



Parent and Community Involvement in a College/Career-Ready Culture

Introduction

The literature on parent and community involvement is extensive. However, there is little rigorous, experimental research; rather, the literature consists primarily of descriptive case studies or correlation studies, along with numerous studies involving survey data. The same holds true for research around development of career and college readiness. Furthermore, there is very little to be found on the combined topics of parent/community involvement, college/career readiness, and student achievement.

The information provided in the research portion of this briefing paper reports on experimental findings or literature reviews published since the beginning of 2000. The schools or districts profiled in Appendix B were selected based on the reported success of their program in one of several resources consulted. The source of information is listed with each profile.

Research on the Impact of Parent and Community Involvement in College or Career Readiness

Studies have found that students with involved parents, no matter what their income or background, are more likely to—

- earn high grades and test scores and enroll in higher-level programs;
- pass their classes, earn credits, and be promoted;
- attend school regularly; and
- graduate and go on to postsecondary education.

(U.S. Department of Education, 2004, p. 10)

The U.S. Department of Education felt that there is enough evidence about the impact of parental involvement on student achievement to include the above statement in their guidance document. There is, however, limited rigorous research evaluating the impact of parental or community involvement programs beyond elementary school (Agronick, Clark, O'Donnell, & Steuve, 2009; Catsambis, 2001). As is often the case in the field of education, existing literature consists primarily of descriptive or correlational studies rather than robust experimental research.

Research regarding the creation of a school culture that prepares students for college and/or careers often mentions the important role played by family (Bangser, 2008; Bottoms, Young, & Han, 2009; Cunningham, Erismann, & Looney, 2007; Dounay,

QUESTION:

What are some examples of underachieving schools that have involved parents and community partners to increase student achievement through building a focus on college and career readiness? How do they solicit community response and what contributions have parents/community members made to support a college and career readiness environment? What does the research say about this topic?

Summary

The literature addressing how family and community involvement impacts a culture of college and career readiness suggests there is a positive association for certain types of involvement. Providing support and encouragement, as well as assisting with planning, increases the probability of attending and graduating from college.

Key Points

- Make efforts to include families in postsecondary planning.
- Provide information to support postsecondary planning throughout a student's education.
- Address linguistic and cultural barriers, parental time issues, and other factors across populations that are traditionally underrepresented in institutions of higher education.



2006; Kreider, Caspe, Kennedy, & Weiss, 2007; MacDonald & Dorr, 2006; McDonough, 2004; Rowan-Kenyon, Bell, & Perna, 2008; Wimberly & Noeth, 2004). Community involvement—including postsecondary institutions, community organizations, and local businesses—can also contribute toward helping students transition successfully to college and careers (Bangser, 2008; Bottoms, Young, & Han, 2009; Cunningham et al., 2007; MacDonald & Dorr, 2006; Martinez & Klopott, 2005; Oakes, 2002; Pathways to College Network, 2003). Appendix A provides a list of strategies for family and community involvement mentioned in 12 publications.

Parental Support and Encouragement

Although parental involvement is important through all the years of school, it changes as children develop; therefore, a student in middle or high school benefits from a different type of parental involvement than does an elementary school student (Bouffard & Stephen, 2007; Catsambis, 2001; Hill & Tyson, 2009; Kreider et al., 2007; Patrikakou, 2004). Whereas parental involvement in elementary school may have focused on assisting a child with homework, in middle or high school, the student's greater need might be assistance with determining what courses to take to ensure college or career readiness.

In her background review of research, Catsambis (2001) reported that the most consistent finding in studies of parental involvement was "the importance of parents' educational aspirations for their children" (p. 151). This, she said, held true for both primary and secondary education. Other researchers have reached similar conclusions (Cunningham et al., 2007; Hill & Tyson, 2009; Patrikakou, 2004; Wimberly & Noeth, 2004). Rowan-Kenyon and her colleagues (2009) collected survey data in case studies of 15 high schools in five states; for each state, three high schools selected from a single district represented low-, middle- and high-socioeconomic status (SES) populations. Based on their data, they concluded that "parents support and encourage college opportunity through their expectations for their children's educational and occupational attainment, discussions with their children about college-related activities, efforts to take their children to visit colleges, and ability and willingness to pay college prices" (p. 571). Hill and Tyson referred to this as "academic socialization" and emphasized its importance in middle school. They provided a similar list of activities by parents as part of academic socialization:

- Communicating expectations for achievement and value for education
- Fostering educational and occupational aspirations
- Discussing learning strategies
- Preparing and planning for the future

Several studies indicate that the importance of parental support and encouragement is consistent across populations who are traditionally underrepresented in institutions of higher education (low-income students, Hispanic and African American students, students with disabilities, and recent immigrants), as well as those who constitute the majority of college-going students (Cabrera & La Nasa, 2001; Ceballo, 2004; Hill & Tyson, 2009; McDonough, 2004; Wimberly & Noeth, 2004). Ceballo interviewed Yale undergraduates who were first-generation students from low-income Puerto Rican or Mexican American families. She found that although most of the parents were unaware of educational goals or requirements, "they supported any attempts made by their children in educational settings" (p. 177).

Postsecondary Planning

At least eight studies mention a second type of parental involvement that serves as a predictor for successful transition to college or a career: postsecondary planning—the earlier, the better (Bangser, 2008; Cunningham et al., 2007; Dounay, 2006; Hill & Tyson, 2009; Jehl, 2007a; McDonough, 2004; Wimberly & Noeth, 2004; Wimberly & Noeth, 2005). This covers numerous activities that require knowledge in multiple areas. Parents need to know about college admission or career requirements so they can help their child choose appropriate courses and activities that will enable him/her to meet these requirements. Also, they must be aware of and understand student assessments that will allow them to track progress toward meeting the requirements. "At every point during their high school careers, students (and their parents) should know exactly where they are on the path to completing the coursework and mastering the competencies they will need to be ready for college and careers" (Achieve and Education Trust, 2008, p. 34).

Many parents need to know what financial aid is available for college or training expenses and how to receive it. Finally, they must understand the application process, including required testing, various deadlines, and what must be included on application



forms. For parents who attended college—or other postsecondary training—themselves, acquiring this information may pose no challenge; but for those who have never been to college and have no such experience among their extended families or social networks, it may be a daunting task (Cabrera & La Nasa, 2001; Dounay, 2006; McDonough, 2004; Rowan-Kenyon et al., 2008).

Bangser's (2008) literature review for the National High School Center mentions several preparatory programs that can help students and their families with the necessary planning to ensure college and/or career readiness: Upward Bound, Talent Search, GEAR UP, AVID, Project GRAD, and Career Beginnings. Some of these programs begin working with students in middle school, or even before that: GEAR UP begins no later than grade 7 and extends through high school; AVID works with grades 4 through 12. Wimberly and Noeth (2005) recommend that schools begin providing education and postsecondary planning information to students as early as grade 6 to begin developing educational and professional goals. Turnaround Schools (n.d.) supports the No Excuses University Network, which consists of elementary, middle, and junior high schools across the nation. These schools promote college readiness beginning in elementary school. Hill and Tyson (2009) conducted a meta-analysis of literature about parent involvement in middle school and concluded that it was positively related to student achievement.

