

# Practices WITH Promise 2008

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A COLLECTION OF WORKING SOLUTIONS  
FOR COLLEGE OPPORTUNITY AND STUDENT  
SUCCESS

Released November 2008

The Campaign for

College  
Opportunity

## Acknowledgements

Now in its second year, Practices with Promise is an initiative undertaken by the Campaign for College Opportunity to recognize exemplary efforts to improve college access and student success. We are grateful for the generous support and contributions of several hundred people across our great state.

**Educators:** We would like to thank the educators who submitted their Practices with Promise. Without the prospect of any financial award, over 100 educators took the time to share their practices with us. We want to thank everyone involved in these innovative efforts to improve higher education in California.

**Partners:** We would also like to thank the partners who helped publicize the project. We received submissions from across various institutions, community organizations and from almost every region in our State. This was possible, because our partners reached out far and wide and encouraged our best educators to submit their practice for review.

**Reviewers:** We were fortunate to be joined and supported by key education and policy experts who participated in three rounds of review and analysis, which helped to identify the top 15 practices highlighted in this report. Our reviewers understood the critical challenges facing higher education and were able to select those practices that are innovative examples of the type of efforts that are needed in California.

**Funders:** The work of the Campaign for College Opportunity and the recognition of these practices would not be possible without the support of our funders. We would especially like to thank the William and Flora Hewlett Foundation, James Irvine Foundation, Koret Foundation, California Wellness Foundation, College Access Foundation of California, Walter S. Johnson Foundation, Lumina Foundation, Citigroup Foundation, Stuart Foundation, McConnell Foundation, Kaiser Permanente, California Business Roundtable, and Southern California Edison.

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## Part A

### BACKGROUND

Over the next decade, California is experiencing a growth in the young adult population, but a decline in the educational attainment among this group. Will we have enough educated workers to meet the workforce demands of the 21st Century? Will we be able to replace the highly educated Baby Boomers as they begin to leave the workforce? California is 40th in the nation in the number of graduating seniors that go directly to college, and students who make it into California's public colleges and universities fail to complete their programs at alarming rates. These trends do not bode well for the future prosperity of the state.

California's policymakers, educators, and higher education face the important task of increasing access to our community colleges and universities, improving student success, and ensuring that college is affordable and prepares students for the workforce. Educators across the state are tackling these issues on their campuses, through regional partnerships, and in statewide programs. They have brought a wealth of innovation, ingenuity, and promise to two of the most difficult questions we face as a state: How do we resurrect our system of higher education to meet the needs of a workforce that increasingly relies on college educated students? and How do we ensure that our system of higher education helps our students achieve their academic and future goals? Unfortunately, many of these promising efforts operate in obscurity and are unnoticed by policymakers, the education community, and others charged with advancing education and ensuring economic vitality in the state.

### INTRODUCTION

Now in its second year, Practices with Promise 2008 is an initiative undertaken by the Campaign for College Opportunity to recognize exemplary efforts to improve college access and student success. These Practices, along with those selected in 2007, are "working solutions" that demonstrate how educators and community leaders are tackling the challenges of preparing students for college success.

The Campaign, along with several partner institutions, encouraged California educators, policymakers, or affiliated representatives to submit summaries of working solutions or "practices" that have improved college opportunity for California's students. Through this effort, we hope to achieve three major goals:

**Dissemination** – Identify good ideas that are working on California campuses and share these ideas with other educators and policymakers to make an even bigger impact.

**Appreciation** – Thank the educators and institutions who are making good use of resources to find solutions for college opportunity and student success for California residents.

**Recognition** – Offer public recognition for the people, institutions, and ideas at work in making higher education achieve its full promise for the people of California.

## PROJECT SUMMARY

Practices with Promise received a total of 102 submissions, and from this collection, 15 were chosen to be highlighted as “Practices with Promise” through a comprehensive review process which included a panel of education and policy experts.

We were interested in projects and efforts that provide students access to college, help students make progress toward their educational goals, and make college affordable for students and families. Across the themes described below, we were particularly interested in efforts that

- **Promote equity in reaching California’s diverse populations;**
- **Integrate a number of student services in a comprehensive way;**
- **Are effective in meeting programmatic goals; and**
- **Make efficient use of current resources.**

The submissions received represent every education sector, several government agencies, and private organizations. Many submissions were concurrent proposals submitted by several education institutions and organizations.

Submissions were accepted in nine categories, some programs had elements from more than one category. Practices were asked to demonstrate innovation and effectiveness in improving outcomes in one of the following areas:

**Early academic preparation in the middle grades:** Practices that create a strong college-going culture in grades 6 through 8. These practices may be those employed at one school or may be district-wide strategies.

**Preparing students for college and career in high school:** Practices that promote a strong college-going culture on the high school campus, focus on academic preparation for college and career, and/or inform students and their families about college and career options, including career technical education, and financial aid.

**Programs that assist students in the successful completion of their higher education goals:** Practices that provide a clear pathway for students to move from one educational segment to another or within one segment toward completion of their college goals. Efforts that provide strong student services to improve the completion of transfer, associate degrees, and certificates at community colleges or bachelor degrees at four year universities.

**Inter-segmental efforts between high schools, community colleges and universities to better prepare students through alignment and articulation:** Collaborative practices that align curricula standards across systems especially in math, English, sciences, and career technical courses to ease the transitions between segments and improve student success.

**Strategies for successful student assessment and proper course placement:** Practices that gauge where students are in term of college preparedness and direct them towards the appropriate courses that they are ready to take.

**Programs that improve student progress and mastery of basic skills:** Practices that support student success in basic skills including programs that improve basic skills in English and math, and assure the successful transition to college-level work in these areas.

**Practices that inform and support students and families in accessing financial aid:** Including efforts to provide financial aid counseling and workshops to help students in the 12th grade and in community college to complete applications for financial aid.

**Efforts that prepare students for high demand jobs:** Including examples of programs that prepare students for the workforce in high demand sectors such as health care or prepare students for careers in STEM (science, technology, engineering and math).

**Administrative practices that use resources effectively to promote college access and success; and regional collaborative efforts across our educational systems:** Practices that higher education institutions put in place to promote college going and student success. Efforts across k-12 and higher education systems to improve college preparation, college-going, the use of financial aid, and collaborative career technical programs.

Submissions in each of the above nine areas of focus were received. Some selected practices were in only one category, while others touched upon multiple categories.

Submissions also had to show effectiveness in improving one or more of the following:

**Access and Participation** – Efforts that improve access to college and increase participation rates such as among recent high school graduates and young adults or among underrepresented populations.

**Success and Completion** – Efforts that increase retention and help students reach their educational goals including completion of degrees, certificates, transfer, and workforce programs.

**Affordability** – Efforts that make college more affordable for students and families through fee, financial aid, and other support programs, including the use of campus, state, and federal resources.

**Institutional Efficiency** – Efforts that maximize the use of campus and state resources and/or make effective use of data to inform educational practices.

Although covering a broad range of educational practices, three themes were most prominent in the selected 15 Practices with Promise:

1. ***Early College Awareness*** – Five of the Practices, including Passport to College, College Options, K-16 Bridge Program, Increasing Access for English Language Learners, and the Ventura College Promise reach students at a young age with practical information and support services about how to get to and pay for college. Making going to college a viable pathway for those who may be the first in their families to go to college. ***These Practices target students as early as middle school and some combine this outreach with a commitment of financial aid and a guaranteed place in college.***
2. ***Innovative Outreach to Underrepresented Students*** – A growing number of students in California will be the first in their families to go to college, some may be low-income, or live in regions with low college-going rates. If California is to graduate enough students to meet its future workforce needs, a greater number of these students must be inspired and supported in pursuing their college dreams. College Options, the CSU's Partnering for Greater Access to Higher Education, Stanford Medical Youth Service Program and Passport to College are examples of ***practices that work creatively to reach out to underserved and underrepresented populations from every region in our state.***
3. ***Clear Pathways for Student Success*** – Several practices including Cal-Pass Freshman Composition Alignment Project, Departmental Final Exam for English A, Dual Enrollment, Project Success Learning Communities, and the Diablo Valley College Financial Aid Student Progress, Learning, and Nurturing (PLAN) Program make it easier for students to meet their educational goals and move from one segment to the next, by removing roadblocks and establishing a structured and clear path for students. ***All of these practices provide models of collaboration and partnership that ease the pathway, either within a college or university and/or between institutions, for students to succeed in achieving their academic goals.***

In addition, the *Amgen Bruce Wallace Biotechnology Laboratory Program* and the *Stanford Youth Medical Science Project* are examples of practices that address key areas of the workforce sector that are experiencing high demand for educated workers and have a current shortage of workers. These practices realize that exposing and helping to prepare California's own youth is a solution to this crisis.

## Part B

### RECOMMENDATIONS

Each of the 15 selected Practices with Promise demonstrate the leadership and innovation that exists amongst educators to improve college going and student success. Taken together, these Practices with Promise highlight the initiative, creativity and dedication of educators. It is time for policymakers and education leaders to build upon these and other solutions to improve California's future educational and economic competitiveness. Based on the findings of the 2008 Practices with Promise, we recommend the following:

**Include early college awareness as an integrated part of the k-12 curriculum and at least as early as middle school.** A growing number of our young adults would be the first to go to college. Many of the practices found that early information and outreach to students and their families was a positive strategy for ensuring that students understand the promise of college opportunity and the availability of financial aid. In addition, the recent passage of Senate Bill 890 - *Early Commitment to College* which will be implemented by the California Department of Education with participating school districts - will ensure low income students and their families, beginning in 6th grade will receive information about their options for going to college in California and accessing financial aid. These strategies can help to reverse the current decline in direct college-going rates in our state and ensure that we provide a homegrown workforce to meet the needs of the 21st century economy.

**Encourage early parental involvement in college preparation and planning.** Not all parents have the tools at their disposal to help their children prepare for college. Although research has proven that the great majority of parents want their children to go to college, there is a disconnect between that hope and how to make it a reality. Several practices have identified creative ways to engage parents and family members and provide them with information so that they are empowered to help their children prepare for college.

