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**Race-Minority Enrollment -
University Partnerships**

~~Race Fair Policy - Education~~

Race-min enrollment - university partnerships



Russell W. Horwitz

02/04/98 02:18:44 PM



Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Background on High Hopes: School-College Partnership Event



mentor.pc endorse.wp The first document includes:

- (I.) a description of the program;
- (II.) evidence of need and effectiveness of the solution;
- (III.) and examples of mentoring and early intervention programs.

The second document is a list of organizations/groups endorsing the High Hopes initiative.

Message Sent To: _____

HIGH HOPES
for College
for America's Youth

February 4, 1998

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HIGH HOPES for College for America's Youth

February 4, 1998

"I also ask this Congress to support our efforts to enlist colleges and universities to reach out to disadvantaged children starting in the sixth grade so that they can get the guidance and hope they need so they can know that they, too, will be able to go on to college."

--President Clinton, State of the Union address, January 27, 1998

Today President Clinton is announcing a new initiative to inspire more of our young people to have high expectations, to stay in school and study hard, and to go to college. This long-term investment -- starting with \$140 million in the FY 99 Budget -- would promote partnerships between colleges and middle or junior high schools in low-income communities, to provide children with the support they need starting in sixth or seventh grade and continuing through high school graduation.

TELLING FAMILIES EARLY: COLLEGE IS WITHIN REACH. Families need to know that college is affordable regardless of their income. High Hopes would provide children and their families at middle and junior high schools in low-income communities with a 21st Century Scholar certificate, an official, early notification of the amount of their eligibility for Federal college aid.

COLLEGE-SCHOOL PARTNERSHIPS PROVIDE CHILDREN WITH MENTORING AND OTHER SUPPORT. It takes more than money to go to college and succeed. To make the hope of a college education a reality, degree-granting colleges (including 2-year institutions) would be encouraged to establish partnerships with middle and junior high schools with large concentrations of low-income children. Working with parents, community and religious groups, and businesses, the partnerships would provide information about what it means and what it takes to go to college, as well as support services -- such as mentoring, tutoring, college visits, summer programs, after-school activities, and counseling -- to help the children stay on track. The partnerships will help ensure that children have access to the rigorous core courses that prepare them for college and let parents know how they can help their children prepare for college.

STAYING WITH THE CHILDREN THROUGH HIGH SCHOOL GRADUATION. This new initiative will be flexible, allowing partnerships to design their own efforts based on local needs and resources. But to be most effective in increasing college attendance by low-income youth, the programs must be based on experience with strategies that work, and must:

- begin not later than middle or junior high school (the 6th or 7th grade);
- continue to provide help through high school; and,
- serve a whole cohort of students (such as an entire sixth grade).

HIGH HOPES COULD REACH 2,500 MIDDLE SCHOOLS, MORE THAN 1 MILLION STUDENTS. The President's Budget calls for a \$140 million investment in new High Hopes partnerships in 1999, and an additional \$70 million for new partnerships in each of the years 2000 and 2001 (as well as continuation funds for the original partnerships). If each project begins with one sixth or seventh grade class, this would fund partnerships with up to 2,500 middle and junior high schools. If each project adds an incoming class each year, more than 1 million students would be served over five years.

THE NEED FOR *HIGH HOPES FOR COLLEGE* AND EVIDENCE THAT INTENSIVE EARLY INTERVENTION WORKS

High Hopes for College uses college-school partnerships to help children in low-income communities develop the aspirations and skills needed to go to college as early as the 6th grade. It will help them understand how they can go to college by informing them about college options, academic requirements, costs, and financial aid, and by providing support services -- including tutoring, counseling, and mentoring -- to keep them on track through high school graduation and into college.

The Need for a College Education: College graduates today can expect to earn at least \$600,000 more over their lifetime than high school graduates; this amount has doubled in the past fifteen years, and is likely to continue to grow [Census Bureau, 1993], making a college education even more important than ever before. Yet:

- Only 43 percent of children from low-income families [bottom 20 percent of income distribution] enroll in college after high school, compared to almost 83 percent of children from high-income families. [U.S. Dept. of Education, *National Education Longitudinal Survey (NELS) 1988*]
- Among high test-scoring students, students from low-income families are *five times* as likely not to go to college as students from high-income families. [NELS 1988]

The Importance of Academic Information: To get into and complete college, more low-income middle and junior high school students and their parents need to learn about the importance of taking key courses as early as the 8th grade:

- Low-income students who take algebra I and geometry are almost *three times* as likely to attend college as those who do not (71 percent vs. 27 percent). [NELS 1988]
- Although taking algebra by the 8th grade is considered a gateway to college preparatory courses and going on to college, only 15 percent of low-income students [bottom 1/3 of income distribution] enroll in algebra by the 8th grade. [*National Assessment of Educational Progress (NAEP) 1996*]

The Need for Information on College Costs and Financial Aid: College costs are not nearly as high as many families assume, and many do not know that there are many financial aid programs like Pell grants, federal work-study, and loans, making college more affordable than ever before:

- Among low-income, high-test score students who are not planning on attending college, nearly 60 percent cite an inability to afford school as the reason. [NELS 1988]
- About 80 percent of children whose parents read materials about financial aid go on to college, compared to only 55 percent of children whose parents do not read this material among 12th graders interested in continuing their education after high school. [NELS 1988]
- A survey in 1996 found that the public overestimated the tuition of public two-year colleges by \$2,330 (about 3 times actual average tuition), of public four-year colleges by \$3,148 (over twice actual average tuition), and of private four-year universities by \$4,990 (almost 1/3 more than actual average tuition). [*American Council on Education, 1996*]

The Need for *High Hopes for College Partnerships*: While some existing programs successfully help low-income children get ready for college, there are too few of these programs and reach only a small number of students. These programs often start too late in encouraging students to take the core courses needed for college, and they do not provide the intensive, sustained support that studies show is necessary for success. *High Hopes for College* is intended to change this and create a national ethic that all colleges should partner with at least one low-income school starting in the 6th or 7th grade, and work with the students to ensure that they have the opportunity and are prepared to go to college.

Evidence Supporting Proposed Strategy: Studies show that successful programs helping low-income students at the middle or junior high school level include tutoring, counseling, and mentoring, as well as information about college, financial aid, and careers. [Consuelo Arbona, *First Generation College Students: A Review of Needs and Effective Interventions*. Decision Information Resources, 1994] These strategies are employed in such programs as:

Advancement Via Individual Determination (AVID): AVID joins colleges with middle or high schools in developing classes to provide low-income students with academic assistance, information about college preparatory courses and financial aid, tutoring, and other supports to encourage them to go to college. Several independent evaluations of AVID (including the state of California, the state of Kentucky, the University of California at San Diego, and the Guthrie-David Research Group, which are available through the AVID Center in San Diego) have found that:

- Nationwide, 93 percent of AVID graduates enroll in college and 60 percent are accepted in four-year institutions. In San Diego, 89 percent of AVID graduates are still enrolled in college after two years. [AVID Center]
- In San Diego, 55 percent of African American AVID students and 43 percent of Latino AVID students enroll in 4-year colleges compared to national averages of 33 percent and 29 percent, respectively. [AVID Center]
- In 1996-97, 90 percent of high school AVID students nationwide were enrolled in college preparatory courses. [AVID Center].

I Have A Dream (IHAD): Eugene Lang's IHAD program provides an entire grade of low-income students with a comprehensive set of services, including intensive mentoring and academic support and an early guarantee that their college tuition will be paid for by a combination of public and private resources. Studies collected by the IHAD Foundation show that:

- The original IHAD class of Dreamers exceeded expected educational outcomes: in a school where the projected graduation rate was 25 percent, 67 percent received high school diplomas, 17 percent received GED certificates, and 62 percent entered college. [IHAD Foundation]
- 75 percent of Chicago Dreamers in the class of 1996 graduated from high school, compared to only 37 percent of control group students. [Univ. of Illinois at Chicago, 1997].
- In Denver, 80 percent of IHAD's first class of Dreamers graduated on time in June 1995, and another 7 percent graduated in 1996. By contrast, the Denver Public Schools estimate that the on-time graduation rate for all its students is about 60 percent. Some 60 percent of the IHAD graduates then went on to college and another 8 percent entered the military or vocational studies [IHAD Foundation].

Upward Bound: The U.S. Department of Education's Upward Bound program reaches out to low-income and disadvantaged youth at the *high school* level. Studies show that Upward Bound is effective in getting students to take more academic coursework. For example:

- Upward Bound students took 17 percent more academic course work than members of a control group, notably in English, science, math, foreign languages and social studies. [*The National Evaluation of Upward Bound: The Short-Term Impact of Upward Bound: An Interim Report. U.S. Dept of Ed, May 1997*]
- Upward Bound students achieve similar grades as those in a control group while undertaking a stronger academic curriculum. [*The National Evaluation of Upward Bound: The Short-Term Impact of Upward Bound: An Interim Report. U.S. Dept of Ed, May 1997*]

Examples of Mentoring and Early Intervention Programs

The Early Scholars Outreach Program, University of Washington

The Early Scholars Outreach Program (ESOP), established in 1987, is a partnership between the University of Washington (UW) and nine Washington State middle schools with large enrollments of disadvantaged students underrepresented in higher education. The program's aim is to increase the number of students who are enrolled and participating competitively in a college preparatory curriculum by the time they reach the 9th grade.