Cultural and Socioeconomic Factors

Parental involvement varies with cultural and socioeconomic factors (Auerbach, 2004; Bangser, 2008; Cabrera & La Nasa, 2001; McDonough, 2004; Rowan-Kenyon et al., 2008; Tierney, Bailey, Constantine, Finkelstein, & Hurd, 2009; Wimberly & Noeth, 2005). Much of the college-readiness literature focuses on Hispanic or African American, low-income, or immigrant students, and a common theme is the importance of parental involvement. In her literature review for The Education Commission of the States, Dounay (2006, p. 2) refers to a finding noted in Martinez and Klopott's (2005) background literature review, stating that "academic preparation, access to information, and parental involvement and knowledge about college are the strongest predictors of college entrance and completion, especially for disadvantaged students."

However, for a variety of reasons, low-income and minority families often have limited involvement with their children's education (Auerbach, 2004; Pathways to College Network, 2003; Rowan-Kenyon et al., 2008). Rowan-Kenyon and her colleagues stated that their case studies on socioeconomic factors suggested "low levels of parental involvement are not so much attributable to shortcomings of the parents themselves as they are to structures and policies" (p. 581). They listed barriers that created "invisible walls" and inhibited interaction with schools—inflexible work schedules, language barriers, lack of comfort with school staff (they "do not believe that the school wants them to be involved," p. 567), and "conditioned mistrust." In their study, they concluded that "because low-income students and their families are not 'active consumers' in the educational process" schools must actively reach out to these families to encourage involvement (p. 568).

Although, as discussed earlier, parental encouragement and support is commonplace throughout most cultural and socioeconomic populations, assisting their child with postsecondary planning is often difficult for some. Language barriers may limit access to needed information (Auerbach, 2004; Clark & Dorris, 2006; Rowan-Kenyon et al., 2008; Pathways to College Network, 2003). In addition, low-income and minority parents often have fewer sources of information regarding options available for their child after high school (Cabrera & La Nasa, 2001; Cunningham et al., 2007; Pathways to College Network, 2003; Rowan-Kenyon et al., 2008; Wimberly & Noeth, 2004). The Pathways to College Network suggests several actions for superintendents and principals to aid parents in planning:

- Obtain input from families regarding information and resources they need to support their children's college aspirations
- Familiarize families with services that provide academic support and college planning and provide these services in a family-friendly environment
- Ensure that families from all cultural, social, linguistic, and community backgrounds are included in outreach efforts
- Partner with institutions of higher education to provide college planning and financial aid information

For low-income families, information on financial aid is extremely important, and they need the information early in their child's education so they can build and reinforce his or her aspirations to attend college (McDonough, 2004; Wimberly & Noeth, 2005). McDonough recommends that institutions of higher education partner with school counselors who are routinely called upon to answer student and parent concerns about college affordability. Wimberly and Noeth (2004) recommend providing information



on financial aid to parents of middle school children, including a thorough overview of college expenses, both fixed and variable; workshops to assist in completing financial aid forms; explanations by local banks of how the student loan process works; and listings of deadlines for scholarship and other aid applications.

Cunningham et al. (2007) suggest that financial institutions support financial literacy campaigns that reach diverse audiences and provide local schools with easy-to-read materials explaining how and why to save for college and what specific financial aid programs are available. According to Rowan-Kenyon et al. (2008), Florida and Georgia have substantial state-level scholarship programs and parents at high schools they surveyed “know not only about the existence of these programs but also about the criteria for obtaining these funds” (p. 578). Their study suggests that awareness of these programs helps encourage parents to initiate discussions with their children about college attendance.

Summary

In summary, the literature reviewed on parent and community involvement in preparing students for college and/or careers indicates that both parents and community members can have a positive impact on student success. There are two types of parental involvement that are important indicators of college attendance and completion—postsecondary planning and parental support and encouragement. These indicators apply across cultural and socioeconomic boundaries, but parents often need assistance with their endeavors due to inadequate information and other barriers.

Resources and Appendixes

Researchers recommend a variety of strategies for involving parents and community members in preparing students for success after high school. **Appendix A**, on pages 9–11, is a chart that lists some of those recommendations. The studies included were either published reports of research or literature reviews; they examined family or community involvement as a factor in career or college readiness.

In addition, the following publications contain numerous recommendations concerning parental involvement at the secondary level and may be consulted for additional information:

Agronick, G., Clark, A., O'Donnell, L., & Steuve, A. (2009, April). *Parent involvement strategies in urban middle and high schools in Northeast and Islands Region* (Issues & Answers, REL 2009-No. 069). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=117>.

Kreider, H., Caspe, M., Kennedy, S., & Weiss, H. (2007). *Family involvement in middle and high school students' education* (Family Involvement Makes a Difference, No. 3). Cambridge, MA: Harvard Family Research Project. Retrieved from http://www.hfrp.org/content/download/1340/48835/file/fi_adolescent.pdf

Pathways to College Network. (2003). *A shared agenda. A leadership challenge to improve college access and success*. Boston, MA: Pathways to College Network, The Education Resources Institute. Retrieved from http://www.pathwaystocollege.net/pdf/sharedagenda_fullreport.pdf

Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). *Helping students navigate the path to college: What high schools can do* (NCEE 2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/higher_ed_pg_091501.pdf

The following publications contain tools that may be useful for parent and community involvement efforts:

Allen, L., & Murphy, L. (2008). *Leveraging postsecondary partners to build a college-going culture: Tools for high school-postsecondary partnerships*. Boston, MA: Jobs for the Future. Retrieved from <http://www.jff.org/Documents/ToolsPSEpshipslowres.pdf>

Double the Numbers. (2009). *College awareness month: Resource and activity book*. Washington, DC: Author. Retrieved from <http://www.doublethenumbersdc.org/college-awareness-month/resources>

The Education Trust. (2009a). *A guide for African American parents: How to help your child prepare for college and career*. Washington, DC: Author. Available from <http://www.edtrust.org/dc/resources/publications/all/for-parents>



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- Southern Regional Education Board. (2007, November). Guiding students to meet challenging academic and career goals: Involving school mentors, parents, and community leaders. *HSTW Best Practices Newsletter*. Atlanta, GA: Author. Available from <http://www.sreb.org/page/1252/publications.html>

The American Youth Policy Forum reviewed studies that evaluated 23 programs across the U.S. that support college and career readiness, including AVID, Communities in Schools, dual enrollment, early college high schools, GEAR UP, Talent Development High Schools, Project GRAD, and others. Many of these programs contain a family- or community-involvement component:

Hooker, S., & Brand, B. (2009). *Success at every step: How 23 programs support youth on the path to college and beyond*. Washington, DC: American Youth Policy Forum. Retrieved from <http://www.aypf.org/publications/SuccessAtEveryStep.htm>

Finally, a publication from the National High School Center provides a section on successful postsecondary transition for students with disabilities that includes family and community involvement:

Bangser, M. (2008). *Preparing high school students for successful transitions to postsecondary education and employment*. Washington, DC: MDRC and the National High School Center.

Profiles of Reported Successful Programs

Appendix B contains a sample of schools and programs that reported successful efforts to involve family and community in establishing or enhancing a college- and career-ready culture. The source of information for each initiative is listed; however, the Texas Comprehensive Center has not established any evidence to support these initiatives.

The following are included:

- Citizen Schools, in Bedichek Middle School, Austin, Texas
- Community Links High School, in Chicago, Illinois
- Engaging Latino Communities for Education (ENLACE), a statewide collaborative in New Mexico
- Futures & Families Program, in Los Angeles, California
- Giano Intermediate School, in West Covina, California
- Harlem Children's Zone, in Harlem, New York City, New York
- High School Puente, a statewide program in California
- Indiana Parent Information and Resource Center (PIRC), in partnership with the Indianapolis Public Schools (IPS), Indianapolis, Indiana
- Oyler Community Learning Center, in Cincinnati, Ohio
- University Park Campus School, in Worcester, Massachusetts



References and Additional Resources

Listed below are references used in preparing this paper and additional resources that can be consulted for more information on this topic.