**Improve access to college in every part of our state, reach out to underrepresented students, and focus on educating California's young adult population.** A recent report by the Public Policy Institute noted that California cannot continue to rely on importing educated workers from other states or countries in order to meet the demand of employers in California. This means that improving access to college and increasing the number of students, especially from underrepresented communities who are a growing majority of our population, are essential strategies for meeting our workforce challenge. A few practices highlighted here have innovative ways to reach underserved populations.

**Support business and industry collaboration in educational partnerships, particularly for workforce preparation in high demand career technical, health, science, technology, engineering and math fields.** As some of these

practices demonstrate, the ability of industry and education leaders to work together to help solve some of our educational challenges and meet our workforce needs. Providing expanded opportunities for these types of collaboration can help improve our workforce preparation. However, collaborations alone cannot solve the massive shortages facing the state, policy makers will also have to identify solutions to this crisis.

**Connect the missing links between educational segments in California and improve the transition for students between and among these segments from k-12, to Community College, to University and graduation.** Some important examples on how we can make the pathway easier for students to meet their college goals were demonstrated by the selected practices. Improving access to college is not enough, we must ensure that once students are in college a greater number of them succeed in achieving their academic goals and are prepared for the workforce. Improving the way that students get from point A to point B is a critical solution to this problem and using data to track student progress, provide appropriate interventions and measure student success is a key piece to easing the transition points.

**Identify secure avenues of funding and political support for programs and efforts that demonstrate success.** Innovation and small scale programs alone will not achieve the needed growth in the number of students who go to college and succeed. Our state policy makers must identify ways to support the investment in higher education so that we are able to produce the number of college educated workers we need for our economy. At the same time, we must demand that our higher education institutions do their part to improve student outcomes and make the best use out of existing resources.

### **General Recommendations for Educators**

**Support Students.** Across many of these practices, we see how education leaders and institutions are able to recognize the challenges faced by their students and are able to create a clearer pathway to take away barriers that might stand in the way of students moving towards their academic goals. Strategies that help students succeed, provide adequate support services and help move students along the pipeline from k-12 to higher education are essential to the future of our state.

**Collaborate.** In some of the practices, we noticed that the ability of institutions to respond to some of the biggest challenges they were faced with was a result of the many other partners or colleagues that they collaborated with. Through these collaborations, access to additional expertise, data, and sometimes funding, helped improve student outcomes and establish strong partnerships.

**Integrate.** The ability of practices to be integrated – whether into the curriculum, in faculty partnerships within student support services or otherwise – not only produces

positive results but ensures a wider reach that can help increase college going and student success.

**Share your challenges and successes.** Each of these practices was a response to a challenge faced by our education leaders. The innovation presented in these practices, gives us hope that it is possible to address these challenges in an effective way. We recommend that educators continue to share with education leaders and policy makers their challenges and the opportunities available to respond to these challenges.

### **General Recommendations for Policymakers**

**Review policies that do not support innovation, effectiveness and student success.** We must support the innovation of education leaders to address some of our biggest educational challenges. The practices highlighted in this report are an example of some of the best innovation and creativity, however there are policies that can hamper this innovation and challenge the ability of administrators and faculty to serve students best. In addition, we must expect clear accountability for outcomes and encourage more innovation that is matched by more efficient use of resources and investment in efforts that work.

**Data is key.** Gathering information is not typically at the top of anyones agenda, but these practices demonstrated the innovative way that data can be used to identify barriers facing students and to document successful outcomes. Without good data, it is hard to measure progress and implement strategies to improve student outcomes.

**Increase state investment to increase the number of students who are able to go to college and succeed in achieving their educational goals.** Some practices were able to utilize existing resources while others relied on special funding or outside partnerships to carry out their programs. All of the practices point to the need for investment to serve more students and provide the support needed by students so that they can move along the pipeline and be ready to enter the workforce.

## Part C

### HIGHLIGHTED "PRACTICES WITH PROMISE"

The Campaign for College Opportunity and project reviewers had the difficult task of selecting only 15 Practices with Promise to highlight from 102 submissions. Each of the submissions demonstrated the innovative and committed way that educators and leaders across our state are best serving our students and our state. All 102 submissions deserve recognition for their hard work. Our panel of reviewers selected the following 15 practices which stood out and provide an example of models for expanding access to college and student success.

While we highlight certain practices to illustrate effective and emerging models, nothing in this analysis should be construed as a comparative evaluation or a case for funding one program over another. For those interested in contacting program representatives from the highlighted practices, or from any of the practices submitted, contact information is included in Appendix E. Actual submissions are also available upon request. To request the submission for a particular practice, email the name of the practice to [info@collegecampaign.org](mailto:info@collegecampaign.org).

**In addition to receiving special recognition, the 15 selected Practices with Promise:**

- Will be shared with journalists and the media.
- Included in the Executive Summary and this full report and profiled on the Campaign for College Opportunity website.
- Invited to a special event at the State Capitol in Sacramento with policymakers.

#### **Amgen Bruce Wallace Biotechnology Lab Program**

*Submitted by the Foundation for Pierce College and the Amgen Foundation*

The Amgen Bruce Wallace Biotechnology Lab provides middle and high school students a hands-on experience in applied science and engages students from diverse backgrounds in learning molecular biology using relevant curriculum, tools, and techniques. It exposes students to the excitement of scientific discovery and possibilities for careers in science. Aligned with the National Science Education Standards, the program supports the goal of achieving scientific literacy. The program not only provides a thoroughly tested and robust curriculum, but also provides a full suite of transportable, research-grade equipment and supplies to complete classroom laboratories. The laboratories parallel key experiments used by the biotechnology industry in the discovery of human therapeutics and include contemporary technologies.

The Amgen Bruce Wallace Biotechnology Lab Program also addresses the disconnect between laboratory experiences and teacher preparation by providing both profession-



*Student conducting an experiment in the **AMGEN BRUCE WALLACE BIOTECHNOLOGY LAB PROGRAM***

*“I must admit that it was exciting to see how the DNA worked. The bacterium was interesting as well, because I liked seeing how it would adapt the DNA segment into its own basic core. Biotechnology is not so hard as it seemed to be. I used to be confused, and before the actual experiment started, I dreaded it. Now however, I find this to be the most exciting part of the whole year in AP Bio. Now, I am considering going into a biotechnology career.”*

CRAIG REEVE, STUDENT

**AMGEN BRUCE WALLACE  
BIOTECHNOLOGY LAB PROGRAM**



*Students work on an Amgen science experiment.*

**AMGEN BRUCE WALLACE  
BIOTECHNOLOGY LAB PROGRAM**

al development workshops and the equipment and materials needed to implement the program. Each year, several workshops are provided for teacher preparation. Participants are provided opportunities to learn both the theories and laboratory techniques used in the program. These professional development opportunities are provided without cost to the participants. After completing a workshop, participants can reserve one of eight full suites of research-grade equipment for use at their school. The program also provides all of the materials and supplies needed to complete the laboratories; there is no cost to the participating schools. The teacher can keep the equipment for up to three weeks before returning it to one of the centers coordinating the program.

The California Community Colleges’ Economic and Workforce Development Program provides a key partnership for the Amgen Bruce Wallace Program by funding the Los Angeles/Orange County Biotechnology Center at Pasadena City College. This partnership has allowed the program to expand from 20 schools in the late 1990s to over 63 schools today. During the 2007-08 academic year, the Amgen partnership brought this inquiry-based molecular biology experience to 18,000 students and created professional development opportunities for 220 teachers in the Bay Area and Southern California. Amgen first began this program with the Foundation for Pierce College in the greater Los Angeles area, where over 65 middle and high schools participate. Over the past 10 years it has expanded the successful program across California and nationwide.

The Amgen Bruce Wallace Biotechnology Lab Program is underwritten by a grant from the Amgen Foundation. Amgen has supported the program since its inception over a decade ago and has replicated this program nationally. The Amgen Foundation supports the program at each site with a grant. The size of each grant varies from site to site. In addition to the Amgen Foundation, this program is supported by various industry partnerships which donate materials or greatly reduce product costs.

Though the program has been replicated nationally (with programs in Washington, Colorado, Rhode Island, and soon to be in Puerto Rico), there are several elements that are essential to achieve success: 1) A small nucleus of committed faculty knowledgeable in molecular biology with the willingness and patience to work with committed 7th – 12th grade teachers; 2) an institution willing to provide these faculty with lab and office space; and 3) interested 7th – 12th grade faculty willing to devote a significant amount of time to learn the theories and techniques involved in the science and a willingness to grow with the program.

#### **Key Features:**

- Provides middle and high school students learning opportunities in applied science
- Provides professional development in applied science to teachers.
- Mobile lab provides schools access to technical equipment needed for science laboratory experiments.

- Is an example of a successful partnership between schools, colleges, and industry

**Partners:**

Amgen, the Foundation for Pierce College, the Southern California Biotechnology Center at Miramar College, Bay Area Biotechnology Education Consortium in partnership with the California Economic and Workforce Development program, University of California Los Angeles Center for Academic and Research Excellence, UCSD BioBridge and other industry partners, middle schools and high schools throughout California

### **Cal-PASS Freshman Composition Alignment Project**

*Submitted by Cal-PASS*

The knowledge that greater alignment between the Freshman Composition Course at San Diego State University (SDSU) and the first semester transfer level Composition Course at Grossmont College (English 120) would ease the transfer pathway for Grossmont College students was the impetus for this project. Faculty from both Grossmont and SDSU met regularly and engaged in conversations, activities, and curriculum development toward the goal of improving alignment between their institutions.

Within the first semester upon transferring to SDSU, Grossmont College (GC) transfer students must take the Writing Proficiency Assessment (WPA), which is part of SDSU's Graduation Writing Assessment Requirement for all students. This exam is well-aligned with SDSU's first and second semester composition courses, and based on the results of the exam, students may be required to take up to 3 additional upper division writing courses. The Cal-PASS Alignment Project chiefly aims to assist transfer students in scoring well on the WPA by making sure the composition course they take at Grossmont adequately prepares students for the writing requirements at SDSU.

