of the students are ELLs and 45 percent are eligible for free and reduced lunch. There are eight high schools in SJUSD, among them one charter school. Despite its location in the heart of Silicon Valley amidst immense wealth from technology industries, SJUSD includes a large number of working-class families and first-generation college students.

BUILDING RELATIONSHIPS

In 2005, SJUSD reached out to CEP. The relationship between CEP and SJUSD has since grown and included joint activities that improved college and career readiness for the region's students. This work exemplifies a school district–community partnership that led to concrete changes in individual schools and throughout the district.

The partnership started by building a college-going culture in SJUSD. The partners understood that doing this was important for first-generation college students who needed help understanding and maneuvering through the college process. As their first activity, SJUSD and CEP adapted a research-based framework and training to build the elements of a college-going culture (including college talk, college expectations, parental involvement and career exploration) into their schools and programs. The success of this initiative led to many others since then.

RECRUITING NEW ADVISERS

Like most urban school districts, SJUSD faced a shortage of secondary school guidance counselors to meet the college counseling needs of its students. To help remedy this situation, UC Berkeley placed recent college graduates as college advisers in the schools full-time to help students plan for college admissions, financial aid, applications, scholarships and enrollment. This program, called Destination College Advising Corps (DCAC), is part of a national College Advising Corps program that "places college advisers in underserved high schools and works with communities to provide the advising

and encouragement that students need to navigate the college going process" [15]. College advisers undergo rigorous training and then work full-time in a high school.

Prior to this program, each of the six comprehensive high schools had only one full-time counselor. Two of the smaller high schools each have a half-time adviser and the other four high schools have added at least one other full-time adviser. All six high schools have at least one DCAC college adviser and in 2015 three high schools are piloting having two DCAC college advisers at their school sites. Besides helping students with college applications and college and career readiness software such as Naviance, college advisers are assigned to certain classes where they give pre-surveys to students, conduct workshops and individual sessions with students and then administer a post-survey to assess student college preparation. Through the pre-survey, the college advisers collect data on student understanding of college requirements and systems, financial aid and student aspirations and expectations. After the post-survey, the college advisers write a memo on the results to the classroom teachers and school community. Over the years, these data have been used to improve the overall school programs and make them more supportive of an overall college-going culture.

USING A COLLEGE KNOWLEDGE CURRICULUM

The college advisers use lessons in their classes drawn from the Fast Forward to College curriculum that UC Berkeley developed for SJUSD middle and high school students. Teachers can also use these lessons in their advisory periods. The curriculum has 74 lessons for grades 7 through 12, including a separate set of lessons for DREAMer (undocumented) students [16].

STRENGTHENING COLLEGE AND CAREER READINESS

Even with the addition of the DCAC college advisers, the high schools needed more support to help all students successfully transition into college. The CEP–SJUSD partnership worked to bring college advising into the classroom; thus, giving teachers a key role in college preparation. Starting with the seniors and high school English teachers, CEP developed ways to incorporate the college personal statement into the high school curriculum for all students so that they would get support on this throughout the year.

This work started with a one-week summer workshop or "boot camp" for first-generation, rising seniors on writing personal statements. One high school piloted the program, with CEP staff creating the curriculum and co-facilitating the workshop. The workshop focuses on writing the personal statement for the University of California common application and scholarships. To address career readiness, planners incorporated the skills of writing cover letters and developing resumes.

After the success of the pilot program, participating students went to the district office and asked the director of high schools to make these writing workshops available to all students. The district now offers this program that includes college and career readiness for 9th to 12th graders throughout the district. SJUSD also plans to develop a program for the middle school grades. By aligning it with the Common Core standards on personal narrative, this can be adapted to the regular classroom. The district is rolling this out in all grade levels with the goal of having all students complete their portfolio by graduation. Students write these pieces (college essays, scholarship essays, cover letters and resume) in their English classes and college and career readiness presentations are offered through classroom guidance by school academic counselors and college advisers.