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Appendix A: Suggested Strategies for Family and Community Involvement

(See references on preceding pages for full citations.)

<p>Auerbach, 2004</p>	<p>For engaging Latino parents—</p> <ul style="list-style-type: none"> • Start no later than upper elementary to introduce the idea of planning for college • Speak the parents' language • Host small group meetings of parents that have something in common rather than all-school events; make meetings convenient and comfortable; use face-to-face or telephone invitations rather than letters or flyers • Invite guest speakers from similar backgrounds to share their experiences • Reinforce basic college information often and in a variety of ways • Address special concerns of parents, such as children's safety on campus, undocumented status, financial aid • Provide opportunities to meet individually with college representatives to allow privacy and build trust • Help parents explore the college process as a group, for mutual support • Acknowledge barriers that Latinos face in college access, discuss strategies to overcome them
<p>Bangser, 2008</p>	<ul style="list-style-type: none"> • Provide information on educational requirements for particular jobs—internships, lectures from the business community, career days, youth apprenticeships, job shadowing, mentoring • CTE programs establish working relationships with private industry, economic development agencies, workforce investment boards • State-funded early-commitment scholarship programs, partnerships with businesses and foundations, help with college and financial aid applications • Collaborate with post-secondary institutions—visits to college campuses, shadow students, dual-credit programs
<p>Cabrera and La Nasa, 2001</p>	<ul style="list-style-type: none"> • Parental involvement is related to the amount of information they have regarding college, so targeting lowest-SES parents would produce highest pay-off • Provide parents with general, concise, clear information on college costs • Enlist college personnel to explain to parents the importance of early curriculum planning • Establish school partnerships at the elementary level, where parental involvement can be fostered
<p>Clark and Dorris, 2006</p>	<p>For engaging Latino parents—</p> <ul style="list-style-type: none"> • Conduct home visits • Offer parent-child activities • Promote parents' advocacy and leadership skill development • Establish home-school liaisons, create cultural and linguistic bridges • Learn about and understand the neighborhoods in the community, consult with community and religious leaders and local chambers of commerce • Provide workshops to help parents understand report cards and long-term impact of curriculum choices • Assign teacher or counselor to interact with local parent clubs • Foster welcoming atmosphere—create family center, post signs in Spanish, have interpreters available, follow up with parents who attend school events • Include parents on a task force or site-based management team



Cunningham et al., 2007	<ul style="list-style-type: none"> • Enlist advocate groups to distribute materials containing college knowledge • Target specific populations and address challenges such as limited English proficiency and access to Internet • Enlist community government, foundations, organizations to fund outreach materials and information campaigns • Provide support and training for teachers and guidance counselors to distribute college knowledge • Enlist colleges to provide information on steps necessary for college admission and choices that must be made • Focus early intervention plans on college planning and bring parents into the process • Secure funding from government, private sector, colleges, other stakeholders for support programs • Reach out to parents concerning courses necessary for college and offer college planning workshops before students begin the application process
Dounay, 2006	<ul style="list-style-type: none"> • Ensure that parents and students are aware of college entrance requirements, including entrance examinations, applications • Assist parents and students in setting goals and evaluating them annually; develop a learning plan or individual graduation plan • Notify parents annually whether their child is on track for graduation • Provide information to parents on financial aid eligibility, how to apply for aid
McDonough, 2004	<ul style="list-style-type: none"> • Increase the quality and quantity of information available to parents on college entrance and financial aid • Encourage and provide counseling for parents to help develop and maintain student aspirations, academic preparation, and college enrollment • Build close partnerships with colleges
Pathways to College Network, 2004	<ul style="list-style-type: none"> • Provide a variety of high-quality tools to aid underserved students and their families with college preparation • Involve leaders at all levels in creating policies, programs, and practices to help students in post-secondary transition • Make parents and families aware of their part in preparing students for college • Provide guidance to parents in supporting their child's school achievement, college aspirations, and post-secondary success
Patrikakou, 2004	<ul style="list-style-type: none"> • Prepare teachers for parent involvement—benefits of it, key areas they can affect • Let parents know that they have a strong influence on their child's post-secondary success • Encourage parents to keep lines of communication with child open and show that education is important • Increase parental awareness of school policies and curriculum—print communications, parent mentoring programs, family resource centers, Web site, brown bag meetings, teacher-parent meetings • Inform parents of positive news, to get them more involved and responsive to outreach



<p>Rowan-Kenyon et al, 2008</p>	<ul style="list-style-type: none"> • Provide information to parents in the home language • Alternative approaches for working parents—lunchtime workshops, “engage parents where they are and when they are available,” meetings on weekends, college-going program at local church, online information • Parents’ guidance advisory committee to develop college-related activities, at least one program per grade level each year • Ensure that college recruitment materials are available to all students • Increase availability of early information on financial aid • Increase parents’ knowledge of full range of post-secondary options
<p>Wimberly & Noeth, 2004</p>	<ul style="list-style-type: none"> • Increase access to resources, training, and information families need to help their child succeed • Maintain regular, two-way communication between families and schools • Welcome families as full partners in school activities and decision making • Provide access to a wide range of tools to engage families in children’s learning • Schedule meetings, workshops, conferences at times that are convenient for parents • Provide training to school staff • Translate information into parents’ home language • Provide child care • Form partnerships with local community groups, nonprofit organizations, businesses, government, and religious groups • Encourage parents to talk with children about future goals and what is needed to reach those goals and to attend college and career expositions with their children • Implement programs to help parents explain college requirements and costs, discuss the importance of personal growth, and raise awareness of the decision-making process to attain goals • Use a variety of formats to explain assessment information to parents and students and show how it relates to future goals • Encourage parents to meet and communicate with teachers and counselors early in their child’s education career • Districts should develop and implement a plan for involving parents
<p>Wimberly & Noeth, 2005</p>	<ul style="list-style-type: none"> • Begin college readiness in middle school • Explain to students and parents the effect of a challenging curriculum on their future educational, career, and income options • Use multiple sources of information, including standardized assessments, to inform students and their parents of progress toward college readiness • Work with families to calculate college costs and form a plan to cover these costs



Appendix B: Profiles of Reported Successful School, District, or State Programs

Citizen Schools	Bedichek Middle School, Austin, Texas		
Source and/or contact information:	Leanne Valenti, Campus Director leannevalenti@citizenschools.org – (512) 414-3805		
Web site/additional information:	http://www.citizenschools.org/texas/bedichek.cfm		
Main focus of the program: Citizen Schools is a national network of after-school education programs designed to complement classroom learning with hands-on learning projects led by community volunteers. The program focuses on building students' career awareness and strengthening the school's relationship with its surrounding .	Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success
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	Citizen Schools bring community volunteers/"citizens" into the schools to share career information and professional expertise with students. Volunteers focus explicitly on the college/career connection.		
Length of time the program has been in operation:	Citizen Schools was founded in Boston, MA in 1995. The Bedichek Middle School campus was established during the 2006–2007 school year. Bedichek is one of two Citizen Schools in the Austin area.		
Ways the program solicits input, involvement, and commitment from parents/community:	<ul style="list-style-type: none"> • Citizen Schools promote the support of "many caring adults" for each student. • The program builds a relationship with the community surrounding the school via ongoing communication and partnership. • Staff communicate with the students' families regarding student progress and future academic goals. • The Citizen School at Bedichek also has as one of its future goals to establish a parent leadership council. 		
Ways in which parents, families, and community partners are engaged to promote a college-going culture:	<ul style="list-style-type: none"> • Community experts ("citizens") volunteer to provide twelve student apprenticeships each semester. • Each year, between the fall and spring semesters, the program hosts an 8th Grade Academy where the focus is on transitioning to high school. Students, parents, and Citizen Schools staff review local high school course offerings and magnet school options with an eye toward the college and career goals of the student. • Each team leader (program staff) is assigned to a maximum of 16 students for whom they conduct individual "grades and goals conferences." This involves reviewing with the student his/her grades and setting future achievement goals consistent with college or career plans. Parents, as partners in their child's future, are informed of this information. 		