In a sequenced series of activities initiated in 2005, faculty from both campuses worked collaboratively to identify the areas and extent to which the composition courses are aligned/misaligned in terms of emphasis and outcomes, identified common and shared values, skills and conceptual understandings common to the courses, and designed a beginning of the semester sequence of activities, assignments, and presentations that introduce students to these shared skills and understandings. This sequence at the beginning of the semester, which culminates in a common writing assessment, ensures that students at each institution have a common experience and foundation in college composition.

Through the Cal-PASS San Diego East County English Professional Learning Council, the resource also will be shared with high school faculty leaders within the Grossmont Union High School district as yet another aid in supporting ongoing vertical alignment efforts.

*“I could not do this alone  
without College OPTIONS.  
They have been my help,  
they have been my guide.”*

PARENT, SHASTA HIGH STUDENT,  
CLASS OF 2007

**COLLEGE OPTIONS**



*Students visit a college campus  
and meet the local mascot.*

**COLLEGE OPTIONS**

Because Spring 2008 was the first semester where the sequence was implemented, the Cal-PASS Alignment Project does not have enough comparative data to assess the effectiveness of its efforts in helping students transition from GCCCD to SDSU. However, the Project is sponsored by Cal-PASS and there is support for tracking project outcomes and effectiveness. Because the WPA exam has been given at SDSU for some time, the project hopes to identify correlations in the future.

Fundamental to the project is how successfully a student transitions into the next educational segment. Community colleges throughout the state transfer students in great numbers, and the benefits to students from programs like the Cal-PASS Alignment Project could increase success rates and potentially decrease the time needed to obtain a degree. By sharing the objectives and rationale for the project, detailing the curriculum and methods, offering insights on what is learned through engaging in an inter-segmental conversation, and by procuring funding, programs like the Cal-PASS Alignment Project could be replicated more widely.

#### **Key Features:**

- Strong regional collaboration between institutions and faculty
- Clear pathway for students from one segment to the next

#### **Partners:**

Cal-PASS, Grossmont College, San Diego State University

### **College OPTIONS**

*Submitted by College OPTIONS*

College OPTIONS is an innovative program providing school and community-based college awareness and preparation services in Shasta and Siskiyou counties, a region in the North State with a significantly lower than average college going rate. Founded in 2003, College OPTIONS has since grown to employ 13 full-time staff and serves over 15,000 students a year through a Resource Center in Redding, weekly in-school college advising, college campus visits, community events, professional development for educators and student summer program scholarships.

Prior to 2003, there were very few college access programs in the North State. College OPTIONS was designed to address this need by providing school and community-based college awareness and preparation services free of charge to all students in Shasta and Siskiyou counties. Due to the geographical remoteness of most the North State region, trained college advisors travel to rural school settings on a weekly basis. Six advisors cover a geographical area the size of the State of Rhode Island, often traveling in adverse weather conditions to reach their students. College OPTIONS also works with local school districts to facilitate an increase in A-G courses offered at North State high schools.



Students visit and learn more about CSU Sacramento during spring break.

**COLLEGE OPTIONS**

*“I would not be attending college this year without the help of College OPTIONS. Being able to meet with an advisor once a week helped me gain the confidence and knowledge I needed for college.”*

STUDENT, BURNEY HIGH SCHOOL,  
CLASS OF 2008

**COLLEGE OPTIONS**



Students visit UC Davis during College Preview Day.

**COLLEGE OPTIONS**

College OPTIONS is funded through a combination of federal and private grants, and both cash and in-kind institution contributions. Partners contribute resources to College OPTIONS, including direct funding, personnel, facilities, program coordination, publications and event planning.

Since the inception of College OPTIONS, the North State has experienced increased rates of student enrollment in post-secondary education, FAFSA completions, and increased student eligibility for UC and CSU. For example, since 2003, in Shasta and Siskiyou counties, student enrollment in post-secondary education increased 33%, FAFSA completions increased 27%, and there was more than a 12% increase in UC and CSU eligibility. The number of clients served at the College OPTIONS Center has also increased 67% since 2003.

#### **Key Features:**

- Provides school and community-based college awareness and preparation services to students in rural areas of the North State.
- Works to increase A-G offerings in rural schools.
- Has contributed to an increase in students enrolled in higher education and accessing financial aid.

#### **Partners:**

College OPTIONS in partnership with Siskiyou County Office of Education, Intersegmental Coordinating Committee (ICC), Simpson University, CSU Chico, CSU Chancellor's Office, UC Office of the President, National University Redding, College of the Siskiyous, The McConnell Foundation, Shasta Union High School District, Shasta College, UC Davis, and the Shasta County Office of Education

### **Departmental Final Exam for English A**

*Submitted by Sierra College, English Department*

The Departmental Final Exam for English A is an effort to align the quality of the English A curriculum across multiple sections at Sierra College. The English A exam helps ensure that students who move through the developmental composition program are ready for the college-level writing classes that are required for transfer and graduation.

A single final exam for English A was introduced to address the concern that the English A curriculum was not well-aligned across multiple sections and that students were moving from the developmental course to college-level composition classes without the requisite writing skills to succeed. At the same time, the common exam provides a department-wide measure of student achievement.

The exam also helps assure that student learning objectives are being met at both the course (English A) and the program (Developmental Writing) levels. A system of

accommodations and remediation options provides opportunities to assess multiple measures of a student's performance, ensuring that the test is not "high stakes" or that the test, by itself, could prevent a student from moving forward with his/her educational goals.

All English A students must pass both the common final exam and the class to enroll in the next course in the composition sequence (English 1A). The final exam is a two hour timed essay test given on a Saturday at the end of the semester. All English A instructors meet to norm and score the final exams.

Since 2000, the first year the exam was given, the average yearly pass rate on the English A exam has risen from approximately 60% to approximately 75% in spring of 2008. Data also show that students who have taken the English A course since the common exam was introduced have succeeded at higher rates in subsequent writing courses than students who took English A prior to the adoption of the departmental exam. The English A exam has resulted in higher retention (79% before the common exam to 84% following the common exam) and success (65% pre to 70% post) in the college-level composition class English 1A. Anecdotally, instructors report that students are better prepared to write college level essays in English 1A than they were before the exam was adopted. The increase in retention and success suggests that the exam is serving its purpose of aligning the curriculum and the achievement of student learning objectives across sections.

#### **Key Features:**

- Common exam aligns curriculum across multiple sections of English A within the department.
- Has been led by and contributed to faculty collaboration and coordination.
- Strengthens students' preparation for college-level composition.
- Increases student retention and success in college-level composition.

### **Diablo Valley Financial Aid Student Progress, Learning & Nurturing (PLAN) Program**

*Submitted by Diablo Valley College*

In the Fall 2007 semester, the Financial Aid Office at Diablo Valley College decided to pilot its first financial aid retention program, also known as the Student PLAN Program. The program is designed to serve the needs of the 500+ students who are currently on or at-risk of facing financial aid probation and suspension, or of those reaching maximum units allowed for their program of study, all of which can jeopardize their financial aid benefits and could possibly lead them to withdraw from college.

Through the utilization of group workshops, individual advising sessions, action plan development, academic progress reports, and other follow-up methods, the program

*“I know I have somewhere to go to when I not only need academic advice but also someone to turn to as a friend. The coordinator is very accessible and the program helps students learn about the resources, plan their actions, and learn skills that help them become successful in college.”*

STUDENT

**DIABLO VALLEY FINANCIAL AID  
STUDENT PROGRESS, LEARNING &  
NURTURING (PLAN) PROGRAM**

works to personally communicate with the students and encourage them to seek the resources necessary to attain good financial aid standing and overall academic success. The main objective of the program is to connect with students individually and personalize retention interventions. The program ensures that students better understand the financial aid Satisfactory Academic Progress (SAP) policies, the benefits of campus resources, and helps them understand the important relationship between meeting SAP, receiving financial aid, and attaining academic success. Overall, the program works to show students that the financial aid staff truly cares about their success, and ensures students continue to receive their financial aid to pursue their educational goals without having to focus on their financial concerns.

In the past, letters were sent to students informing them about their probationary status and the potential loss of financial aid. However, no additional retention methods were provided to monitor these students' progress and/or to refer them to the proper campus resources to alleviate their academic situation. Therefore, specific strategic plans and retention methods needed to be made to address this problem and ensure that these students attain good financial aid standing.

The main component of the program is the “Sounds Like a PLAN!” workshops, which are scheduled throughout the semester. The group workshops cover significant topics such as the SAP policies, the development of action plans, semester follow-up procedures, the advantages of utilizing campus resources, and other topics that help them realize how their academic performance can have a positive or negative effect on their financial aid. The students are also required to check-in with the Retention Coordinator three times during the semester by filling out “Student Check-In” forms to monitor the students' academic progress and ensure they are implementing the action plans they have identified. Furthermore, individual advising sessions are offered and scheduled to allow students to discuss their academic issues in a more intimate, one-on-one manner, and to obtain advice and proper resource referral. At the end of every semester, the Financial Aid Office evaluates students' academic performance and informs them if they are meeting SAP requirements.

The program was not allocated any specific funding nor does it significantly cost anything to run the program. Most of the “costs” are minor, budgeting towards basic office supplies, such as paper, envelopes, postage, ink/toner, and snacks for the workshops. The most significant costs are staff time dedicated towards running the program and keeping in constant contact with the students. Under the direct supervision and implementation of the Director of Financial Aid and the support of the financial aid office staff, the program was first implemented in August 2007 and was assigned an Academic Progress Retention Coordinator to oversee the program and work directly with the students.

After evaluating the students' academic performance at the end of fall 2007, 52% of the students who were part of the program met SAP and/or raised their cumulative

*“Staying on task and following my action plans really helped me out. I am focused on my work and am very successful this semester.”*

STUDENT

DIABLO VALLEY FINANCIAL AID  
STUDENT PROGRESS, LEARNING &  
NURTURING (PLAN) PROGRAM

GPA, therefore taking them off probation status. In comparison to fall 2006, when the program was not implemented yet, only 38% of the students were able to meet SAP. In addition, 95% of the students who participated in the program found the workshops informative and helpful towards better understanding the SAP policies and coming up with personal action plans to carry out throughout the semester.