During the school year, high achieving UW students from similar backgrounds serve as role models and provide tutoring and mentoring. The ESOP provides these 6th, 7th, and 8th-graders with visits and overnight stays on the University campus, where they visit academic departments, hear presentations from faculty, participate in study skills workshops, and interact with UW students in a variety of settings. A series of workshops are held for parents to help families establish home environments that promote academic achievement. As a bridge to high school, incoming 9th-grade participants take part in a six-week summer enrichment program that provides training in reading, writing, language arts, mathematics, computer applications, and study skills.

Since 1987, 2,855 students have participated in ESOP. A UW study indicates that between 1992 and 1995, the grade point average of participating vs. non-participating ESOP students was 2.90 and 2.26, respectively. Ninety-seven percent of ESOP students graduate from high school, and 77% of those tracked report attending a 2-year or 4-year college. To date, of the 53 accepted to the University of Washington, 30 are currently attending.

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Advancement Via Individual Determination (AVID), San Diego, California

In Advancement Via Individual Determination (AVID), college and middle or high school partners jointly develop the curriculum for an academic class designed to provide low-income students and first-generation college goers with academic assistance, tutoring, information about college preparatory courses and financial aid, and other encouragement to enroll in college preparatory courses and apply for college. AVID's structure includes a regularly scheduled academic elective, a rigorous curriculum, structured tutorials, and parent training. The program is administered by a site team composed of the AVID coordinator, the principal, core academic teachers, and students—all of whom meet monthly to discuss effective practices for accelerating student performance and removing barriers to rigorous curriculum. Local college students serve as tutors and mentors for AVID students, working with them in small groups and individually during the AVID class. AVID serves more than 30,000 students in almost 600 schools in 11 states, as well as Department of Defense schools in 13 countries.

Program data indicate that more than 92% of AVID graduates enroll in college (60% in four year institutions) with 89% still in college after two years. Also, 55% of African-American AVID students, and 42% of Latino AVID students enroll in 4-year colleges. In 1996-97, 90% of high school AVID students nationwide were enrolled in college prep courses, and 28% of middle school AVID students were enrolled in at least one honors level course.

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**Early Outreach Hispanic Math/Science Education Initiative, University of Illinois at Chicago (UIC),
College of Education**

The Hispanic Math/Science Education Initiative (HMSEI), designed to increase the number of Latino students who are prepared to enter college and professional careers, partners the University of Illinois At Chicago Early Outreach Program, Malcolm X College, Benito Juarez High School, Roberto Clemente High School, and their feeder middle-schools. Program activities include academic enrichment in math, science, reading and composition; mentoring; career awareness forums; tutoring; exposure to a college environment; and a forum for parents to share information and concerns through the HMSEI Parent Network. The program convenes on the Malcolm X College campus on Saturdays, October through May. In addition, 12th graders in the program participate in a High School/ College Transition Program. Program mentors include undergraduate/graduate students from the UIC Colleges of Engineering and Medicine as well as professionals from diverse walks of life.

The HMSEI is currently in its 7th year. The program has measured its effectiveness by the number of HMSEI students electing science and math courses in high school (81%), the number completing high school (100%), and the number entering college (75%).

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Campus Partners Mentoring Program, Xavier University, New Orleans, Louisiana

The Xavier University mentoring program, founded in 1989, matches college students with 6th- through 8th-graders from two partner schools. The goals of the program are to provide youth with alternative life/work options through increased exposure to educational and career planning resources; and to provide a match with a college mentor to provide critical academic assistance and cultural awareness.

College student volunteers in Campus Partners are required to attend a three day training session designed to introduce the volunteer to the dynamics of working with students labeled "at-risk." Required bimonthly meetings are designed to allow volunteers to reflect on their past experiences and plan appropriate workshops for the entire Campus Partners program. Required Journal entries allow volunteers to keep a log of the experiences with their mentee and also allow the Coordinator of Volunteer Services to ensure a productive relationship between the mentor and mentee.

Campus Partners serves approximately 50-60 6th- through 8th-graders per year. Youth are matched with college student volunteers using an interest survey. The mentor and the youth develop goals for the relationship. Each month, mentors and youth meet twice one-on-one and once as a group for "rap" sessions on such themes as goal-setting, personal relationships, communication, and personal health maintenance. Other activities include life planning activity sessions and tutoring. Pre- and post-surveys have indicated attitudinal changes toward academics, enhanced employment outlook, and improved self-concept through working cooperatively with others and relating in new, constructive ways.