<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<ul style="list-style-type: none"> • The Citizen Schools program builds students’ career awareness and strengthens the school’s relationship with its surrounding community. • Citizen Schools staff maintain ongoing communication with parents/family members about student progress and program activities. • The director of the Citizen Schools program at Bedicheck works closely with the school principal to align the apprenticeships with the academic goals of the school. • Experts in their respective fields work with after-school staff to implement apprenticeships. • The majority of Citizen Schools staff are “Teaching Fellows.” Staff work part-time (in the mornings) for various Citizen Schools partners, bringing those experiences to the after-school program. For example, one of the Teaching Fellows at Bedicheck works as the College and Career Coordinator for the campus. Primary responsibilities in this role are to secure bi-weekly guest speakers for the program and produce newsletters and other publications to keep the school community informed of program activities. • Family events are held monthly for parents and students to attend together. Events may include trips to university campuses. • Another way that the program builds a relationship with the community around the school is with its “WOW” events. These are held at the end of each semester to highlight the accomplishments of the apprenticeships. • There have been 96 apprenticeships since the start of the Bedicheck program. This year, one apprenticeship involves a student working with a local architect to redesign headquarters for a superhero.
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<p>Citizen Schools staff are permitted to access student grade information in order to hone student academic support.</p> <ul style="list-style-type: none"> • Many parents expressed strong interest in this component of the program, which includes 45 minutes for homework each day of the program. • Grades-and-goals-conference information is shared with parents/family members and teachers to keep them in the loop and incorporate them as members of each student’s network of “many caring adults.”



<p>Community Links High School</p>	<p>Chicago, Illinois</p>								
<p>Source and/or contact information:</p>	<p>Francisco Borrás, Principal fborras@hotmail.com – (773) 534-1997</p>								
<p>Web site/additional information:</p>	<p>http://www.comlinkshs.org/</p>								
<p>Main focus of the program: The primary focus of the program is college preparation and the majority of the students are the first generation in their families to attend college.</p>	<table border="1"> <tr> <td>Strong Focus on Parent-Community</td> <td>Strong Focus on College/Career Readiness</td> <td>Strong Focus on Academic Success</td> </tr> <tr> <td></td> <td>√</td> <td>√</td> </tr> </table>	Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success		√	√		
Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success							
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<p>Length of time the program has been in operation:</p>	<p>The John Spry School, located in Chicago, was founded in 1898. CLHS was added in 2003. The two schools now span Pre-K–12th grades.</p>								
<p>Ways the program solicits input, involvement, and commitment from parents/community:</p>	<ul style="list-style-type: none"> • Parents serve on the School Council (Board) that has final say over all school decisions. • Annually, the Community Resource Coordinators conduct a parent/community assessment. • Quarterly newsletters go out to parents and community. 								
<p>Ways in which parents, families, and community partners are engaged to promote a college-going culture:</p>	<ul style="list-style-type: none"> • CLHS students and their parents make a commitment to complete high school and enroll in college. • Key partnerships: <ul style="list-style-type: none"> - Boys and Girls Club (B&GC)—provides space and programming for students (homework support/clubs) and parents (ESL, G.E.D., technology, and local interest classes such as knitting). Younger students participate from 3–8 p.m. High school students often go to B&GC to get support and finish homework when their school day ends at 5:30 p.m. - National Louis University—provides professional development for teachers, student internships, and oversight for the University Links program. - Alderman’s Office—provides needed services such as health clinics to both students and parents. Issues of community safety and health are the primary focus of this partnership. Student interns work in the Alderman’s Office. - Local hospitals, libraries, universities, law firms and other community-based organizations—provide internships for students. 								



<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<ul style="list-style-type: none"> • Generations of families in the community participate in the CLHS program • CLHS was established to solve the problem of students ending their educations after 8th grade. • The college prep focus takes into consideration everything from curriculum and textbooks used to electives and clubs offered. Even discipline is filtered through the college lens to help students understand how current behavior may impact their future. • High school students attend school eight hours daily, year-round including summers, to ensure that they graduate in three years—at the end of junior year. <ul style="list-style-type: none"> - Students enter high school during the summer between 8th and 9th grade. Incoming freshmen receive seven weeks of programming during the summer to orient them to CLHS. Students are required to serve as Pre-K–2 tutors and classroom assistants every day before school for one hour. Freshman year is also when students participate in college and university tours. - Sophomores are placed as interns in the community at local hospitals, libraries, universities, community-based organizations, law firms, and government offices. The students work two hours a day before school, 2–3 mornings per week, and gain both job skills and academic credits for their work. - Students enroll in college-level courses through the University Links program during junior year and receive both high school and college credits. - Struggling students receive assistance through Saturday and early-morning tutoring programs.
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<p>Student engagement and achievement have increased at the high school and postsecondary levels. Elementary students have also shown achievement gains.</p> <ul style="list-style-type: none"> • Students’ test scores have improved 4–5% each year. • CLHS outperforms neighborhood high schools. • High school graduation rate has increased to 95%. • College enrollment increases 15–20% each year. • More than 75% of 2009 graduates enrolled in college. • Students’ credits often exceed what is required for high school graduation and most will have college credits by the end of their high school career. • John Spry Elementary students meeting standards has increased from 30% to 73% since 2003.