REACHING OUT TO PARENTS

Based on what they learned from their longstanding partnership with the schools and their own work with parents, CEP created a series of parent workshops for SJUSD focusing on college and career readiness. The Office of Parent Engagement and SJUSD academic counselors revised these workshops to meet the needs of various parent populations. The workshops are guided by the following principles:

- Parents and families hold valuable knowledge. Schools provide them with information but also solicit their thoughts and questions.
- Workshops strive to recognize and validate cultural norms, while introducing educational norms and expectations, and to help create a support network for parents.
- An interactive approach builds community.

To support the district, the CEP partners provide the curriculum, lesson plans, PowerPoints and handouts for the workshops and SJUSD can adapt as needed. The workshops have a series of modules for each grade level that outline what a parent of a student in that grade needs to know to support his/her child. These workshops start in kindergarten. The five elementary school parent workshops deal with *college aspirations*, the seven middle school parent workshops deal with *college aspirations and college knowledge* and the eight high school parent workshops deal with *college knowledge and college planning*.

As a result of these workshops, parents know more and can better advocate for their children. Says Claudia Morales, who leads the SJUSD partnership work at CEP, "By the time their children are seniors, the parents 'know the language.' This is particularly important for first-generation and low-income students." For the parents of these students, some of the early workshops may have to stress the importance of college and why their children should go. Having done this, the district can set shared goals and provide guidance through the college process.

Launching a district College Day

In 2009, CEP partnered with one district high school to start a College Day to deal with the gap in knowledge of first-generation, college-going students. This initiative was so successful that it turned into a city-wide initiative in San Jose after one year and now takes place throughout Santa Clara County. UC Berkeley provides grade-specific lesson plans, resources and planning for the event, which takes place on the same day in all schools (a Friday in the fall when University of California and California State University college application season begins for students). College Day has events for students in kindergarten (K) through grade 12, so that all students (not just juniors and seniors) are familiar with the college application cycle and the importance of the fall deadline dates.

Approximately 400 schools and organizations participate in College Day, with schools adapting it to their student population. All schools receive a kit of resources for creating a "college corner" in each classroom and for planning age-appropriate activities for students. For example, in middle schools students have an opportunity to interview adults on campus about their college journey. In addition to school-based activities, College Day includes a parent conference at San Jose State University that draws more than 1,000 parents and students. In keeping with First Lady Michelle Obama's Reach Higher Initiative, a recent theme for College Day and the parent conference was "Reach Higher. Own Your Future!"

This event evolved into a partnership among many organizations. In addition to the original partners (SJUSD and UC Berkeley), San Jose State University; University of California, Santa Cruz; community colleges; 10 local community-based organizations; local foundations (both private and corporate); charter schools; the mayor's office; public libraries; neighboring school districts and the Santa Clara County Office of Education all have a hand in the planning [17].

Tallying the results

As a result of the university–district partnership, the region's students, especially first-generation college goers, receive more services to support their college and career readiness, including the following:

- Nine DCAC college advisers in all 6 of the comprehensive SJUSD high schools and 41 college advisers throughout the state.
- A College Day celebration in all 42 K–12 SJUSD schools, expanded to the entire Santa Clara County and replicated in the City of Berkeley.
- College Knowledge parent workshops in all 42 SJUSD schools, customized for Latino and African American parents in San Francisco and Oakland.
- The College and Career Readiness Curriculum in grades 9 through 12, which will soon be expanded to middle school grades.

Learning and enduring

The partnership between CEP and SJUSD has grown over time and is approaching its 12th year. CEP provided key services during this time, but also continuity. Having a partner outside of the district has also helped sustain the work. The other key to the sustainability is a strong, supportive partner within the district. The director of secondary education at SJUSD, Jackie Zeller, has worked closely with the partners at UC Berkeley to help with policy changes and advocacy for this work. She also was able to add college and career planning to principal and counselor evaluations, which provided accountability and made this work a district priority. For example, the evaluation for academic counselors includes the requirement for schools to participate in College Day.

Profile: The Education Fund of Miami-Dade County

Established in 1985 in Miami, Florida, The Education Fund is an independent, nonprofit organization that brings together administrators, teachers, parents and community and business leaders for a common purpose to improve the Miami-Dade County Public Schools (M-DCPS) and bring excellence to public education. The Education Fund has raised $46 million for public school initiatives ranging from small grant programs to large-scale school improvement initiatives, all aimed at increasing student achievement. Part of the fund's success relies on the way it adjusts to the needs and priorities of the district, especially teachers and school leaders, while also considering the needs of the business community. The fund's ultimate goal is academic success for all district students.