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I Have a Dream Foundation

In 1981, Eugene Lang promised to give each sixth grade student at P.S. 121 in East Harlem a scholarship for college after they graduated high school. Learning that 75% of the students were projected dropouts, Lang organized a program of support services to keep them in school and eventually enable them to use his scholarship. This originated the "I Have a Dream" Program (IHAD). In 1986, Lang established the "I Have a Dream" Foundation to assist others seeking to sponsor similar IHAD projects by adopting entire elementary school grades or entire 8-9 year old age groups in public housing developments. IHAD has grown to now include 170 projects in 63 cities with over 15,000 children--"Dreamers."

IHAD serves its Dreamers with services that include counseling, mentoring, tutoring and cultural and recreational activities, personally involving thousands of sponsors and volunteers with enriching inputs from businesses, community groups and over 200 colleges and universities. One of many creative examples: MBA students at Stanford University's Business School joined to raise funds for, launch, and conduct the IHAD-East Palo Alto in 1992. Support activities included an entrepreneurial venture called *Kidz in Biz*-- a greeting card business, in which Dreamers created the logo, designed the cards, and planned and carried out production and successful marketing strategies. Similarly, older Dreamers of IHAD Chicago, in association with college students, spent the summer building playgrounds in vacant lots in inner city neighborhoods in addition to their remedial coursework.

The success of IHAD is reflected in many studies. Results of a national survey of Dreamers found that: 69% got high school diplomas, 17% got GED certificates, and 62% entered college. In Chicago, 75% of 1996 Dreamers graduated from high school, compared with only 37% of control group students.

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Passport to College, Riverside, California

Passport to College, initiated in Fall of 1996, is a collaboration of Riverside Community College, the Riverside County Office of Education and six area unified school districts who, together with the active commitment of businesses and individuals throughout the region, seek to make a college education possible for an entire class of students enrolled in the Riverside Community College District.

Passport to College involves teachers, students and parents in a continuum of activities from the 5th to 12th grades, including campus tours, classroom presentations, teacher training workshops, parent meetings (in English and Spanish), financial aid workshops and other activities. Mentors include Riverside Community College student ambassadors, and community, business, and civic leaders who participate in the program. Riverside Community College guarantees admission to all 11,500 participants in the program who graduate from high school, and for the class of 2004, last-dollar scholarships (after grant aid and other scholarships) for two-years of full-time tuition and fees at RCC. Four area four-year institutions of higher education--University of California-Riverside, La Sierra University, University of Redlands, and California Baptist College--have agreed to offer additional scholarship support for Passport students to complete their undergraduate degrees after completing two years at RCC.

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The Berkeley Pledge, University of California, Berkeley, California

The goal of the **Berkeley Pledge**, established in September 1995, is to preserve the diversity of the campus through stronger **partnerships** with K-12 schools and districts; statewide recruitment activities; removal of financial barriers to University study; enhancement of Berkeley's undergraduate support programs; and promotion of **undergraduates** to graduate study and professional careers. The Berkeley Pledge Partners include other UC campuses, K-12 administrators and teachers from the four surrounding school districts, community non-profit agencies, school volunteer placement programs, industry partners, city and government funding agencies, and Berkeley's Interactive University project (a U.S. Department of Commerce project linking UC Berkeley and K-12 through the Internet). In the 1997-98 academic year, the neighboring Community Colleges will join the partnership.

Through the **pledge**, over forty schools with high-minority, low-income populations receive targeted services for **teachers**, students, and parents, as well as assistance with curriculum enrichment. These programs include one-on-one and group activities for students, as well as in-class support to the teachers. Mentors and tutors serving in this program are UC faculty, staff and students, as well as community volunteers.

There have been significant gains in mathematical student achievement in participating elementary and middle schools, as well as increases in enrollment and performance in college preparatory mathematics and advanced math classes. Future evaluations will measure literacy gains, individual and class grade point averages, standardized test scores, in-house assessments, college prep course enrollments and grade performance in these courses, college applications and enrollments.

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Early Identification Program (EIP), George Mason University, Fairfax, Virginia

George Mason University (GMU) and the Fairfax County Area II Public Schools developed the Early Identification Program (EIP) in 1987 to increase the number of minority students who enter college. Since then, partnerships have also been formed with Arlington County Public Schools (since 1988) and Prince William County Public Schools (since 1991). Other partners in the program are Booz Allen and Hamilton, Mobil Corporation, NationsBank and Crestar Bank.