<p>Engaging Latino Communities for Education (ENLACE)</p>	<p>New Mexico Statewide Collaborative</p>								
<p>Source and/or contact information:</p>	<p>Dr. Lawrence Roybal, Director, ENLACE New Mexico lroybal@unm.edu</p>								
<p>Web site/additional information:</p>	<p>ENLACE New Mexico Web site: http://enlacenm.unm.edu/ January 2008 Audit Report: http://www.edexcelencia.org/research/enlace-new-mexico-program-audit http://www.edexcelencia.org/research/weaving-web-support-students-assessing-enlace-new-mexico To inquire about specific programs/schools—</p> <ul style="list-style-type: none"> • ENLACE Parent Centers are located in the New Mexico communities of Deming, Las Cruces, Clovis, Farmington, and Albuquerque • Pojoaque Valley middle & high schools; Pojoaque, NM Contact: Mr. Hoyt Mutz, Assistant Principal and AVID District Director, 505-455-2234 • Española Valley High School; Española, NM Contact: Mr. Bruce Hopmeier, Principal, 505-753-7357 • Santa Fe Public Schools; Santa Fe, NM Contact: Bobbie Gutierrez, Superintendent, 505-467-1000 								
<p>Main focus of the program:</p> <p>ENLACE strives to make educational institutions at all levels more responsive to the needs of all students, especially Latino students, by specifically engaging parents and communities in collaborative partnerships. Implementation strategies remain focused on the overarching mission of meeting the needs of students and families to improve academic achievement and graduation rates.</p>	<table border="1" data-bbox="607 1020 1463 1167"> <tr> <td data-bbox="607 1020 891 1125">Strong Focus on Parent-Community</td> <td data-bbox="891 1020 1175 1125">Strong Focus on College/Career Readiness</td> <td data-bbox="1175 1020 1463 1125">Strong Focus on Academic Success</td> </tr> <tr> <td data-bbox="607 1125 891 1167" style="text-align: center;">√</td> <td data-bbox="891 1125 1175 1167" style="text-align: center;">√</td> <td data-bbox="1175 1125 1463 1167" style="text-align: center;">√</td> </tr> </table> <p>Goal: “To transform New Mexico’s educational systems in order to dramatically increase the academic and socioeconomic success of its greatest resource— young people.”</p> <p>In Spanish enlace means “to link or weave together.”</p>			Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success	√	√	√
Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success							
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<p>Length of time the program has been in operation:</p>	<p>Initially funded in 2001 by W. K. Kellogg, ENLACE has grown from three regional centers to a five-center statewide collaborative with additional support from the New Mexico legislature and national and state funders.</p>								
<p>Ways the program solicits input, involvement, and commitment from parents/community:</p>	<p>ENLACE is a collaborative organization in which community members, families, parents, and students are part of decision-making processes. Strategies for eliciting input are unique to each community and include community forums, statewide meetings, and surveys.</p> <p>Partnerships with community organizations, businesses, and institutes of higher education also help engage community voices and commitment.</p>								



<p>Ways in which parents, families, and community partners are engaged to promote a college-going culture:</p>	<ul style="list-style-type: none"> • Leadership development programs—Parent leadership development programs emphasize family literacy and parent education • Mentoring initiatives between college and high school students (Los Compañeros) • Family/parent centers run by parents • “Knock and Talk” initiative to reenroll dropouts
<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<p>A framework for including promising practices throughout the education system, depending on needs of students and community, is comprised of three integrated themes:</p> <ul style="list-style-type: none"> • Strengthening supports for students through mentoring, tutoring, and leadership development • Changing educational institutions by engaging families and communities in partnerships • Creating a seamless pathway to college through P–20 alignment, increased rigor, improved cultural literacy, and teacher preparation to ensure smooth transitions <p>The ENLACE framework strengthens support for students through the following programs: AVID tutoring and College Prep programs, EXITO/Pathways to Success, Los Compañeros Mentoring program, Summer Bridge, and other programs.</p> <p>ENLACE programs make educational institutions more responsive to needs of Latino students through the following:</p> <ul style="list-style-type: none"> • Action research and service learning • Champion Teachers program • Cultural competency training • AVID parent nights • Family and youth resource centers • Parent leadership development <p>ENLACE programs for creating a seamless pathway to college include Academic Curriculum for Excellence (A.C.E.), Exito!, Student Ambassadors Program, and Parent Civic Engagement</p>
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<p>According to ENLACE’s 2007–2008 annual report, more than 5200 students and 9400 family members were served by family centers that year. By 2009 involvement in ENLACE family centers reached a peak of 56 schools, 74 workshops, and 30,000 family member contacts.</p> <ul style="list-style-type: none"> • The impact report for June 2006 through January 2007 indicates that more than 83% of ENLACE graduates went on to college. • The majority of its programs have a 97% retention rate of students in the educational pipeline. • ENLACE programs show a 91% matriculation rate and an 86% success rate for both high school graduation and college acceptance. • GPAs and attendance rates fluctuated slightly but with no statistical significance.



Futures & Families Program	Los Angeles, California								
Source and/or contact information:	Auerbach, S. (2004). Engaging Latino parents in supporting college pathways: Lessons from a college access program. <i>Journal of Hispanic Higher Education</i> , 3(2), 125–145.								
Web site/additional information:	To access online version of article: http://jhh.sagepub.com/cgi/content/abstract/3/2/125								
Main focus of the program: The mission of Families & Futures (F&F) was “to build a college-going culture for students and families of color.” F&F aimed “to make privileged college knowledge accessible by promoting certain forms of college-relevant cultural, social, and critical capital.”	<table border="1"> <tr> <td>Strong Focus on Parent-Community</td> <td>Strong Focus on College/Career Readiness</td> <td>Strong Focus on Academic Success</td> </tr> <tr> <td>√</td> <td>√</td> <td>√</td> </tr> </table>	Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success	√	√	√		
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Length of time the program has been in operation:	The F&F program took place from 1997–2001.								
Ways the program solicits input, involvement, and commitment from parents/community:	<ul style="list-style-type: none"> • F&F conducted parent meetings, surveys, and interviews with parents of students. • Meetings were planned in response to parent concerns. 								
Ways in which parents, families, and community partners are engaged to promote a college-going culture:	Parents participated in 25 monthly, bilingual meetings held between students’ sophomore and senior years. Components of the F&F program included the following: <ul style="list-style-type: none"> • Information provided to parents to guide students in preparing to attend college • Family social networks established to give parents and families the opportunity to understand college information through conversations with others who have had similar experiences • Opportunities provided for parents to network with professors and school staff to create a support system • Barriers to college access discussed, along with strategies for overcoming them 								



<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<p>The authors felt that the program had the following effects on the parents:</p> <ul style="list-style-type: none"> • Parents grasped the idea of the steps in preparing students for college. • Parents realized their need to be involved in the path to college. • The desire and viability of a 4-year degree for their children became a reality for parents. • Parents expanded their college-relevant social networks. • Some parents gained confidence in intervening and advocating for their children, and taking leadership roles. • Parents were more informed and proactive in support of their children's college pursuit. • F&F parents' college knowledge increased over the 3 years of the program. • Some parents were empowered to take small, proactive steps to support college pathways that went beyond their usual focus on behind-the-scenes moral and emotional support.
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<p>Most F&F students were accepted at and enrolled in 4-year colleges.</p>



Giano Intermediate School	West Covina, California								
Source and/or contact information:	Rourke, J., & Hartzman, M. (2009). Giano Intermediate School: The parent factor. <i>Principal Leadership</i> , 9(10), 24–27.								
Web site/additional information:	<i>Principal Leadership</i> , June 2009: http://online.qmags.com/PL0609/Default.aspx								
Main focus of the program: Giano Intermediate School is committed to building leadership capacity and increasing parental involvement.	<table border="1"> <tr> <td>Strong Focus on Parent-Community</td> <td>Strong Focus on College/Career Readiness</td> <td>Strong Focus on Academic Success</td> </tr> <tr> <td>√</td> <td>√</td> <td>√</td> </tr> </table>	Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success	√	√	√		
Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success							
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The school motto—high expectations, high support—applies to everyone in the community. Parents are welcome at the intermediate school, which serves 852 students in 7th and 8th grades. Giano’s students are 90% Hispanic, and 87% qualify for free or reduced-price meals.									
Length of time the program has been in operation:	The program was established in 2007.								
Ways the program solicits input, involvement, and commitment from parents/community:	<ul style="list-style-type: none"> • Regular weekly parent chats in both English and Spanish to discuss topics regarding parenting, academics, high school, and preparation for college and career. • Principal encourages staff, parents, and students to “work together to provide meaningful input” through shared decision making and rallying around a common mission. • Questionnaires are used to gather specific information. • The school is open to the community. <ul style="list-style-type: none"> - English and computer skills classes are held for parents. - Parent Patio is a space on campus where parents can meet with one another and/or with teachers. 								
Ways in which parents, families, and community partners are engaged to promote a college-going culture:	<ul style="list-style-type: none"> • Parents are partners in their child’s education. <ul style="list-style-type: none"> - At the campus level—parents serve on the school site council, the language advisory council, and the gifted and talented advisory committee. - At the district level—parents participate on the district’s budget committee, the strategic planning committee, and the superintendent’s parent council. • Parent/teacher/student association (PTSA) sponsors recognition programs for student performance and other special events. 								