#### **Key Features:**

- Proactive student support services program that is proactive at engaging students and preventing the loss of financial aid
- Integrated into the existing responsibilities of the financial aid office
- Demonstrated success from one year to the next

### **Dual Enrollment Program**

*Submitted by Santa Barbara City College*

The Santa Barbara City College (SBCC) Dual Enrollment Program provides high school students with the opportunity to earn high school and college credit in designated courses on the high school campus. The Dual Enrollment Program is the result of collaboration between SBCC, participating high schools, and the Regional Occupation Program.

The SBCC Dual Enrollment Program currently serves over 1,800 students per semester in 4 local high schools with 110 concurrent enrollment classes in 32 disciplines. To qualify as a dual enrollment class, the high school instructor must meet the community college minimum qualifications, be approved by the college department chair, administration and Board of Trustees, fulfill the college course of study outline requirements and include college textbooks. To ensure integrity of the course, the college department chair and high school faculty meet regularly each semester and the high school instructor is evaluated according to college policy.

Over 1,000 high school students are currently enrolled in dual enrollment career technical pathways and academies. The Health Technologies Academy is one of the Dual Enrollment Program's model programs, in 2008 15 high school seniors walked with the graduating class at SBCC and received a certificate at the college commencement ceremony a few weeks before attending their high school graduation. These graduates are well prepared to enter the workforce directly following high school graduation and may receive priority status to enroll in the SBCC nursing or other healthcare programs.

The support structure at SBCC has grown as the number and diversity of classes has increased. A Dean of Educational Programs provides leadership and oversight for the program, which is operated by a full-time Coordinator, a full-time Special Program Advisor, and several hourly student employees. The team visits high schools regularly to coordinate the administration of college assessment tests and registration

on site. The staff also organizes regular meetings with SBCC and high school principals, counselors and teachers. In addition to the cost of the salaries for two full-time staff members and part-time students, the budget provides a stipend to high school teachers in recognition of the additional paperwork and required meetings.

SBCC is working with the Community College Research Center at Columbia University, the James Irvine Foundation project, the SBCC Office of Institutional Research, and Cal-PASS in order to analyze student data and measure progress.

#### Key Features:

- Provides opportunities for advanced learning to high school students.
- Allows high school students to earn college credit for courses taken on their high school campus.
- Provides opportunities for career technical education and high demand health care jobs.

#### Partners:

Santa Barbara City College in partnership with Santa Barbara High School, San Marcos High School, Dos Pueblos High School, Carpinteria High School, South Coast Regional Occupation Program.

### Increasing College Access for English Language Learners in Higher Education

*Submitted by Santa Rosa Junior College*

California has become a leading destination for immigrants to the United States, many of whom are not proficient in English. Immigrants and English Language Learners (ELL) are among the fastest growing population in the nation's public schools. Over one million ELL students attend California schools, making up 25 percent of the state's elementary and secondary school population. Although California represents approximately 12 percent of the nation's population, California schools enroll more than 40 percent of the nation's ELL students.

In California, one in four students is an English Language Learner. These students are more likely to be behind their grade level, not graduate, or go to college. In response to the growing ELL population in Sonoma County, Santa Rosa Junior College (SRJC) initially designed an English Language Learner Outreach Program to connect with the ELL population in elementary and secondary schools.

This unique program targets elementary and secondary students and their respective families. The ELL Outreach Teams share information with families in Spanish related to college admissions requirements, bilingual health careers, financial aid programs and resources, and other college services. The objectives of the ELL Outreach Program



*Families eat after learning about college during Dia de Familia.*

**INCREASING COLLEGE ACCESS FOR  
ENGLISH LANGUAGE LEARNERS  
IN HIGHER EDUCATION**

*“Due to the efforts of dedicated educators, our students now realize that college is no longer just a dream. College is available. College is a doable. College certainly can become a reality. With the incredible support of Santa Rosa Junior College’s ELL Outreach Program many of our students have no doubts about their chances to succeed. Young high school students often write that they want to ‘be someone.’ Santa Rosa Junior College is turning that dream into an actuality.”*

JUDITH DECHESERE-BOYLE,  
ENGLISH LEARNER RESOURCE  
TEACHER, CASA GRANDE HIGH  
SCHOOL

**INCREASING COLLEGE ACCESS FOR  
ENGLISH LANGUAGE LEARNERS  
IN HIGHER EDUCATION**

are twofold: (1) to create and promote relationships between English Learner Programs, underrepresented and underserved high school students and families, and SRJC; and (2) to create a team approach in providing ELL access to SRJC. The ELL Outreach Team works with English Language Coordinators, High School Counseling Departments and English Language Advisory Council (ELAC) parental groups. The ELL Outreach Team also schedules specific activities that provide college information to promote access to higher education. Some activities include attending ELAC meetings in elementary and secondary schools, hosting Latino College Awareness Day, Dia de la Familia (Day of the Family), and an ELL Summer Bridge college orientation.

From 2001-2006, the ELL Outreach Team contacted over 6,000 Latinos through numerous events at their respective school sites and/or events held at the SRJC Petaluma Campus. The success of the ELL Outreach Program is evident in the strengthening of SRJC’s educational partnerships not only with faculty and staff but also with students and their families. The SRJC Petaluma Campus, as a result of its outreach efforts, has seen an increase in Latino students and an increase in Latino high school students concurrently enrolled both in high school and at SRJC. Fall 2007 college enrollment data indicates that the SRJC Petaluma Campus enrolled a higher percentage of Latinos than the Santa Rosa Campus, with Latino enrollment at 17.8% of total student enrollment of 5,822 a number which exceeded the percentage of Latinos in the city of Petaluma.

Currently, there are no designated resources for the ELL Outreach Program. The cost to implement outreach efforts include staff time and printing costs for bilingual information related to financial aid, AB 540 regulations, and general college information. Current staff involved in the ELL Outreach Program included an EOPS Specialist, Financial Aid Technician, Counselor, and a representative from the Healthcare Workforce Development Program. All staff members are bilingual in English and Spanish.

SRJC is expanding its ELL Outreach Program to include both southern and northern Sonoma County. SRJC, in recognizing the success of the effort at its Petaluma Campus, is in the process of institutionalizing the ELL Outreach Program and will be making it a district-wide program. This will provide additional resources to enhance outreach efforts to better serve ELL students and their families. A bilingual ELL Outreach Coordinator position has been proposed at a cost of approximately \$25,000. The Coordinator would be responsible for coordinating recruitment and outreach activities for the SRJC District. A budget of approximately \$350,000 has also been proposed to institutionalize the project.

#### **Key Features:**

- Positive inter-segmental approach to reaching an underserved population
- Integration into the roles of various staff from across different departments in the college

- Reaches both students and parents early on

**Partners:**

Santa Rosa Junior College in partnership with Petaluma City Schools District, Roseland School District, Sonoma Valley Unified School District, Cotati-Rohnert Park Unified School District, Windsor Unified School District

**The K-16 Bridge Program**

*Submitted by The Lewis Center for Educational Research*

Postsecondary participation rates of graduating high school seniors needed improvement for schools in the Victor Valley College (VVC) service area. Three educational institutions: The Lewis Center for Educational Research, VVC, and The Snowline School District, joined together to develop and implement the K-16 Bridge Program in 2006. One of the primary goals of this program is to improve postsecondary participation rates of graduating high school seniors, regardless of where they end up enrolling. Through structured lessons and activities taught in core courses, high school students explore careers and postsecondary opportunities and also learn about the process of getting into college.

The Bridge curriculum is designed in modules so that a student can move from one school to another and still be on track. Students complete lessons and activities on the processes and procedures for entering postsecondary education. Using a dynamic and interactive web-based product, students receive their own “My Mentor” web page that serves as a powerful communication tool for connecting prospective students to information on careers and postsecondary opportunities. Teachers also receive a “My Mentor” page that allows them to track the data on a particular student’s career goals and career assessments. Students also practice submitting a college application, apply for federal financial aid, complete a career assessment and exploration, and visit the VVC campus for a tour and for academic/vocational demonstrations. Participating seniors complete college placement exams on their high school campus along with an education plan and college orientation, and enroll in their regional community colleges at their high school, with VVC giving Bridge seniors priority registration.

The first full group of seniors - 5,000 students from 17 high school campuses - took part in the K-16 Bridge field test in spring 2007. In fall 2007, VVC reported its largest increase in enrollment in 20 years, 5.8%. In the spring of 2008, 22 high schools participated in the program and this fall VVC reports an expected overall increase in enrollment of 8-9%, with an increase in the number of full-time students (25 years of age and under) enrolled in credit courses to rise from 2,391 to 3,555, or 55%. The K-16 Bridge program is currently working with Cal-PASS to create a system for tracking the test scores and enrollment patterns of Bridge students beginning in the

spring of 2009. Indicators tracked will look at the enrollment patterns of students in high school, enrollment patterns in college, and the correlation between enrollment patterns and test scores.

In the spring of 2009, the program will be field tested on 10,000 4th-12th grade students, and will include a seamless process that embeds college and career preparation in the standards based lessons of the core curriculum. Additionally, through a colleague to colleague initiative, high school personnel and college personnel are being brought together to discuss and solve problems of mutual concern, particularly focused on the academic preparation and success of high school students while in high school, transitioning to college, and after they enter college.

Currently, the K-16 Bridge Program is expanding to 10 community college regions in the 2008-2009 school year. The goal is to improve postsecondary participation rates of graduating high school seniors in the service areas of these colleges.