EIP selects **minority** students with academic potential and provides year-round tutoring and other support throughout **high** school. EIP features a mandatory Summer Academic Academy prior to 9th grade, taught on the GMU campus by a staff of 14 outstanding local teachers, university professors, and local business men and women. Special projects in math, English, science and computer science encourage active class participation and critical thinking, develop confidence and motivation, and serve as a preview of upcoming fall courses. During the school year, GMU students hold tutorial sessions after school at local high schools and at GMU. Mobil Corporation funds the program's math review days, which take place once a month for 4 hours on GMU's campus. In addition to tutoring, EIP has a small mentoring component with Booz Allen and Hamilton that is in its third year. Students also attend Saturday Workshops every eight weeks on the GMU campus, which provide academic and cultural enrichment and educational fieldtrips. Detailed student information is maintained on courses, grades, SAT scores, attendance, and college-application status.

Parents and students sign a contract specifying parental and student responsibilities regarding attendance, academic effort and parent participation over the next four years. The parental contact is maintained through regular correspondence, workshops, and an active Parent Council. Parents are required to participate in 2-1/2 hour Strengthening the Family workshops over the course of 4 weeks. The Strengthening the Family curriculum was designed by the National Coalition of Social Services and Mental Health Organizations

(COSMOS) as part of the Concerned Parents Project. The workshops, which are taught in Spanish and English, are designed to increase parents' understanding of the educational system, in the hopes that parents become more involved in their children's schoolwork. Parents also learn communication skills and better methods of child discipline.

The program reports that they have graduated 6 classes from high school, and have a 71 percent retention rate. Of those who completed 4 years in EIP, 95 percent go on to college.

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“Tell Them We Are Rising” Program, Temple University, Philadelphia, PA

The “Tell Them We Are Rising” Program (TTWAR) began in 1988 when Dr. Ruth Hayre promised 116 sixth grade students in two Philadelphia schools the guarantee of tuition for postsecondary education if they graduated from high school. The purpose of the program was to help students finish high school; to provide financial assistance to attend a postsecondary institution, and to offer support through program intervention.

The students were economically disadvantaged and drawn from neighborhoods with high concentrations of poverty. They attended schools mired in failure-- less than half of the high school students graduate in four years. TTWAR provided a broad range of intervention services to the students during their middle and high school years including mentoring, tutoring, parental workshops and a students' club. The intervention services were geared to address and eliminate major barriers to student success, such as family difficulties, the lure of the streets, poverty, teenage pregnancy and low expectations of both school and family.

A comprehensive evaluation of the program after nine years provides evidence of the success. For example, a significantly greater percentage of the students in the program graduated from high school compared to a similar comparison group. In addition, the tuition incentive generated the involvement of parents and public school and university educators to provide the support and guidance seen as critical for disadvantaged children at-risk for failure.

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Community Mentor Program, St. Edward's University, Austin, Texas

The Community Mentor Program (CMP) was founded in 1990 with a grant from the W.K. Kellogg Foundation to address the needs of minority youth at both the elementary and college levels. CMP seeks to promote student retention, academic achievement, career exploration and community service for both St. Edwards University student mentors and for more than 500 Austin Independent School District elementary school children.

Each year the program places 70 or more university students from migrant or low-income families as mentors the majority of whom enrolled at St. Edward's through a program for children of migrant or seasonal farm workers. Mentors develop a school-based relationship with a minimum of 5 children under the supervision of an elementary school classroom teacher. Each mentor provides 450 hours of service during the academic year and receives a stipend. These CMP participants are considered a “Service-Learning Corps” and conduct their service as Americorps members.

CMP is a partnership between St. Edward's University, seven local elementary schools and several other community agencies. The program currently receives financial support from the Corporation for National Service as well as numerous local, state and private foundations. Outcomes of the program include improved academic performance and classroom behavior for children mentored in the program, and a higher graduation rate for CMP mentors compared to a comparison cohort of SEU students.

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Georgia Post-Secondary Readiness Enrichment Program (PREP)

Georgia's Postsecondary Readiness Enrichment Program (PREP) is an academic support and outreach program aimed at middle school students. The University System of Georgia administers PREP in conjunction with the Georgia Department of Education and the Georgia Department of Technical and Adult Education, and is funded with a combination of public and private support.

PREP is designed to help middle-school students-- beginning in their seventh grade year-- and their parents make timely and informed decisions regarding higher education and career goals. It serves as a safety net for students who may need academic intervention and other support systems to meet heightened admission requirements which go into effect in 2001 for the state's 34 public colleges and universities. The program targets students at-risk students and guides them toward admission into Georgia's public colleges, universities and technical schools, broadening the choices they will have after high school graduation. Visits to college campuses, tutoring and mentoring, career exploration, technology instruction and leadership development are a few of the advantages that students receive from participation in PREP.