<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<ul style="list-style-type: none"> • High expectations and high support • High level of teacher collaboration • Shared leadership between principal and staff • Schoolwide culture of effective data use by teachers, administrators, and students • Teachers' use of common teaching strategies such as AVID techniques, Cornell note-taking strategies, and Thinking Maps • Mentoring program (counselor/student) • Individual student interventions in place, such as strategic reading and Read 180, after-school intervention, and academic acceleration Saturday classes
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<ul style="list-style-type: none"> • High recommitment by entire school community to end complacency and strive to use data to analyze student results in relation to the supports and instruction each student is receiving • Success built on improved relationships developed over time • All stakeholders have a voice in and responsibility for every aspect of the school • Increased collaboration among teachers, parents, and student to excel • Selected as 2007 California Distinguished School • Is an AVID Demonstration School



Harlem Children’s Zone	Harlem, New York City, New York								
Source and/or contact information:	<p>Anna E. Casey Foundation. (2008). <i>School, community, family connections</i> (Closing the Achievement Gap Series). Baltimore, MD: Author.</p> <p>The Harlem Children’s Zone Web site: http://www.hcz.org/</p>								
Web site/additional information:	<p>Story on <i>60 Minutes</i>—aired December 9, 2009 http://www.cbsnews.com/video/watch/?id=5914322n</p>								
Main focus of the program: The Harlem Children’s Zone (HCZ) is a comprehensive program that combines social, educational, and medical services to improve outcomes for children. As a community school, HCZ supports several programs from the early childhood level through high school and into college, as well as programs for parents and community members. The HCZ is located in a neighborhood where 60% of children live below the poverty level and 75% score below grade level on state math and reading assessments.	<table border="1"> <tr> <td>Strong Focus on Parent-Community</td> <td>Strong Focus on College/Career Readiness</td> <td>Strong Focus on Academic Success</td> </tr> <tr> <td>√</td> <td>√</td> <td>√</td> </tr> </table>			Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success	√	√	√
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<p>Motto: “From cradle to college to community-building”</p> <p>For children to do well their families have to do well, their community must do well.”</p> <p>HCZ is a community school with two fundamental principles: “to help kids in a sustained way, starting as early in their lives as possible, and to create a critical mass of adults around them who understand what it takes to help children succeed.”</p> <p>(The Anna E. Casey foundation defines community schools as public schools that are enhanced by coordinated partnerships with organizations that provide diverse activities and programs for students, families, and community members.)</p>									
Length of time the program has been in operation:	<ul style="list-style-type: none"> Started in 1970 as truancy prevention program, working with families and children Early 1990s—began providing a range of support services to one block in Harlem; by 1997, expanded to a 24-block area that became HCZ; by 2007, HCZ had grown to a 100-block area 								
Ways the program solicits input, involvement, and commitment from parents/community:	Not specifically addressed in sources								
Ways in which parents, families, and community partners are engaged to promote a college-going culture:	<ul style="list-style-type: none"> HCZ produces data and information that let stakeholders know how the initiatives are making a difference for children, families, and the community. It creates incentives for local initiatives to identify and characterize the populations that need to be reached and served to achieve community-wide changes for children. Families are connected to workforce programs, employment opportunities, education and training, and income supplements aimed at living above the poverty level; emphasizes linking families to the services and opportunities that help lift incomes. 								



<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<ul style="list-style-type: none"> • The Harlem Children’s Zone promotes coherence among programs from pre-K through college • Midtown Family Place—counseling, referrals, advocacy; after-school and summer programs for children 5–12 • Specific programs are in place at each level: <ul style="list-style-type: none"> - Early Childhood (Baby College, Three-Year-Old Journey, Harlem Gems) - Elementary School (Promise Academy Charter School, Fifth Grade Institute, Harlem Peacemakers) - Middle School (Promise Academy Charter School, Academic Case Management, A Cut Above, Boys to Men) - High School (Promise Academy Charter School, Academic Case Management, TRUCE Arts and Media, Employment and Technology Center, Learn to Earn, College Prep) - College (College Success Office)
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<p>From HCZ Web site:</p> <ul style="list-style-type: none"> • Many of these children have been in HCZ programs from the time their parents were in The Baby College, which highlights the effectiveness of our comprehensive model of supporting children. • For 2008–09, 100% of the seniors from TRUCE Arts and Media went on to college; the Employment and Technology Center had 90% of its high school seniors accepted into college. <p>Data on each program offered can be found at http://www.hcz.org/our-results/by-the-numbers</p>



Indiana Parent Information and Resource Center (PIRC)	The Indiana PIRC, in partnership with the Indianapolis Public Schools (IPS), Indianapolis, Indiana								
Source and/or contact information:	Jacqueline R. Garvey, Executive Director, Indiana Partnerships Center (Indiana PIRC) 921 E. 86th Street, Suite 108, Indianapolis, IN 46240 (317) 205-2595; (866) 391-1039 (toll free); (317) 205-9790 (fax)								
Web site/additional information:	Indiana Partnerships Center Web site: http://www.fscp.org Indianapolis Public Schools website: http://www.ips.k12.in.us/ Dr. Jane Kendrick, Superintendent, IPS America's Promise Alliance, Overview and 3A Framework: http://www.americaspromise.org/Resources/ParentEngagement/Overview-and-3A-Framework.aspx Annenberg Institute, College Pathways Tools Series: http://www.annenberginstitute.org/Products/BTO.php								
Main focus of the program: The Indiana PIRC, in partnership with the College Access and Readiness Initiative and others, works with the middle and high schools of Indiana's largest urban school district, Indianapolis Public Schools (IPS), to create a college-going culture that focuses on high school graduation within four years and enrollment in post-secondary institutions.	<table border="1" data-bbox="607 789 1466 936"> <thead> <tr> <th data-bbox="607 789 894 894">Strong Focus on Parent-Community</th> <th data-bbox="894 789 1182 894">Strong Focus on College/Career Readiness</th> <th data-bbox="1182 789 1466 894">Strong Focus on Academic Success</th> </tr> </thead> <tbody> <tr> <td data-bbox="607 894 894 936" style="text-align: center;">√</td> <td data-bbox="894 894 1182 936" style="text-align: center;">√</td> <td data-bbox="1182 894 1466 936" style="text-align: center;">√</td> </tr> </tbody> </table> <p data-bbox="607 947 1466 1157">The initiative involves all 17 IPS middle and high schools. In its first year, the Indianapolis initiative focused specifically on low-income and first-generation college families so that "all students and families know that college is possible." Noted parent involvement scholar, Anne T. Henderson, Senior Consultant with the Annenberg Institute for School Reform, collaborates with the program.</p>			Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success	√	√	√
Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success							
√	√	√							
Length of time the program has been in operation:	The program started in April 2009.								
Ways the program solicits input, involvement, and commitment from parents/community:	<ul style="list-style-type: none"> • Parent liaisons <ul style="list-style-type: none"> - conduct workshops for parents and - make home visits. 								
Ways in which parents, families, and community partners are engaged to promote a college-going culture:	<ul style="list-style-type: none"> • Parents are encouraged to oversee their student's progress on the state mandated test (ISTEP) and participate in college visits with their child. • At George Washington Community High School (GWCHS), parents established and voluntarily run the Parent LOFT (a parent center). The facility is used for parent-to-parent outreach and to host meetings to engage parents. • GWCHS is a full-service community school. The PIRC is one of 52 partners that work with the school to increase student achievement. • Contributions made by parents and families across the district's middle and high schools include <ul style="list-style-type: none"> - participation in college visits, - enrolling students in 21st Century Scholars program, - communicating and tracking students' progress, and - attending scholar recipient meetings. 								