The Miami-Dade County school district is the fourth largest in the country with almost 400 schools and more than 22,000 teachers and 340,000 students. The superintendent has been in place since 2008 overseeing a county-wide system of nine geographic districts. The 2014 student population was largely Latino (about 67 percent), followed by African American students (about 23 percent) and white students (about 7 percent) [18]. The Latino population is globally diverse; this is increasing as the number of unaccompanied immigrant children and youth from Central America rises [19]. District indicators such as college enrollment by demographics from 2012, show that white and Asian students have significantly better outcomes — 64 percent and 72 percent, respectively — compared with college enrollment rates of 55 percent for Latino students overall and 52 percent for ELLs. Black students fare the worst with a 42 percent college enrollment rate in 2012 [20].

PARTNERING FOR POSTSECONDARY SUCCESS

The Education Fund is the lead organization for the Miami-Dade Postsecondary Success Collaborative (PSC), a five-year national initiative also known as the Citi Postsecondary Success Program because the Citi Foundation provided the start-up funding through a five-year grant (2008–2013) [21]. As the lead organization, The Education Fund created and facilitates an advisory board. It consists of the fund's own president, the PSC director, a representative from the district's Division of Student Services, a local funder and high school and higher education representatives, including the principals of eight district high schools and the provosts of Miami Dade College, Florida International University and the University of Miami.

The Education Fund brought together partners who understand the urgency for improving college and career readiness and the need to collaborate in new

and better ways and, in some cases, for the first time. Advisory board members also have authority from their organizations to set priorities and allocate resources for PSC.

ACQUIRING BASELINE DATA

Initially, The Education Fund received a confidential data "snapshot" of baseline postsecondary success for the graduates from the three original high schools in PSC [22]. The snapshot compared PSC schools' enrollment and persistence rates with the district as a whole and a set of demographically similar schools. For the fund, this snapshot only confirmed the need to improve M-DCPS's postsecondary enrollment and persistence rates. However, it took the PSC framework, grant and technical assistance for the fund to change from a well-respected local nonprofit organization, known for its professional development programs for schools, into a backbone organization with postsecondary success at the core of its mission. Through PSC, The Education Fund built its capacity to create and to facilitate a postsecondary success partnership of key stakeholders, united around using shared data to leverage and align resources from the community, district and higher education to meet the needs of students.

CREATING A CULTURE OF POSTSECONDARY SUCCESS

PSC is not a new program that works directly with students or provides traditional professional development workshops to staff. Rather it has created a systematic approach to serving *all* students by creating a culture of postsecondary success at the school, district and postsecondary levels. As one early step, each PSC school conducts the Postsecondary Success Asset Mapping (PSAM) [8] survey with the goal of full participation by the school staff and community partners who know the school well. The PSAM survey is an anonymous and research-based tool that helps a school community self-assess its college and career readiness assets and the typically large gaps in reaching students. The data collected by PSAM is organized by the four student assets areas described above (see Postsecondary Success Asset Framework in the section on What Students Need) and a fifth school-oriented asset that together address the crosscutting issues of data, family engagement, resource alignment, etc. The analysis of the survey results helps schools set annual priorities, pinpoint needs that can be addressed by expanding or adapting existing supports or require new supports and track progress.

When M-DCPS schools first used PSAM, The Education Fund shared the aggregate data from PSC high schools with the advisory board, highlighting trends and specific needs. From the beginning, the aggregate data showed three needs: to engage ninth graders the moment they enter the school, to create a school-wide college and career culture and to expose students early and often to colleges and workplaces. Each school also had its own priorities, such as enlarging a dual-enrollment program or improving support to students with individualized education plans (IEPs).