#### **Key Features:**

- Effective use of technology and integration into the core curriculum
- Strong collaborative effort amongst institutions and faculty
- Clear pathway for students to learn about and prepare for college

#### **Partners:**

Victor Valley College, California State University San Bernardino, all High Schools in Victor Valley, and the Lewis Center for Educational Research

### **Partnering for Greater Access to Higher Education**

*Submitted by The California State University, Office of the Chancellor; Parent Institute for Quality Education (PIQE); California State University Los Angeles; and the Alliance for a Better Community*

In an effort to reach historically underrepresented students and communities, especially those who would be the first in their families to go to college, the California State University (CSU) Office of the Chancellor, after a series of meetings with leaders from the African American, Latino, Asian Pacific Islander and tribal communities, launched simultaneous non-traditional outreach efforts to increase the number of these students who are prepared for and attend college.

The innovative outreach efforts include CSU Super Sundays, where the CSU Chancellor, university presidents and other campus leaders partner with African American Churches in Southern California and the Bay Area sharing information about the CSU and “How To Get To College”. Other efforts included summits and town hall meetings with African American, Latino, Native American, Vietnamese, Filipino, and American Samoan leaders. The CSU also launched Counselor conferences and “Train



*Los Angeles Unified School District students demanding A-G courses become the default curriculum at all LAUSD high schools.*

**PARTNERING FOR GREATER ACCESS  
TO HIGHER EDUCATION**



*Students pose with their college gear after learning more about their college opportunities.*

**PARTNERING FOR GREATER ACCESS  
TO HIGHER EDUCATION**

*“In our efforts to advance the preparation of all students in Los Angeles for both college and career, we have found that working in partnership is exponentially more effective than facing this challenge alone. Our collaborations have resulted in increased resources, a stronger presence, and ultimately a greater impact.”*

VERONICA MELVIN,  
EXECUTIVE DIRECTOR, ALLIANCE  
FOR A BETTER COMMUNITY

**PARTNERING FOR GREATER ACCESS  
TO HIGHER EDUCATION**



*Students show off their “Passports to College”*

**PASSPORT TO COLLEGE**

the Trainer” workshops to support professionals in K-12 on understanding the CSU admissions, application process, financial aid etc. Other partnership efforts were launched with Latino organizations to reach Latino parents in their local community and in their preferred language. Each of these partnerships provides students and parents with information about attending college and how they can prepare to attend a CSU. This work has resulted in a 12% increase in the number of applications from African American students and a 15% increase from Latinos between fall 2006 and fall 2007. From these efforts, educational partnerships and oversight committees have been developed and nurtured, and provide valuable insight to the ongoing discussion of educational issues facing underrepresented communities.

**Key Features:**

- Multi-faceted effort to reach diverse populations
- Creative and proactive strategy led by one of the largest public university systems in the nation
- Establishes a strong partnership between various community based organizations, religious leaders, and other community partners

**Partners:**

California State University (all 23 campuses), California State University Chancellor’s Office, Alliance for a Better Community, Parent Institute for a Quality Education, churches, and other community organizations.

**Passport to College**

*Submitted by San Joaquin Delta Community College*

San Joaquin County is in an economically poor region with a desperate need to increase the college-going rate of students in the county. The county ranks in the lowest quartile for percent of population completing high school and in the bottom of the lowest quartile for those attaining a college or postsecondary education or degree. For grades K-8 in 2005, 80% of Stockton Unified and 62% of Lodi Unified students were eligible for and received the Free and Reduced Lunch program. Per capita income is lower in San Joaquin County than in any other county in California and the unemployment rate is twice that of the state average. In 2004, San Joaquin County was ranked fourth in growth of incoming Latino and Asian immigrant populations and 36% of its population was under age 18.

In an effort to reverse these trends and double the region’s college going rates by 2014, Passport to College made an early commitment to college for all fifth graders in the class of 2006-07 in Delta College’s feeder school districts. Participating students are guaranteed free tuition to attend Delta College for two years upon earning a high school diploma and receive continuous information and student support services to help prepare them for college.

In the first year of the program, over 7,000 students and their respective parents signed an agreement with their school district and Delta College to be a part of



*Students in their t-shirts which read, "Destination Delta College"*

#### **PASSPORT TO COLLEGE**

*"Passport to College makes young students believe they can go to college—their growing belief over time makes what was once just a dream or fuzzy idea come true."*

DR. KATHY HART, ASSISTANT SUPERINTENDENT VICE PRESIDENT OF INSTRUCTION, SAN JOAQUIN DELTA COLLEGE

#### **PASSPORT TO COLLEGE**

Passport to College. All School Boards from each district have signed a Memorandum of Understanding with Delta College for fourteen years. In the second year, school Districts bused their students to the campus for activities and a tour, and a college-going informational program was taken to the districts for students and parents attending the campus tour in subsequent years. All Passport students have received a Passport to College t-shirt, a Delta College email address (with parent permission), and a refrigerator magnet with a picture of themselves in a college graduation cap and gown. Throughout a student's progress through each grade level, they will continue to receive additional support services and will participate in special activities.

The success of Passport to College will be measured by the difference between the previous fifth grade class of students and Passport to College students with regards to school attendance, high school completion, and college enrollment.

San Joaquin Delta College has committed considerable resources to this project including paying the yearly salary of the Passport to College Program Director and a half-time permanent secretary, and providing program supplies, totaling \$94,000 per year. In addition, grants have been received from Washington Mutual and Comcast for the implementation of the program. The Passport to College program is also integrally coordinated with the Outreach and Enrollment, and Financial Aid programs at Delta College, pooling resources to offer unduplicated services. The Delta College Foundation is in the process of raising \$1.5 million dollars to fund the two years of free tuition in 2014 for those students who do not qualify for the Community College Board of Governor's fee waiver.

#### **Key Features:**

- Early commitment to college with a financial guarantee for students that begins in the 5th grade
- Support services and activities to increase college awareness
- Targeted approach to address the local challenges of a low-college going region

#### **Partners:**

San Joaquin Delta College, San Joaquin Delta College Foundation in partnership with all San Joaquin Delta College feeder school districts (Banta, Calaveras, Galt, Holt, Jefferson, Lammersville, Lincoln, Linden, Lodi, Manteca, New Hope Elementary, New Jerusalem, Oak View Union, River Delta, Stockton, Tracy), Mayors from feeder school cities



*Community College students proudly take a group photo.*

### **PROJECT SUCCESS LEARNING COMMUNITIES**

## **Project Success Learning Communities**

*Submitted by Grossmont Cuyamaca Community College District*

Students who enter community college unprepared for college-level work can find it hard to move from basic skills courses into college-level coursework. Project Success is a program of linked courses that create “learning communities”. This program is built on the belief that all basic skills students can succeed if given a learning environment and curriculum that fully address individual needs while offering the benefits of collaborative learning – greater self-confidence, greater enthusiasm for skill development, and greater commitment to the completion of course work. Project Success offers basic skills students the opportunity to participate in collaborative learning communities that consistently result in the successful completion of entry-level courses and enrollment in subsequent classes. Because linked instructors teach the same students in back-to-back classes, they are able to maximize student learning by sharing course goals, content, and activities, and by building a community of students who work together productively and support each other in a safe learning environment. Project Success now regularly offers forty sets of two or more course links, two-thirds of which consist of basic skills classes. Approximately 800-1000 students enroll in the linked courses each semester.

Over the program’s twenty-three year history, Project Success has compiled evidence on the achievement and retention of students. During the years 1996-2000, 60% of all level II basic skills students in linked courses earned a grade of “C” or better, while only 44% of the same level students in “stand alone” courses earned a grade of “C” or better. Moreover, during the years 2001-2002, 69% all level II basic skills students in linked courses earned a grade of “C” or better, while only 52% of the same level students in “stand alone” courses earned a grade of “C” or better. Though recent statistics are unavailable at the program level, Project Success plans to participate in the Hewlett Packard Template Project this year. This Project will gather data from 1995 to the present on student success rates and retention as well as information on student transfer rates to four-year colleges and completion rates for AA degrees.

For the past fifteen years, Project Success has conducted end-of-course surveys asking students if the linked courses have been beneficial and if they would enroll in another learning community. Of the thousands of students surveyed, over 80% have responded “yes” to both questions, with some years’ results reaching above 90%. Other evidence is anecdotal but persuasive.

The primary resources used in administering Project Success include the labor and dedication of the project coordinator and instructors. Grossmont College has reaped huge benefits from the program without making any other substantial monetary investments, except for 50% compensatory time received for the project coordinator.

Developing a program like Project Success can happen with minimal initial investment, for example assigning a full-time coordinator; offering professional development for instructors, counselors, and administrators; awarding curriculum development stipends; and making adjustments to the college's scheduling.

The accomplishments of Project Success suggest that the statewide potential for helping basic skills students achieve academic success through learning communities is far too promising to be ignored.

#### **Key Features:**

- Focus on student success through peer grouping
- Strong faculty collaboration and leadership
- Clear pathway for students to move from basic skills into college-level course work

*“Sutter Health is delighted to have facilitated a partnership with Los Rios Community College District to expand the number of nursing student opportunities in our community. We are very pleased that providing additional resources to help cope with life issues that arise during nursing school has helped so many stay in the program and successfully begin their nursing careers.”*

SARAH KREVANS, REGIONAL  
EXECUTIVE OFFICER,  
SUTTER HEALTH

#### **REDUCING THE ATTRITION RATE OF ASSOCIATE DEGREE NURSING (A.D.N.) STUDENTS**

### **Reducing the Attrition Rate of Associate Degree Nursing (A.D.N.) Students**

*Submitted by Sutter Health Sacramento Sierra Region and  
Sacramento City College*

In response to the pending community health crisis created by a nursing shortage in the greater Sacramento region, Sutter Health partnered with Los Rios Community College District in 2003 to expand the number of nurses who enter and successfully complete the Associate Degree in Nursing (A.D.N) program. In 2003, acute care hospitals in the greater Sacramento Region had 1,000 openings and local nursing programs had capacity for 259 graduates annually despite a much higher pool of interested students who wished to pursue an A.D.N degree. The staggering nursing shortage also makes it even more important that admitted successfully graduate. In California, community colleges produce 70% of the RN workforce, yet approximately 36.1% of students do not complete their A.D.N. programs.