<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<ul style="list-style-type: none"> • Parents are informed of curricular recommendations for college-bound students, such as taking algebra in middle school. They are also informed about 21st Century Scholars funding and the Core 42 (credits needed to be on track for college). • The PIRC serves as an intermediary for financial aid information, such as assistance with the FAFSA, and for ELL services. • In collaboration with other partners through the “Learn More Indiana” statewide communication initiative, the PIRC assists students and their parents with college and career preparation, planning, and financial information. • The PIRC uses the 3A Framework (Attendance, Achievement, Attainment) of the America’s Promise Alliance and Annie E. Casey Foundation with parents to support high school graduation and college/career preparation. • A parent guide is currently under development. • College pathway teams in each of the middle and high schools consist of the principal or assistant principal, the guidance counselor/graduation coach/ social worker, staff representing schoolwide initiatives such as AVID or College Summit, a parent liaison, and family members. • The teams meet monthly on campus and come together districtwide three times a year. • The college pathway team uses the latest research-based best practices for improving academic standards, high school persistence and graduation rates, and college enrollment and completion rates. • The team develops and implements data-collection systems that allow for the documentation, monitoring, and tracking of student performance, as well as access to support in college advising, financial aid, and tutoring. The college pathway team assesses policies, curriculum, and funding to support the college-preparation action plan developed at each school site in collaboration with the school improvement team. • Two milestones for the initiative include the following: <ul style="list-style-type: none"> - Parent/family awareness concerning programs currently in place at the schools has increased. - Parent/family liaisons are included as members of the college pathway team. Previously, the team consisted only of school faculty and administration.
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<p>Increased ISTEP scores and graduation rates at GWCHS.</p>



<p>Oyler Community Learning Center</p>	<p>Cincinnati, Ohio</p>								
<p>Source and/or contact information:</p>	<p>Craig Hockenberry, Principal hockenc@cps-k12.org – (513) 363-4190</p>								
<p>Web site/additional information:</p>	<p>Learning First Alliance, <i>Public School Insights</i>: http://www.publicschoolinsights.org/stories/Oyler Axelroth, R. (2009, August). <i>The community schools approach: Raising graduation and college going rates—Community high school case studies</i>. Washington, DC: Coalition for Community Schools, Institute for Educational Leadership.</p>								
<p>Main focus of the program: High school graduation and academics are the main focus of the program. “The Community Learning Center at Oyler School has created a one-stop shop for all the needs of our students and their families,” according to Principal Hockenberry.</p>	<table border="1"> <tr> <td data-bbox="607 596 893 705"> <p>Strong Focus on Parent-Community</p> </td> <td data-bbox="893 596 1179 705"> <p>Strong Focus on College/Career Readiness</p> </td> <td data-bbox="1179 596 1464 705"> <p>Strong Focus on Academic Success</p> </td> </tr> <tr> <td data-bbox="607 705 893 747"> <p>√</p> </td> <td data-bbox="893 705 1179 747"> <p>√</p> </td> <td data-bbox="1179 705 1464 747"> <p>√</p> </td> </tr> </table>	<p>Strong Focus on Parent-Community</p>	<p>Strong Focus on College/Career Readiness</p>	<p>Strong Focus on Academic Success</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>Oyler Community Learning Center is located in the Lower Price Hill area of Cincinnati. The student population of about 900 ranges from pre-K through 12th grade. About 54% are white and about 42% are African American; 79% qualify for free or reduced-price lunch.</p> <p>Most of the students are first generation high school graduates. Prior to the program, 84% of students left school before the 9th grade. After high school graduation rates increased, students wanted help to continue their education beyond high school, which led to programs focused on college access.</p>	
<p>Strong Focus on Parent-Community</p>	<p>Strong Focus on College/Career Readiness</p>	<p>Strong Focus on Academic Success</p>							
<p>√</p>	<p>√</p>	<p>√</p>							
<p>Length of time the program has been in operation:</p>	<p>2010 is the fourth year of the program.</p>								
<p>Ways the program solicits input, involvement, and commitment from parents/community:</p>	<ul style="list-style-type: none"> • Over a 2 ½ year period, parents and community members participated in an evaluation process to determine the community’s greatest needs. One of the needs revealed was college access. The Oyler Community Learning Center program was built based on information from the needs assessment. • Parents share ideas and talk with teachers during informal meetings held throughout the school year. • Weekly “Partners” meetings are held by the program coordinators to monitor progress and obtain feedback. The coordinators communicate this information to the principal. 								



<p>Ways in which parents, families, and community partners are engaged to promote a college-going culture:</p>	<ul style="list-style-type: none"> • There are two AmeriCorps workers on-site to coordinate program activities that support students and their parents in reaching the goal of attending college. • Six times each year the school holds a major event such as an open house or a “themed” conference. Food is catered for these events to encourage participation. The themes reflect cultural and other aspects of significance to the community. • Partnerships with local agencies and organizations were established to address needs identified through the assessment process. The following partnerships have resulted in services to both students and their families: <ul style="list-style-type: none"> - Christ Church Cathedral donates \$25,000 each year for parental involvement. This money is used to promote and support the school’s six major events. - Through the school’s partnership with St. Aloysius, four therapists are on-site to provide care for mental health and behavior problems. - Parents and students also have access to medical care at the in-school clinic provided through the local health department. - The local Boys & Girls Club provides after-school programming and recreational activities for students and their families.
<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<ul style="list-style-type: none"> • Due to the increased number of students signing up for the ACT and SAT tests, the school has arranged for the tests to be given on-site in the future. • Students are excited about learning and the possibility of going to college. Behavior issues are no longer a problem among juniors and seniors. • College representatives visit the campus every week, with a goal of 50 representatives on-site during the school year.
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<ul style="list-style-type: none"> • Since 2007, when the high school was added, there have been a total of 27 graduates, and 13 of those are in college. • Fifty potential graduates of the class of 2010 are on track to enroll in college. • At least 150 students who had dropped out or needed alternative schedules to graduate have been recaptured through APEX online curriculum.