To complement these needs and priorities, advisory board members committed to specific roles and resources. For example, the district agreed to help The Education Fund convene and better coordinate the wide array of community-based organizations to work together on alleviating the duplication, underuse or mismatch of programs, all of which were leaving many schools inadequately served. At the higher education level, the provosts committed to helping high school students complete the FAFSA and to reduce the high mathematics remediation rates for incoming college students. At the school level, each principal selected two coordinators — typically college advisers, graduation coaches or lead counselors — to receive a stipend for coordinating the partnership at the school level. The partners, separately and together, integrated key strategies into the official practices and policies of each school.

MAPPING DATA TO GAUGE PROGRESS AND IDENTIFY PRIORITIES

With training support from The Education Fund, the school-based coordinators began the first year by introducing PSAM to a representative group of staff making sure to include administrators, teachers and staff in counseling and guidance roles. They then worked with the fund's PSC director to do the following tasks:

- Ensure survey completion.
- Organize the resulting data and bring in other relevant data (such as grades, attendance, standardized test scores and remediation rates).
- Analyze the collected data with the representative team and others (often the current school leadership team).
- Share findings and priorities with the school community at staff grade and subject-area meetings to get feedback, win buy-in and distribute responsibilities.

Each year, the school coordinators review PSAM, implement the four-part process just described and compare that year's "asset map" with past ones to gauge progress and reset priorities as needed.

GROWING A COLLEGE-GOING CULTURE

Schools can make the idea of going to college infectious through the use of specific strategies.

Start early. Ninth-grade orientation introduces the four-year plan for college and career readiness. From 10th grade on, the in-school college coordinators oversee college and career awareness for all students, enlisting school staff and community partners.

Expose all students to college. College Clubs welcome all grades, with ongoing peer recruitment. A coordinator helps run the club, but the students elect a student chair and co-chair who develop agendas and facilitate meetings. The College Club helps select which colleges to visit and what information students most need at each grade level. Much informal peer-to-peer mentoring occurs at the meetings.

Arrange tours. Institutions of higher learning host students and conduct tours that include workshops on academic and study expectations, careers and free student services such as tutoring, academic counseling, peer support groups and clubs.

Support students. Schools can take advantage of existing programs in the South Florida community such as ACT and SAT tutoring.

Reach out to families. Financial aid officers from the higher education partners largely staff the district's FAFSA marathons.

Keep diverse cultures in mind. The Education Fund brokered a partnership with Univision, the U.S. Spanish-language television network, to spread positive messages about going to college.

All eight schools in PSC not only identified these shared priorities, but also pinpointed their own needs and set goals. One school found dual-enrollment motivated its students, so it added Florida International University to an existing partnership with Miami Dade College, thereby opening up many more spaces. Another school worked with staff from the district's school support division to identify ways to help IEP students. Another school partnered with The Education Fund and college mathematics professors to

develop a 12th-grade mathematics curriculum — Math for College Readiness — designed to reduce the need for mathematics remediation courses.

EXPANDING DATA AND COMMUNICATION

The Education Fund has always known the value of data, but the fund now spends more time on data collection, analysis and evaluation and on creating communication tools such as reports, PowerPoints, handouts and newsletters for the advisory board, funders and other stakeholders.

Beyond PSAM and the snapshot data mentioned earlier, partly from the National Student Clearinghouse, The Education Fund also helps each school conduct a spring student survey to capture how students from all grades feel about their preparation for postsecondary success. Since the first year, there have been gains in students' awareness and satisfaction, but the negative responses show a continued need for improvement. The fund also monitors the rise in FAFSA completion, through the free federal website [23]. Annual gains show the higher education partners that their FAFSA support is making a substantial difference. These increases also motivated the district to pilot district-wide FAFSA marathons with on-site support to every M-DCPS high school.

GROWING THE PARTNERSHIP'S REACH

The initial national PSC funding ended in 2013, but The Education Fund prepared for this transition by finding other funders. PSAM proved to be one of the linchpins of the work, spreading beyond the three original high schools to other high schools. Five more high schools are mapping their assets with support from the district and from the Lumina Foundation's work with Miami Dade College on the Latino Student Success project. An ambitious, but feasible goal is to bring PSAM to every high school in M-DCPS in an effort to create systematic pathways to college and career for all students.