Sutter Health's funding for the period of 2003-2010 targets the major constraints that limit Sacramento City College (SCC) from enrolling more students: finances, space, faculty, and clinical practice sites. With a goal to have 450 graduates out of 562 additional students given the opportunity to study to become nurses; an attrition rate of 20% or less was needed. As a California A.D.N. program, SCC utilizes the Random Selection Process to determine enrollment. This new partnership adheres to SCC's intense curriculum but being privately funded permits the partnership to offer an 18-month, year-round accelerated program and use merit-based selection in the application process. In addition to minimum G.P.A. requirements, the admission criteria included: priority to applicants who achieved a 3.0 cumulative G.P.A. in the pre-requisite science classes on the first attempt, letters of recommendation, and



*Sutter Health and Sacramento City Nursing Students, Class of 2006*

**REDUCING THE ATTRITION RATE OF ASSOCIATE DEGREE NURSING (A.D.N.) STUDENTS**

*“I will be forever grateful to Sutter Center for Health Professions for the confidence they showed in me by granting a scholarship for my basic necessities. Removing some of the financial pressures allowed me to focus on my studies and not worry about putting food on my family’s table or paying for my books.”*

MARIA JOHNSON, 4TH SEMESTER STUDENT (GRADUATION DEC. 2008), SUTTER CENTER FOR HEALTH PROFESSIONS

**REDUCING THE ATTRITION RATE OF ASSOCIATE DEGREE NURSING (A.D.N.) STUDENTS**

healthcare experience. Since fall 2007, the nationally-recognized Test of Essential Academic Skills (TEAS) scores have been added to the program’s admission criteria.

When first launched, the program assumed that using merit-based criteria would result in lower attrition than the state average of 36.1%. By May 2004, when the attrition for the first two cohorts rivaled the state’s average attrition rate, additional student interventions were launched including: increased hours for tutoring and mentoring by faculty to nursing students; on-site, part-time counselor; and College Success Workshops. When the attrition rate did not change significantly, the program sought to identify root causes for students dropping out by focusing on the student exit interviews. The interviews revealed that personal and lifestyle reasons, especially financial, were the major causes of attrition. As a response, the Student Success Advocacy Program (SSAP) was launched in June 2006. The SSAP emphasizes early recognition of lifestyle issues that often risk or prevent A.D.N. students from graduating by proactively connecting students early on with resources to assist them with financial, academic, childcare, transportation, and personal or lifestyle challenges. Utilizing reallocated Sutter Health dollars, the SSAP launched an emergency fund program that provides immediate financial assistance for incidentals and a scholarship fund was also created for students with significant financial barriers.

From 2004 to 2006 the SCHP 1st semester attrition rate gradually dropped from 35% to 14% after offering tutoring that increased faculty accessibility to students, and offering on-site college success workshops in Financial Aid, studying, test-taking, and reading skills. Since creating the SSAP Emergency Fund in July 2006, 62 students have received a total of \$4,350. Of that total, \$3,600 was disbursed prior to beginning the Financial Aid workshops and \$750 after starting the workshops. Nineteen students have been awarded scholarships. None of the recipients have dropped from the program.

Since the beginning of the program, 221 students have graduated out of 342 enrolled, with an NCLEX pass rate of 96% on the first attempt.

**Key Features:**

- Effective public/private partnership that focuses on meeting a critical workforce need
- Good use of data to identify interventions to better support student progress and success
- Financial aid support for students that helps keep them in school

**Partners:**

Sutter Health Sacramento Sierra Region; Los Rios Community College District; Los Rios Community College District, Contract Education Department; Sacramento City College



*Students get a hands-on lesson in medicine and science.*

**STANFORD MEDICAL YOUTH SCIENCE PROGRAM**

*“To this day we have not let any one tell us, “No you can’t,” and to those with doubt about our potential, we have responded back, “Yes we can.” Being in SMYSP has shown all of us that no matter what has happened before, we can make a change for our future; it does not matter what crisis may arise, we always have an option.”*

MARTIN LOPEZ, SMYSP  
CLASS OF 2008

**STANFORD MEDICAL YOUTH SCIENCE PROGRAM**

## **Stanford Medical Youth Science Program**

*Submitted by Stanford University, Medical Youth Science Program*

In a 2007 survey of 923 Bay Area elementary school teachers across 80 districts, 80% reported teaching science less than one hour a week. In addition, there is a lack of health professionals from underrepresented minority groups who in the U.S. comprise 25% of the population, but only 6% of health professionals. Such statistics illustrate the need to expand the pipeline for low-income and minority students pursuing post-secondary education. In response, the Stanford Medical Youth Science Program (SMYSP) aims to address the under-representation of low-income and minority students in the sciences and health professions. For five weeks every summer (beginning in 1988) SMYSP recruits 24 high school students to live on the Stanford campus and participate in intensive academic enrichment that includes a complimentary set of university and school-based programs that offer academic enrichment in the biomedical sciences, college guidance, and long-term mentoring to low-income and underrepresented minority high school students. The summer curriculum is distinguished by scientific inquiry and hands-on science, hospital internships, academic enrichment and faculty lectures, college admissions and standardized test preparation, scientific research projects, mentorship, and long-term guidance. Ten Stanford undergraduate students live with the summer participants on campus and serve as counselors and mentors. Upon graduation from the Summer Residential Program, participants become members of the Alumni Association where they have access to academic and professional resources and support at Stanford and within their Alumni network.

During the academic year, SMYSP partners with high school science classes in Oakland, Stockton, and San Jose to implement a School Based Program curriculum in community health. Students participate in hands-on activities to understand cardiovascular disease risk factors in their communities; develop and distribute surveys to evaluate nutrition, physical activity, and smoking habits of classmates or teachers; and present research findings to school staff, families, and community members to promote positive change. In addition, college consultants provide college admissions guidance for all classes. To compliment the in-class lectures, students also attend field trips to local colleges and health clinics.

Since 1988, 452 students have completed the Summer Residential Program and 97% have been followed for up to 20 years. All participants are from low-income families, with the majority from underrepresented minority groups. One hundred percent of participants graduated from high school and 99% were admitted to college. Of those admitted to college and not currently in college, 82% completed a 4-year education, with 58% majoring in the biological and physical sciences. Forty-eight percent of 4-year college graduates attend or completed medical or graduate school. Many of the 4-year college graduates (46%) are becoming or have become health professionals. Of the 452 alumni, 75% of African-American, 80% of Latino, and 70% of Native American participants earned a 4-year college degree (among those admitted to college, and excluding those currently attending college). The School Based Program

*“Not only was I taught anatomy by medical students, I helped with dissections in the morgue, translated for the medical staff in the ER, and learned about the social implications of the health care delivery system. It was the best experience I ever had.”*

ANNETTE HOLLINGSWORTH-MOORE, SMYSP CLASS OF 1990

**STANFORD MEDICAL YOUTH SCIENCE PROGRAM**



*SMYSP participants take a picture in front of the Stanford University Medical Center.*

**STANFORD MEDICAL YOUTH SCIENCE PROGRAM**

tracks students through high school graduation. 61% of students are still in high school. Of the 26% of students who graduated from high school, 56% are attending a 4-year college, 33% are attending a 2-year college and 11% did not go to college.

The SMYSP’s annual budget is approximately \$350,000 and is funded by local foundations, and state and federal grants. Stanford University, Stanford University School of Medicine, Stanford Hospitals and Clinics, and the Palo Alto Veterans Affairs Hospitals provide enormous in-kind support to SMYSP. In addition, many Stanford faculty and community members volunteer annually by presenting lectures, serving as mentors, and providing academic or professional guidance. SMYSP is staffed full time by an Executive Director, Program Coordinator, and Administrative Assistant, with part-time staffing by a Faculty Advisor in the Stanford School of Medicine, Alumni Association Coordinator, and Alumni Tracking Specialist.

#### **Key Features:**

- Increases awareness and exposure in high demand fields of study, the sciences and health professions
- Targets underrepresented and low income youth in surrounding communities
- Integrates professional exposure with early college preparations and student support services

#### **Partners:**

Stanford University; Stanford University School of Medicine; William C. Overfelt High School; East Side Unified High School District; Oakland Technical High School; and Thomas Alva Edison High School in Stockton.

### **Transcript Evaluation Service**

*Submitted by the University of California and the Early Academic Outreach Program*

The Transcript Evaluation Service (TES) combines innovative technology with a school capacity-building program to increase the number of students who are academically prepared for college after high school. TES evaluates student transcripts in 9th -12th grades to identify their progress in completing A-G courses and in meeting UC/CSU eligibility requirements. TES produces a report that details whether students are meeting specific benchmarks at each grade level and determines the specific subjects students must take to become eligible for college. In addition, TES provides aggregate data about whole schools, enabling principals and superintendents to make targeted changes to course offerings, thereby improving A-G completion and college eligibility for all students in the school.

TES increases access to and preparation for postsecondary education in three ways. First, by prompting students early on – in the 9th and 10th grades – to choose an A-G course pattern that meets UC/CSU college eligibility and selection requirements; second, by building schools’ capacity to use data to improve students’

*“TES helped our Counselors and the entire school rethink how we inform and prepare our students for college. Using the TES data and their A-G benchmarks, we began to implement targeted and systematic counseling practices that informed students about their progress towards meeting the A-G requirements. As a result, we implemented mandatory SAT registration workshops for all students designated “Yes” or “Close” to meeting the A-G benchmarks in the 11th grade. The school-wide profile data provided by TES was instrumental in increasing the number of students enrolled in AVID, Puente, honors, and AP courses and allowed us to create a master schedule based on student data rather than assumptions. Ultimately using the TES data and implementing successful strategies, our school was able to increase the number of SAT test takers and UC and CSU admission rates.”*

MIKE MUÑOZ, DIRECTOR OF  
EDUCATIONAL PARTNERSHIPS,  
RIO HONDO COLLEGE

**TRANSCRIPT EVALUATION SERVICE**

academic course choices; and lastly, by institutionalizing within schools the interventions necessary for increasing the number of students who meet the academic requirements for college admissions and assisting students in obtaining appropriate financial aid.