High School Puente	California statewide program								
Source and/or contact information:	<p>Gándara, P., & Moreno, J. (2002). The Puente Project: Issues and perspectives on preparing Latino youth for higher education. <i>Educational Policy</i>, 16(4), 463–473.</p> <p>Tierney, W. G. (2002). Parents and families in precollege preparation: The lack of connection between research and practice. <i>Educational Policy</i>, 16(4), 588–606.</p>								
Web site/additional information:	<p>Link to online version of the article: http://epx.sagepub.com/cgi/content/abstract/16/4/474</p> <p>Link to The Puente Project: http://www.puente.net/</p>								
<p>Main focus of the program:</p> <p>High School Puente focuses on increasing the number of Latino students who graduate high school, become college eligible, and enroll in a 4-year college. Usually, High School Puente students are the first in their families to attend college.</p>	<table border="1" data-bbox="607 615 1463 758"> <thead> <tr> <th data-bbox="607 615 891 716">Strong Focus on Parent-Community</th> <th data-bbox="891 615 1175 716">Strong Focus on College/Career Readiness</th> <th data-bbox="1175 615 1463 716">Strong Focus on Academic Success</th> </tr> </thead> <tbody> <tr> <td data-bbox="607 716 891 758" style="text-align: center;">√</td> <td data-bbox="891 716 1175 758" style="text-align: center;">√</td> <td data-bbox="1175 716 1463 758" style="text-align: center;">√</td> </tr> </tbody> </table> <p>“The Puente Project was conceived as a bridge program from one segment of education to another.”The project was originally a community college program intended to address the low attendance rate of Latino students at 2- and 4-year colleges and universities. Because of the program’s success it was shifted from the college to the high school level. The Spanish word, “puente,” means “bridge.”</p> <p>To increase the number of college-going Latinos, the High School Puente program emphasizes three major components:</p> <ul style="list-style-type: none"> • Rigorous language arts instruction • Intensive college preparatory counseling • Adult mentors or peer partners for students 			Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success	√	√	√
Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success							
√	√	√							
Length of time the program has been in operation:	The High School Puente program began in 1993.								
Ways the program solicits input, involvement, and commitment from parents/community:	<ul style="list-style-type: none"> • For a student to be accepted into the program, at least one parent or guardian must request it and be willing to sign a statement agreeing to support the student. • Each year features a picnic at the start of the school year, a posada, and a year-end banquet. • Parent and mentor meetings are held regularly, often in the student’s home. • Parents are encouraged to participate actively in the program and are given opportunities to assist in planning and implementing Puente activities. • Food and conversation, presentations in Spanish and English, and materials and information on topics of interest to parents (such as financial aid) are used to attract parents to meetings and events at the school. • A special effort is made to recruit Latino community members as volunteers or guest speakers. 								



<p>Ways in which parents, families, and community partners are engaged to promote a college-going culture:</p>	<p>The program emphasizes three major components:</p> <ul style="list-style-type: none"> • Rigorous instruction in writing and literature—Two-year college prep English class focuses on Latino literature. The program emphasizes community-based folklore and assignments that incorporate parents, family members, and community mentors. • Intensive college preparatory counseling—The counselor ensures that students are placed in college prep classes, participate in activities, arrange college visits, and arrange parent and mentor meetings. • Adult mentors or peer partners for students—A community mentor liaison (CML) seeks out appropriate community mentors, trains them, and matches them to students in the program. Mentors continue a two-year relationship and meet with students and their families monthly. <p>These components were designed to “work in concert with each other to raise skills and aspirations of the students, increase information available to both students and parents about college opportunities, and change the consciousness of the school and the community about the students’ potential.”</p>
<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<ul style="list-style-type: none"> • Four-year academic counseling for students, focused on college preparation • Mentoring/community leadership activities that foster an expectation for students to return to their community as leaders and mentors to future generations • Study found significant, positive differences for Puente students compared to non-Puente students regarding attitudes toward school, preparation for college, aspirations to attend college, and percentage of students going on to 4-year colleges
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<ul style="list-style-type: none"> • The High School Puente program began in 1993 with seven high schools in California districts. By 2002, nearly 40 high schools were hosting a Puente program. • Puente students reported going on to 4-year colleges at nearly double the rate of non-Puente students with the same grades and test scores.



University Park Campus School	Worcester, Massachusetts							
Source and/or contact information:	Conley, D. T. (2009). <i>Creating college readiness: Profiles of 38 schools that know how</i> . Eugene, OR: Educational Policy Improvement Center. http://www.epiconline.org/publications/college_readiness							
Web site/additional information:	University Park Campus School Design Web site: http://www.upcsinstitute.org/ Coalition for Community Schools Web site: http://www.communityschools.org/							
<p>Main focus of the program:</p> <p>University Park Campus School (UPCS) was “designed around the promise to prepare every student for college.” The school has created a culture “that refuses to let any student fail to achieve high standards.” The college-bound culture is made clear to the students and their parents from the beginning, with 7th graders attending a month-long academy prior to the start of the school year.</p>	<table border="1"> <tr> <td data-bbox="607 611 886 716">Strong Focus on Parent-Community</td> <td data-bbox="891 611 1177 716">Strong Focus on College/Career Readiness</td> <td data-bbox="1177 611 1463 716">Strong Focus on Academic Success</td> </tr> <tr> <td data-bbox="607 716 886 758">√</td> <td data-bbox="891 716 1177 758">√</td> <td data-bbox="1177 716 1463 758">√</td> </tr> </table>	Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success	√	√	√	<p>Located one block from and in partnership with Clark University in the poorest section of Worcester, UPCS was established as part of an effort to reverse the economic and social decline of the neighborhood. Education Trust, the Alliance for Excellent Education, and <i>Newsweek</i> magazine have recognized the school as a national model for its successful record of academic achievement.</p> <p>The 7th through 12th grade school accepts only students that live within a one-mile radius of the school. The student population is very diverse: 19% Asian, 7% African-American, 40% Latino, 32% White, and 1% multiracial. Many of the white students are recent immigrants from Eastern Europe—64% of students are English language learners. Seventy-eight percent of students receive free or reduced-price meals.</p>
Strong Focus on Parent-Community	Strong Focus on College/Career Readiness	Strong Focus on Academic Success						
√	√	√						
Length of time the program has been in operation:	UPCS was founded in 1997.							
Ways the program solicits input, involvement, and commitment from parents/community:	<p>UPCS teachers are closely connected to their students and their families.</p> <ul style="list-style-type: none"> • Monitor student progress and act as mentors and advisors • Assist students and their parents with housing, health care, baby sitting, taxes, etc. 							
Ways in which parents, families, and community partners are engaged to promote a college-going culture:	<p>Partnership between UPCS and Clark University:</p> <ul style="list-style-type: none"> • Masters students from Clark’s Jacob Hiatt Center for Urban Education teach at UPCS. • Clark faculty collaborate with UPCS faculty on the school’s curriculum team. • Clark library, lab, and gymnasium are open to UPCS students. • 7th through 10th graders participate in mini-seminars with Clark faculty. • 10th graders are assigned an undergraduate mentor from Clark. 							



<p>Indicators that the program has instituted a culture of college going and career readiness:</p>	<ul style="list-style-type: none"> • UPCS students participate in a rigorous academic program consisting of all honors classes beginning in 9th grade. • The college prep curriculum is aligned with college standards for all grades and subjects. • Junior and senior seminars focus on college selection and application process. • Juniors and seniors have the option to take courses at Clark for dual credit. • Students that do not enroll for dual credit take an entry-level class at Clark to learn how to work with college professors. • UPCS students take elective classes at Clark University, tuition free. • Senior year is structured to parallel college experience: <ul style="list-style-type: none"> - Class schedule (90-minute courses that meet two or three times a week) - Class sizes are larger - Class syllabi mimic college syllabi - Note-taking and self-management emphasized • A relationship with Clark facilitates ongoing mentoring of younger colleagues by veteran teachers. • Collaboration among teachers integrates instruction across grades and subjects, and it serves as a model to students for how to work together.
<p>How the program has increased student achievement, and supporting anecdotal evidence:</p>	<ul style="list-style-type: none"> • Over 95% of UPCS graduates attend college or university. • Lower numbers of UPCS students require remedial coursework in college, especially in writing. • Dropout and mobility rates are near zero. • UPCS is the highest performing urban high school in Massachusetts.

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