ALIGNING RESOURCES

M-DCPS seeks to better coordinate the community-based organizations. Several times per year, The Education Fund leads a meeting of these organizations. The meetings usually begin with resource sharing so that the organizations can learn from each other. However, the heart of the meetings is distributing services more fairly to reach the students most in need. The partners created an initial strategic plan with a goal to assign community-based organizations to specific schools or target populations. The eight PSC schools offer a testing ground for how community-based organizations can steward their resources. To help the schools match students with community-based organizations, The Education Fund also created for each school a key to the community partners available in the immediate area, so they are more aware of their options.

The district's Division of Student Services sees this partnership as a win-win: If community-based organizations are better meeting the needs of targeted students, and schools are more strategic about what partners they engage, its office can better provide universal supports and fill in the gaps.

THE PARTNERSHIP'S IMPACT

Quantitative results. The data documented by PSC's third-party, independent evaluation show impressive results in M-DCPS schools touched by PSC. As of 2013, PSC schools saw a 34 percent increase in college enrollment rates and a 30 percent increase in college persistence rates, significantly outpacing the district and the demographically similar comparison schools, which saw gains of only 2 percent and 8 percent, respectively [24]. Perhaps most exciting is that PSC schools showed strong gains

in college enrollment rates for students of color — a 69 percent increase for black students and a 25 percent increase for their Hispanic peers. Most dramatically, FAFSA completion increased across the three schools in PSC nearly fourfold, from 17.29 percent in 2009 to 64.99 percent in 2012.

Qualitative results. Notably, support for the partnership is growing among principals, coordinators and other school staff, as they see steady improvement each year — both in the number of students enrolling and persisting in college and in the number of students planning for postsecondary success (as shown by student surveys and The Education Fund data, analyzed by grade and across schools). The Education Fund continues to strengthen relationships with the schools by conducting wrap-up interviews at the end of each school year to discuss strengths and ideas for improvement. Meanwhile, national and local funders have continued or added support. This support allowed the fund to maintain a full-time project director and to bring in data and communications support as needed.

Factors in partnership success. The key factors fostering success for community partnerships include:

- Districts and higher education partners blend innovation (such as secondary–postsecondary curriculum collaboration) with practical tools (such as FAFSA support).
- School principals and key staff such as school coordinators support the process.
- Community-based organizations coordinate services with schools.
- Three annual meetings and updates between meetings on successes, gaps in services and resource needs strengthen the advisory board.
- Events, newsletters and traditional and social media update the community.

Lessons learned. The Education Fund learned several lessons about implementation, sustainability and replicability [25]:

- Draw up a calendar that includes key dates such as testing and vacation weeks.
- Conduct PSAM at the beginning of the school year when educators are the most ready to take on new challenges.
- Cultivate allies in the district who can help win support from schools.
- Seek to create mutual understanding and respect when partners do not see eye to eye.
- Always acknowledge that the school already has a lot of assets, current and potential.
- Build on existing efforts rather than reinventing the wheel; identify gaps and the best ways to fill them.
- Provide simple, value-added tools such as PSAM and The Education Fund's community partner keys, so that schools do not have to search for partners or research their expertise.

Implications for Promise Neighborhoods

Despite their unique contexts, the work under way in Harlem, Miami, and San Jose offers a sense of how communities can collect and use data, provide differentiated support, partner with families and community members and assess and align needs and resources in service of a postsecondary success agenda that aims to build systems of support for students. As Promise Neighborhoods pursue similar efforts, there are at least three broad considerations that should be taken into account: the kind of leadership required to build a postsecondary success system, the relationship between "college" and "career" readiness and how to sustain this work over time.

Leading a Postsecondary Success Effort

In all three of the featured profiles, the lead organization is a mature organization, averaging more than 20 years of education and community work and is well regarded in its respective community. Notably, though none of these organizations began with an initial focus on postsecondary success, they all successfully expanded their work in the following ways:

- Recognizing a clear opportunity to focus on postsecondary success as part of a funding initiative or as part of a larger cradle-to-career pipeline.
- Acting on the economic and moral imperative to prepare all students for college and career
- Making its commitment to postsecondary success a top priority.
- Building on and improving prior work with schools, the district and funders.
- Taking a systematic approach to college and career readiness, rather than focusing on one aspect, such as college and career counseling, tutoring or academic rigor.