PREP has admitted a new group of seventh graders each year since the program's inception in 1995 and currently serves three classes of students in grades 7-9. Last year, more than 6,000 students actively participated in PREP, and another 33,000 students visited the University System's 34 campuses during Middle School Visitation Days. The program has the potential to touch 200,000 students by 2001. Beginning this academic year, close to 300 college students and high school honors students have been enlisted to provide morning, after-school and Saturday one-on-one or group mentoring. Also new this year, PREP students perform community service, including working with senior citizens in nursing homes, planting urban gardens, and working with non-profit agencies such as the Red Cross.

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Neighborhood Academic Initiative, University of Southern California

The USC Neighborhood Academic Initiative (NAI) sponsors programs that deliver proven educational and social services to low-income, minority students and families residing in communities contiguous to USC. NAI formed partnerships with area middle-schools to provide their students an opportunity to acquire the various skills necessary to gain admission to USC. Using public and private resources, the Initiative funds four related programs.

The Pre-College Enrichment Academy provides low-income minority students daily accelerated classes, special activities and projects designed to help them acquire the academic skills necessary to succeed at the university level. Students who fulfill the Academy's requirements from middle through senior high school and qualify for admission to USC will be awarded a four-and-a-half year tuition scholarship to complete an undergraduate degree. Seventy seventh-grade scholars (35 from each of two local middle schools) who are

capable of "C" work in all subjects are admitted each academic year. Tutoring is offered on the USC campus or at school, and scholars attend the USC/Aetna Saturday Academy for 4 hours each week for instruction in communications, computer skills, math and science.

USC's Family Development Institute (FDI) implements programs in adult literacy, parenting and other areas to help low-income families prepare themselves and their children for educational, occupational and social success. Current and retired faculty provide required workshops, classes and field trips to help parents to reinforce principals taught in the Academy.

The two other components of the program are: a Retention Program to help former Academy scholars who attend USC through tutoring, counseling, peer/ faculty mentoring and faculty instruction; and a Research and Evaluation component which evaluates the overall effectiveness of NAI programs.

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Pace Hispanic Outreach Program (PHOP), White Plains, NY

The Pace Hispanic Outreach Program (PHOP) is a unique tutorial program for Hispanic immigrant students at the White Plains High School. This program, a collaborative effort involving the White Plains School District, Pace University and Centro Hispano (a community organization serving Hispanics in White Plains), is dedicated to insuring that these immigrant students stay in school and graduate with the necessary skills for success in college and/or the job market. In 1997, 13 bilingual Pace students tutored 104 White Plains High School students in English, mathematics and social studies. One-to-one tutorial sessions are held during study hall periods and are designed to complement and reinforce classroom instruction. In addition, the program enlists high school counselors to provide weekly clinics to help high school seniors prepare college applications, financial aid forms and essays. Active community support and parental involvement help build confidence among participants by reducing the sense of powerlessness that language barriers cause in some Hispanic families.

Results of a 1995-96 study of 54 PHOP participants found that students who participated in the program: experienced a smooth transition to the White Plains school system from the schools of their country of origin; received higher grades than comparable non-participants; and were more involved in community activity. In addition, the study found that all the program's graduating students are planning to attend college. PHOP students emerge as community leaders, with many of them becoming tutors at other schools in the district to "give back" to the community.

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Rhode Island Children's Crusade for Higher Education, Providence, Rhode Island

Founded in 1989 by the Commissioner of Higher Education, the Rhode Island Children's Crusade for Higher Education (RICCHE) is a statewide public-private partnership to ensure that low-income children graduate from high school and continue their education. RICCHE operates through partnerships with schools, local agencies, college-preparation programs, higher education institutions, the RI Office of Higher Education, and federal programs such as AmeriCorps, the Department of Education's National Early Intervention Scholarship and Partnership (NEISP) program, and the National Crime Prevention Council's Teens Crime and the Community program. Children enroll as Crusaders in the third grade by making a pledge to work hard in school and to avoid alcohol, drugs and early parenthood. At the heart of the program is a ten-year series of

age-appropriate interventions that help to keep students on track for higher education. Those who succeed and financially qualify may take advantage of scholarships equivalent to tuition at the University of Rhode Island. Sixty-seven trade schools, colleges and universities have agreed to donate scholarships to Crusaders accepted to their schools. The value of these pledges is \$45.6 million. In addition, RICCHE has established a scholarship fund, currently valued at \$8.8 million.