TES makes student-level information available to high school counselors, academic preparation staff, and families so that students can move yearly through the A-G requirements, and take corrective action in a timely manner. TES further removes the burden of manual course evaluation from high school counselors and frees valuable time for college counseling to more students. It provides accurate information on A-G progress directly to students and families that can be readily interpreted, removing unintended bias from staff about which groups of students merit an A-G review. For whole schools, TES specifically identifies the obstacles to A-G completion, whether it is the lack of visual and performing arts or enrollment in accounting instead of Algebra 2. TES empowers administrators to make targeted changes to master course schedules and empowers counselors to direct students to the courses they need.

The rich data provided by TES has enabled systemic, schoolwide changes, thereby improving access to the A-G curriculum for many students who have not traditionally been steered into these classes. Notably, by cross-referencing standardized test scores with student enrollment in A-G classes, a Central Valley P-16 regional collaborative learned which academically promising students were not being enrolled in A-G courses, despite demonstrating equal to or higher achievement levels on test scores. In addition, another Central Valley school used TES data to identify which students were only one or two A-G courses shy of the UC/CSU coursework eligibility requirements, and who also exceeded the minimum Language other than English requirement. Rather than placing these students into advanced-level language courses, as was the general practice at the school, the students were redirected into classes that enabled them to satisfy all the A-G requirements. Similarly, TES revealed that at one southern California high school, the biggest barrier to A-G completion was the lack of sections for visual and performing arts (VPA). By using TES data, this school also made changes to the master schedule, and was further able to identify which students to direct into the newly available VPA courses. TES data can also reveal gaps in a school’s A-G course list. For example, at one southern California school, a college-readiness course sequence, Physiology A-B, had not been properly submitted through the UC articulation process. As a result, none of the students who took this specific sequence satisfied the A-G requirement in lab science. Once TES had identified problem, school officials were able to work with the University of California to articulate the class. As a result, many students who would not have been A-G eligible are now able to meet UC and CSU eligibility requirements.

TES is a pilot project that began in 2004-05 and has expanded over the past three years to include 150 schools. In its second year, TES evaluated over 176,000 transcripts from 63 high schools across the state. With its current technology, TES is scalable and can potentially serve all California high schools. In addition, while TES currently evaluates for A-G completion and CSU/UC eligibility requirements, in the

future, by enhancing its underlying technology to include the industrial paths, TES will be able to provide Career Technical Education course completion pattern information to students and schools, expanding postsecondary opportunities to more students in more schools.

#### Key Features:

- Innovative use of data to streamline the information that students, parents, counselors and schools need to increase the number of students meeting eligibility to a four year university
- Supports the ability of counselors to spend less time on data analysis and more time directly with students
- Supports course planning for administrators to help increase the number of students meeting A-G requirements

#### Partners:

University of California EAOP in partnership with 150 high schools across California; Alliance for Regional Collaboration to Heighten Educational Success, Career Academic Support Network, California Student Aid Commission, California State University, MPR, and WestEd.

*“This means a great deal to me knowing I have one less worry on my mind about college expenses and that I can focus that much more on my education.”*

DANIELLE RODRIGUEZ, STUDENT

**THE VENTURA COLLEGE PROMISE**

### The Ventura College Promise

*Submitted by Ventura College and the Ventura College Foundation*

The Ventura College Promise aims to remove the economic barriers to higher education for graduating high school seniors, improve the college-going rate, and to enhance the quality of the workforce in the Ventura College service area. The “promise” is that all recent Ventura County high school graduates, regardless of family income, number of units taken, or high school grade point average, will have their enrollment fees fully paid during their first year of attendance at Ventura College. The promise is also extended to students who have completed GED requirements or who have completed the coursework for high school but have not passed the exit exam. To qualify, the prospective student must identify an educational goal, take the college’s assessment examination, work with a Ventura College counselor to develop an education plan, and complete a Financial Aid Application (FAFSA) to see if he/she qualifies for a California Board of Governor’s fee waiver. In addition, the student must apply for the Ventura College Promise and be enrolled in Ventura College within twelve months of completing high school or the GED.

The program seeks to increase the likelihood that students will complete their college education by requiring students to make a written commitment to an educational goal and by providing incentives to keep students on track. These incentives include the establishment of a time limit for eligibility – students must apply within twelve months after completing high school; an appeal to taking full advantage of the offer – students may take as many or as few units as they want during the year of coverage; and a motivation to stay on track – students must stay continuously enrolled for at least one academic year to maintain eligibility.

*“Attending college has always been my dream and with the help of the Ventura College Promise, it has become a reality.”*

PEDRO GUTIERREZ, STUDENT  
THE VENTURA COLLEGE PROMISE

In addition, the program establishes an incentive to complete high school since only those who complete high school are eligible for the Ventura College Promise. Ventura College counselors have used the Promise to help heighten student interest in going to college. High school juniors and seniors are informed about the program in large-group meetings and then given the opportunity to be assessed and advised at their high schools.

The Foundation spent slightly more than \$250,000 for the 2007-2008 academic year, with nearly 1,500 students attending for the year at a total cost that is less than the expense of sending ten students to the state’s university system. Slightly more than half of the participating students qualify for Community College Board of Governor’s (BOG) fee waiver, thus the Foundation pays only a portion of Promise students’ enrollment fees. When BOG-waiver students are combined with those the Foundation must cover, the average cost is approximately \$200 per student. The Foundation has covered the costs from existing reserves during the pilot years, and is now enlisting the support of community organizations to permanently endow the program. Additional support for Ventura College students includes \$150,000 per year in scholarships; \$20,000 per year to the library textbook lending program; and an emergency fund set up for students referred through counselors.

Since its start in 2006, the number of students attending Ventura College on the Promise program has grown from less than 100 students to 2,000 as of the fall of 2008. The Promise students have been tracked as a cohort and there are impressive differences between Promise students college-going rates versus their non-Promise counterparts in the same age group. Eighty two percent of the Promise students are enrolled full-time, as opposed to 46 percent of the non-Promise students, and 88 percent of the Promise students persisted from the fall 2007 to the spring 2008 semester, as opposed to 67 percent of the non-Promise students. In addition, enrollment at Ventura College is up by more than 10 percent, an impressive statistic given that the college resides in a slow-growth community. The program currently tracks student persistence and is planning to track transfer and certificate rates in the future.

The model is simple and is designed to send a clear message to high school students: “Commit to yourself, and we will commit to you.”

#### **Key Features:**

- Makes an early commitment of financial aid for students and promotes high school completion
- Supports students by asking them to commit to enrolling directly into community college, assisting them to develop an educational plan and apply for financial aid
- Partnership with the Foundation provides additional financial aid to students in need

#### **Partners:**

Ventura College, Ventura College Foundation and Ventura County high schools.

## Appendix A

### PROJECT METHODOLOGY

2008 was the second year of Practices with Promise, an initiative undertaken by the Campaign for College Opportunity to recognize exemplary efforts to improve college access and student success. The Campaign, along with dozens of partner organizations and higher education institutions, encouraged California educators, policymakers, or affiliated representatives to submit “practices” that have improved college opportunity and outcomes for California’s students. Submissions were collected between March and May 2008, a total of 102 were received during this period.

The submissions received represent every education sector and several community based organizations and government agencies. Some submissions were joint projects submitted by multiple partners.

Submissions were accepted in nine categories, some programs had elements from more than one category. Practices were asked to demonstrate innovation and effectiveness in improving outcomes in one of the following areas:

1. **Early academic preparation in the middle grades**
2. **Preparing students for college and career in high school**
3. **Programs that assist students in the successful completion of their higher education goals**
4. **Inter-segmental efforts between high schools, community colleges and universities to better prepare students through alignment and articulation**
5. **Strategies for successful student assessment and proper course placement**
6. **Programs that improve student progress and mastery of basic skills**
7. **Practices that inform and support students and families in accessing financial aid**
8. **Efforts that prepare students for high demand jobs**
9. **Administrative practices that use resources effectively to promote college access and success; and regional collaborative efforts across our educational systems**

The majority of submissions received fell into the following four categories: **regional inter segmental collaboration, preparing students for college and career in high school, supporting college completion, and preparing students for high demand careers in the workforce.** The rest of the submissions fell in the remaining categories with only a handful of submissions in the categories of alignment and articulation and assessment and placement.

Table 1

**NUMBER OF SUBMISSIONS REVIEWED BY THEME**

<b>Practices 2008 Theme</b>	<b>Submissions Reviewed</b>
Intersegmental Collaboration	42
College and Career Preparation in High Schools	31
College Completion	29
Workforce Preparation	27
Early Academic Preparation	13
Basic Skills	11
Administrative Practices	10
Financial Aid Access and Support	6
Alignment & Articulation	3
Assessment & Placement	1

*Note: Total adds up to more than 102, because some submissions were reviewed in multiple categories.*

The review phase of the project brought together a group of education leaders and advocates to evaluate and comment on the submissions. A total of 23 reviewers participated in a three phase review process that narrowed the number of submissions down to 15 selected “Practices with Promise.” The final practices selected were then verified and additional information on program outcomes was collected. Additional feedback from the reviewers regarding the submissions and policy recommendations was also solicited.

## INITIAL PROCESSING OF SUBMISSIONS

Submissions were entered by program representatives using an online format and tracked by the Campaign as they were received. When the call for submissions closed, the entire batch was separated by theme for the review process. Submissions that fell into more than one theme were included for review in all themes that applied.

### Summary of the Review Process

The review process consisted of three parts: the initial review of submitted practices, review of the semi-final practices, and review of the final practices from which the “Practices with Promise” were selected.

Throughout the process, reviewers were asked to judge submissions based on the following criteria:

**Relevance** – Projects and efforts that address the core concerns of access, student success, affordability, and efficiency in providing college opportunities.

**Impact** – Efforts that have made a difference, with enough of a track record to show measurable outcomes and/or demonstrable qualitative improvements, or in the case of newer efforts, significant progress toward meeting goals.

**Potential** – Innovative projects that are compelling and have strong potential to be of interest to other educators and policymakers for broader replication and adoption.