This last point has significant implications for lead organizations; building a system of college and career supports requires an intentional shift away from implementing discrete programs in favor of an integrated approach. The conventional college and career readiness program registers or assigns students, but is isolated from other student activities or deals with only one aspect of readiness such as tutoring, leadership or test preparation. As the profiles illustrate, establishing clear and coherent pathways for every student is, in fact, possible when there is a lead organization in place that can help frame opportunities and challenges as well as maintain focus and a sense of urgency.

Rethinking Career Readiness

Discussions about postsecondary success often focus on students preparing for, entering and completing formal education (such as two- or four-year colleges, technical education or apprenticeship programs) that will ultimately lead to successful careers. It is important, however, to note that career readiness is a component of, and in fact a powerful strategy for, postsecondary success. Students are not preparing for school *or* work, but for school *and* work over a lifetime in an ever-changing, knowledge-driven society and global economy.

Schools and their partners, including employers, should build career-readiness supports into education. These include opportunities in and out of school that help students examine and articulate their career aspirations, goals and expectations and connect those aspirations with their postsecondary experience. In addition to academic knowledge and skills and college knowledge, students need information about

viable career options and related entry requirements, skills needed to find and enter employment, how to navigate workplace culture and educational options such as industry credentials and a career technical education sequence or program of study.

Sustaining Postsecondary Success Work and Results

As defined by the National Center for Community Education in collaboration with the Afterschool Alliance, sustainability is "the capacity to continue critical work over the long term, after the initial influx of resources dissipates. This involves the assessment of critical accomplishments, developing a strategy, building capacity, and securing the resources in a way that meets the current needs, while positioning an organization and/or its goals to respond to the needs of the future" [26].

Sustaining the work is a long-term process and should be a formal part of a regular planning cycle. It begins with identifying what work to continue and why, and asking what work is most developed and ready or near ready to sustain, considering factors such as the following:

- What about this work is most likely to elicit interest and support? If the project succeeds, who benefits and would have a vested interest in seeing it continue?
- What would it take to continue; do partners have that capacity?
- What factors support or impede sustaining this particular work? [27]

Sustaining postsecondary success in Promise Neighborhoods may include efforts such as fundraising to seed additional work, incorporating effective strategies into school and district improvement plans or integrating college access supports into existing structures, such as ninth-grade orientation. Over time, as the work matures, the goal is to fundamentally reshape systems of support in ways that markedly and reliably improve student outcomes.

Conclusion

College and career readiness is life readiness. In the end, Promise Neighborhoods and their program partners are well positioned to create strong, comprehensive services and supports that will help young people become lifelong learners, broaden their vision, make smart choices about their aspirations and succeed once those choices are made. For some young people, this work will involve keeping them on track with their studies and for others it will mean helping them return to school. In both cases, success will require strengthening the capacity of families, schools and communities to tackle this hard work and to make good on the vision of Promise Neighborhoods.

Endnotes

1. Promise Neighborhoods Program Purpose, Office of Innovation and Improvement, U.S. Department of Education. (2014). http://www2.ed.gov/programs/promiseneighborhoods/index.html#description.

2. Research suggests that ninth grade is a "make or break" year (University of Chicago Research Consortium, American Institutes for Research, and others).

3. Given the wide range of productive postsecondary options, this guide uses the terms postsecondary and college interchangeably.

4. David T. Conley is professor of Educational Policy and Leadership and founder/director of the Center for Educational Policy Research at the University of Oregon, and chief strategy officer at the Educational Policy Improvement Center. See www.epiconline.org.

5. David T. Conley. (2012). *A Definition of College and Career Readiness*. Eugene, OR: Educational Policy Improvement Center. See http://www.epiconline.org/ccr-definition.

6. Other important sources of college and career readiness research include American Institutes for Research, the Annenberg Institute for School Reform at Brown University, Lumina Foundation and the U.S. Department of Education (e.g., College Access and Success Affinity Group). See http://www2.ed.gov/news/av/audio/college-access/index.html.

7. Career Readiness Partner Council. (2012). *Building Blocks for Change: What It Means to Be Career Ready*. See http://www.careerreadynow.org/docs/CRPC_4pager.pdf.