There are 17,400 Crusaders in the third through ninth grades. Program activities take place during the school day, after-school, on weekends and during the summer. The RICCHE AmeriCorps program provides mentors who serve as role models and advocates for youth. They provide support on a day-to-day basis as they see Crusaders in the schools, meet with parents and teachers, undertake service projects with the students, and link them to community resources. RICCHE's NEISP project matches college mentors with middle schoolers in weekend and summer adventure education programs that build leadership, teamwork and communications skills. The Crusade has also established relationships with Upward Bound, Education Talent Search and others to take advantage of support programs that help Crusaders learn about educational options, financial aid, and required courses for entrance into higher education institutions.

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University Park Campus School (UPCS), Clark University, Worcester, MA

The University Park Campus School (UPCS), a joint project of Clark University and the Worcester School Department, is a free neighborhood-based school that is part of the Worcester public school system. Every student who enters and completes UPCS and then passes Clark University's entrance requirements will be able to attend Clark for four years tuition-free.

Still in its first year, UPCS serves only seventh grade students, and will enroll a new group of seventh grades each year until the school has the full grades 7-12 format. The 35 students in the school's first class are mostly low-income and from diverse backgrounds. Students attend UPCS from 7:45 to 4:00 Monday through Thursday, and participate in community service and special seminars on Fridays from 8:30 to 3:00. In addition to their regular courses, UPCS students have daily, targeted review sessions; take special classes with Clark professors and students; and everyone, including the teachers, must read during a half-hour of silent time each morning. Many parents volunteer regularly at UPCS, and adult education courses are offered at the school during the evening. In addition, many Clark work-study students serve as tutors and mentors during after-school sessions.

According to *Education Week*, "in August 1997, school opened a full month early for students who wanted extra enrichment. Attendance was optional, but when the doors opened, every student showed up. Likewise, most of the students arrive early every morning and stay for an optional hour of after-school tutoring three days a week." The UPCS receives funding and support from a variety of sources, including the Worcester Public School system, local private foundations, and the U.S. Department of Housing and Urban Development's office of university partnerships.

*Contact: Jack Foley, Executive Assistant to the President
Clark University
Worcester, MA
(508) 793-7320*

ENDORSEMENTS of HIGH HOPES

- ▶ **58 Organizations and Associations**
- ▶ **302 College and University Presidents**
- ▶ **68 Members of Congress**

February 4, 1998

Organizations Endorsing High Hopes

(Alpha)

ACT

American Association for Higher Education
American Association of Community Colleges
American Association of University Women
American Federation of Teachers (AFT)
American Mathematical Society
American School Counselor Association
Arizona Commission for Postsecondary Education
Association of American Universities
Association of Community College Trustees
Association of Jesuit Colleges and Universities
Association of Proprietary Colleges
Association of Women in Science (AWIS)
AVID Center
Big Brothers and Big Sisters of America
Boys and Girls Clubs of America
Campus Compact
Career College Association
Carol Cataldo & Association Inc.
Chicago Public Schools
College Bound Foundation
Communities In School, Inc.
Community Academy Public Charter School
Consortium of Universities of the Washington Metropolitan Area
Council of Independent Colleges (CIC)
Hispanic Association of Colleges and Universities
League of United Latin American Citizens (LULAC)
Maryland State Mentoring Resource Center, Raise Inc.
Mathematical Association of America
Mentoring USA
Metro Area Housing Program
NAACP
National Association for College Admission Counseling (NACAC)
National Association for Bilingual Education (NABE)
National Association for Equal Opportunity in Higher Education
National Association of Elementary School Principals
National Association of High School Equivalency Programs - College Assistance Migrant Programs
National Association of Migrant Educators
National Association of Student Employment Administrators
National Association of Student Financial Aid Administrators (NASFAA)
National Coalition on Black Voter Participation, Inc.
National College Access Network (NCAN)
National Council of Churches - Washington Office
National Middle School Association
National Puerto Rican Coalition
National Student Campaign Against Hunger and Homelessness
One to One/The National Mentoring Partnership
PIRG's Higher Education Project
Public Education Network
School-College Partnership
The College Board
The Union Institute
U.S. Student Association
University Continuing Education Association (UCEA)
Urban Family Institute
Volunteers of America
YMCA of the United States of America
Young Democrats of America