**Viability** – Select efforts that are viable for replication given either current resources or reasonable additional investments from public or private resources.

**Initial Review of Practices:** Since it was unreasonable to expect our reviewers to read and select from 102 submitted practices, reviewers were assigned to panels consisting of at least three reviewers and each panel was sent a batch of approximately 14 submissions. The largest themes with the greatest number of submissions were divided among more than one panel and a couple panels reviewed more than one theme.

Reviewers were asked to select four practices per theme and rank them in order of priority (i.e. 1=best, 2=second best, etc.). Reviewers were asked a series of open-ended questions regarding why they selected the practices and asking them to identify any strong elements and themes from the batch. Reviewers were also given the chance to provide additional feedback on their observations. A total of 20 reviewers participated in the first round of reviews.

**Review of the Semi-Final Practices:** Once the initial responses from the reviewers were received, the rankings were weighted and practices sorted by their weighted

ranking within each theme. The top practices from each theme were selected as semi-finalists. The number of practices selected as semi-finalists from each theme was determined based on the overall size of the category – that is, its percentage of all submissions. A total of 25 practices were selected as semi-finalists and are listed in Figure 1.

Reviewers were asked to nominate 15 practices from the 25 semi-final practices using a three tiered approach. They were asked to select five practices as their “first” group of choices, another five practices as their “second” group of choices, and five practices as their “third” group of choices, with the first group being the best set of practices, the second group second best, etc. A total of 18 reviewers participated in this round of reviews.

**Review of Final Practices:** Based on the ranking results the top three practices were automatically included in the final 15 practices to be highlighted as “practices with promise.” Of the remaining 22 semi-final practices, the bottom seven practices were temporarily withheld from the final round of reviews, leaving a total of 15 practices to be discussed during the final review session.

The final review session brought together 11 reviewers for a focus group meeting held at the California Department of Education in Sacramento. At this meeting an additional seven practices were selected and designated as “Practices with Promise,” for a total of 10 practices selected through the review process. Reviewers were asked to select their top practices regardless of education segment, geography, or review theme.

The remaining five practices were selected internally by Campaign staff with consideration for education segment, geography, and review theme. These practices were selected from the 25 semi-finalists as ranked in the first two rounds of the review process.

The final review session also included a discussion of the themes that emerged from the practices, examples of which include the need for political support for promising educational practices; the need for business and industry collaboration in educational partnerships; the positive linkages between segments; improving access to college, particularly in reaching under-served communities; tracking student progress; and embedding college awareness with early outreach. The policy recommendations included in this report were derived from the discussion and expertise shared during the final review meeting, the first and second round of reviews, and individual discussions among Campaign staff, consultants, and reviewers.

## VERIFICATION AND VALIDATION OF PRACTICES

Each representative who submitted the practice for review was asked to sign a note confirming that the information provided in the submission was accurate and true to the best of their knowledge. Representatives for all selected practices were interviewed and asked a series of questions on their program outcomes and were requested to submit additional materials. Because some programs selected are older, providing outcome data on program effectiveness was readily available. However, some programs selected are new efforts with very little outcome data collected to date. Despite the inconsistency in availability of quantifiable outcomes, all programs were able to submit qualitative accounts and testimonials of program outcomes, effectiveness, and impact from students, faculty, and staff. In the end, none of the selected practices were disqualified for lack of validity since all programs show great potential as Practices with Promise.

Figure 1

## 25 SEMI-FINAL PRACTICES

Name of Practice	Institution
Amgen Bruce Wallace Biotechnology Lab Program	Foundation for Pierce College & The Amgen Foundation
Biotechnology Education and Training Sequence Investment (BETSI) Project	Southwestern College
Business Resource Center	California State University, Chico
College OPTIONS	College OPTIONS
CSU Math & English Websites	California State University's Chancellor's Office
Departmental Final Exam for English A	Sierra College
Diablo Valley College Financial Aid Student Progress, Learning, And Nurturing (PLAN) Program	Diablo Valley College
Dual Enrollment Program	Santa Barbara City College
Going on to College (GOT College!)	Families In Schools
Grossmont College & San Diego State University Alignment Project	Grossmont College & San Diego State University
Guardian Scholars Program	California State University, Fullerton
Increasing College Access for English Language Learners in Higher Education	Santa Rosa Junior College
Online Associate Degree Programs	Santa Rosa Junior College
Partnering for Greater Access to Higher Education	California State University's Chancellor's Office; California State University, LA; PIQE; Alliance for a Better Community
Passport to College	San Joaquin Delta Community College
Piner High School Early College Magnet Program	Santa Rosa Junior College
Project Success Learning Communities	Grossmont Cuyamaca Community College District
Reducing the Attrition Rate of Associate Degree Nursing (A.D.N.) Students	Sutter Health Sacramento Sierra Region & Sacramento City College
RISE Program	Sacramento City College
Stanford Medical Youth Science Program	Stanford University
The Bridge Program	Lewis Center for Educational Research; Victor Valley College, San Bernardino, all High Schools in Victor Valley
The Build San Francisco Institute	The Architectural Foundation of San Francisco
The Ventura College Promise	Ventura College & Ventura College Foundation
Transcript Evaluation Service	University of California, EAOP
Using Student Outcome Data to Enhance College-Going Curriculum Delivery	College Summit

## Appendix B

### PRACTICES WITH PROMISE REVIEWERS

Name	Title	Institution
Robyn Bowers	Research Associate	The Institute for College Access & Success (TICAS)
Marcia Cosgrove	Research & Policy Associate	Campaign for College Opportunity
Mary Gill	Higher Education Consultant	
Francisco Estrada	Director of Public Policy	MALDEF
Carolyn Hamilton, PhD	Education Programs Consultant	California Department of Education, Intersegmental Relations Office Secondary, Postsecondary, and Adult Leadership Division
Peggy Hilden	Health Care Education Management Director	Kaiser Permanente
Bonnie Konowitch	Grant Manager	San Bernardino City Unified School District
Kris Kuzmich	Higher Education Consultant	Office of Senator Jack Scott
Sandy Mendoza	Community Investment Director	United Way of Greater Los Angeles
Colleen Moore	Research Program Specialist	CSUS Institute for Higher Education Leadership & Policy (IHELP)
Anne Price	Senior Program Associate	California Tomorrow
Lisa Pringle	Program and Policy Manager	Hispanas Organized for Political Equality (HOPE)
Rogéair D. Purnell MSW, PhD	Senior Program Officer, Youth	The James Irvine Foundation
Joe Radding	Education Programs Consultant	California Department of Education, Intersegmental Relations Office Secondary, Postsecondary, and Adult Leadership Division
Todd Roberson	Legislative Director	Office of Assemblymember Jean Fuller
Brandon Ruiz	Program Assistant	Campaign for College Opportunity
Jessie Ryan	Associate Director	Campaign for College Opportunity
Alma Salazar	Director of Education & Workforce Development & Unite LA	Los Angeles Chamber of Commerce
Michele Siqueiros	Executive Director	Campaign for College Opportunity
Abdi Soltani	Executive Director	PARSA Community Foundation
Ileri Valenzuela-Vergara	Operations Associate	MDRC
David Wolf	Board Member	Campaign for College Opportunity

## Appendix C

### PRACTICES WITH PROMISE PARTNERS

Institution	Title	Name
Association of Independent Colleges and Universities		
California After School Network	Andee Press-Dawson	Executive Director
California Community College System		
California Department of Education	Penni Hanson	Manager, Intersegmental Relations
Campaign for College Opportunity	David Wolf	Board Member
California State University, Office of the Chancellor		
California Tomorrow	Anne Price	Senior Program Associate
Central Valley Higher Education Consortium	Cheri Cruz	Executive Director
Governors Partnership for the San Joaquin Valley	Marcy Masumoto	Education Consultant
Inland Empire African American Chamber of Commerce	Lorrie Moody	Board Member
Intersegmental Coordinating Council	Penny Edgert	Executive Director
Los Angeles Chamber of Commerce	David Rattray	Vice President, Education & Workforce Development
MDRC	Ileri Valenzuela-Vergara	Operations Associate
Santa Rosa Junior College	Audrey Spall	Transfer Center Counselor Acting Director
The Institute for College Access and Success	Deborah Frankle Cochrane	Research Analyst
University of California Office of the President		

## Appendix D

### CAMPAIGN FOR COLLEGE OPPORTUNITY FUNDERS AS OF 10/31/08

Institution	Website
California Business Roundtable	<a href="http://www.cbirt.org">www.cbirt.org</a>
California Wellness Foundation	<a href="http://www.cwfw.org">www.cwfw.org</a>
Citigroup Foundation	<a href="http://www.citigroup.com/citigroup/corporate/foundation">www.citigroup.com/citigroup/corporate/foundation</a>
College Access Foundation of California	<a href="http://www.collegeaccessfoundation.org">www.collegeaccessfoundation.org</a>
Ford Foundation	<a href="http://www.fordfound.org">www.fordfound.org</a>
James Irvine Foundation	<a href="http://www.irvine.org">www.irvine.org</a>
Kaiser Permanente	<a href="http://www.kp.org">www.kp.org</a>
Koret Foundation	<a href="http://www.koretfoundation.org">www.koretfoundation.org</a>
Lumina Foundation	<a href="http://www.luminafoundation.org">www.luminafoundation.org</a>
McConnell Foundation	<a href="http://www.mcconnellfoundation.org">www.mcconnellfoundation.org</a>
Southern California Edison	<a href="http://www.sce.com">www.sce.com</a>
Stuart Foundation	<a href="http://www.stuartfoundation.org">www.stuartfoundation.org</a>
Walter S. Johnson Foundation	<a href="http://www.wsjf.org">www.wsjf.org</a>
William and Flora Hewlett Foundation	<a href="http://www.hewlett.org">www.hewlett.org</a>

## Appendix E

### CONTACT INFORMATION FOR PROGRAM REPRESENTATIVES

#### Addressing the Nursing Faculty Shortage through an Accelerated Recruitment, Orientation, Training and Retention of Clinical Nurses as Qualified Adjunct Nursing Faculty

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