8. FHI 360. (2015). *Postsecondary Success Asset Mapping: A Toolkit for School Improvement*. See http://psam-toolkit.fhi360.org.

9. Neild, Ruth Curran, Robert Balfanz, and Liza Herzog. (2007, October). An Early Warning System. *Early Intervention at Every Age* 65(2), 28–33, http://www.philaedfund.org/sites/default/files/research-reports/An%20Early%20Warning%20System.pdf.

10. Melissa Roderick, Thomas Kelley-Kemple, David W. Johnson, and Nicole O. Beechum. (2014, April). *Preventable Failure: Improvements in Long-Term Outcomes When High Schools Focused on the Ninth Grade Year: Research Summary*. Chicago: The University of Chicago Consortium on School Research.

11. Mandy Savitz-Romer and Suzanne M. Bouffard. (2012, April). *Ready, Willing, and Able: A Developmental Approach to College Access and Success*. Cambridge, MA: Harvard Education Press.

12. Anthony S. Bryk and Barbara Schneider define relational trust as *the interpersonal social exchanges that take place in a school community*. Anthony S. Bryk and Barbara Schneider. (2003, March). Trust in Schools: A Core Resource for Improvement. *Creating Caring Schools* 60(6), 40–45.

13. Cheryl Rogers. (2012). *Helping Students in Under-Performing Public Schools. Building the Pipeline: Effective Practice Briefs. Promise Neighborhoods Institute at PolicyLink*. See http://www.promiseneighborhoodsinstitute.org/sites/default/files/Building%20the%20Pipeline--Kids%20in%20Public%20Schools%20FINAL.pdf.

14. SMART goals represent the following qualities: S – Specific, Strategic, Significant, Stretching; M – Measurable, Meaningful, Motivational; A – Agreed upon, Action-oriented, Attainable, Achievable; R – Rigorous, Realistic, Results-Focused, Relevant, Rewarding, T- Time based, Tracked, Timely, Tangible.

15. For Destination College Advising Corps (DCAC), see http://cep.berkeley.edu/destination-college-advising-corps. For College Advising Corps, see http://advisingcorps.org.

16. DREAMer stands for Development, Relief, and Education for Alien Minors. A DREAMer student is an undocumented student who pursues higher education.

17. For more information, see www.collegeday.org and http://www.sjusd.org/gunderson/home/pages/college_week/index.html.

18. *Miami-Dade County Statistical Highlights 2013-14*. See http://drs.dadeschools.net/StatisticalHighlights/SH1314.pdf.

19. Lesli A. Maxwell. (2014, August). A Long Journey from Honduras to Middle School in the U.S.: Districts Struggle to Serve New Students. *Education Week* 34(2), 6.

20. The Miami-Dade County Public Schools Office of Assessment, Research, and Data Analysis provided all data to Equal Measure (formerly the OMG Center for Collaborative Learning), the third-party formative and summative evaluator for the Postsecondary Success Collaborative.

21. The Postsecondary Success Collaborative (PSC) is a national initiative managed by FHI 360 in three districts (Miami, Philadelphia and San Francisco). For more on the national and site-specific work of PSC, see http://www.fhi360.org/projects/postsecondary-success-collaborative.

21. Provided by Equal Measure (formerly the OMG Center for Collaborative Learning).

23. Federal Student Aid, U.S. Department of Education. (2015). *FAFSA Completion by High School*. See https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school.

24. National Student Clearinghouse data analyzed by Equal Measure (formerly the OMG Center for Collaborative Learning). "Persistence" is measured by immediate reenrollment in the second year of college.

25. For more information on The Education Fund, see www.educationfund.org. For a brief video that shows PSAM in action in a Miami-Dade school, see http://vimeo.com/68349080 or http://www.fhi360.org/projects/postsecondary-success-collaborative-miami-dade-county.

26. Coburn with the National Center for Community Education in collaboration with the Afterschool Alliance. Coburn, C. (2003. Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. *Educational Researcher* 32(6), 3–12.

27. FHI 360. (2012, April). *Making It Stick: Assessing Sustainability Readiness*. Developed by FHI 360 for the Citi Foundation–funded Postsecondary Success Collaborative.