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

State	College/University	President/ Chancellor	First Name	Last Name
AL	Spring Hill College	President	Gregory F.	Lucey, SJ
	Talladega College	President	Joseph B.	Johnson
AZ	Arizona State University	President	Lattie F.	Coor
	Central Arizona College	President	John J.	Klein
	Cochise College	President	Karen	Nicodemus
	Glendale Community College	President	Tessa M.	Pollack
	Phoenix Therapeutic Massage College	Director of Education	Frank A.	Puglia
	University of Arizona	President	Peter	Likins
	California Lutheran University	President	Luther S.	Luedtke
CA	California Maritime Academy	President	Jerry A.	Aspland
	California Polytechnic State University, San Luis Obispo	President	Warren J.	Baker
	California State University	Chancellor	Charles B.	Reed
	California State University Long Beach	President	Robert C.	Maxson
	California State University Los Angeles	President	James M.	Rosser
	California State University Monterey Bay	President	Peter P.	Smith
	California State University San Bernadino	President	Albert K.	Karnig
	California State University Stanislaus	President	Marvalene S.	Hughes
	California State University Hayward	President	Norma S.	Rees
	California State University San Marcos	President	Alezander W.	Gonzalez
	California State University Sacramento	President	Donald R.	Gerth
California State Polytechnic University, Pomona	President	Bob H.	Suzuki	

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

	California State University Northridge	President	Blenda S.	Wilson
CA	California State University Bakersfield	President	Tomas A.	Arciniega
	California State University Chico	President	Manuel A.	Esteban
	California State University Channel Islands	President	J. Handel	Evans
	California State University Dominguez Hills	President	Robert C.	Detweiler
	California State University Fresno	President	John D.	Welty
	California State University Fullerton	President	Milton A.	Gordon
	Harvey Mudd College	President	Jon C.	Strauss
	Hope International University	Vice President of Administration	Leroy M.	Fulton
	Humboldt State University	President	Alistair W.	McCrone
	Los Angeles City College	President	Mary	Spangler
	Los Rios Community College	Chancellor	Brice H.	Harris
	Marymount College	President	Thomas M.	McFadden
	Menlo College	President	James	Waddell
	Mount St. Mary's College	President	Karen M.	Kennelly
	Patten College	President	Priscilla	Benham
	Riverside Community College	President	Salvatore G.	Rotella
	Saint Mary's College of California	President	Craig J.	Franz, FSC
	San Jose State University	President	Robert L.	Caret
	San Francisco State University	President	Robert A.	Corrigan
	San Diego State University	President	Stephen L.	Weber
	Santa Clara University	President	Paul	Locatelli, SJ
	Sonoma State University	President	Ruben	Arminana
	University of California	Provost	C. Judson	King
	University of California, Irvine	Assistant Vice Chancellor	Juan Francisco	Lara

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

	University of California, Davis	Chancellor	Larry N.	Vanderhoef
CA	University of California, Berkley	Chancellor	Robert M.	Berdahl
	University of California, Los Angeles	Chancellor	Albert	Carnesale
	University of California, Santa Barbara	Chancellor	Henry T.	Yang
	University of San Francisco	President	John P.	Schlegel, SJ
	University of Southern California	President	Steven B.	Sample
CO	Colorado College	President	Kathryn	Mohrman
	Colorado State University	President	Albert C.	Yates
	Colorado Mountain College	President	Cynthia M.	Heelan
	Community College of Denver	President	Byron	McClenney
	Regis University	President	Michael J.	Sheeran S.J.
CT	University of New Haven	President	Lawrence J.	DeNardis
	University of Hartford	President	Humphrey	Tonkin
	Yale University	President	Richard	Levin
DC	Catholic University of America	President	Patrick	Ellis
	George Washington University	President	Stephen J.	Trachtenberg
	Georgetown University	President	Leo J.	O'Donovan
DE	University of Delaware	President	David P.	Roselle
FL	Barry University	President	Jeanne	O'Laughlin, OP, PhD.
	Bethune-Cookman College	President	Oswald P.	Brown, Sr.
	Broward Community College	President	Willis	Holcombe
	Central Florida Community College	President	Charles R.	Dassance
	Daytona Beach Community College	President	Philip R.	Day, Jr.
	Florida Community College	President	Stephen	Wallace
	Florida State University	Provost	Lawrence	Abele
	Gulf Coast Community College	President	Robert L.	McSpadden

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

FL	Hillsborough Community College	President	Gwendolyn W.	Stephenson
	Indian River Community College	President	Edwin R.	Massey
	Jacksonville University	President	Paul S.	Tipton
	Manatee Community College	President	Sarah H.	Pappas
	Miami-Dade County Community College	President	Eduardo J.	Padron
	North Florida Community College	President	Beverly M.	Grissom
	NOVA Southeastern University	President	Ray	Ferrero
	Palm Beach Community College	President	Dennis P.	Gallon
	St. Thomas University	President	Franklyn M.	Casale
	University of Miami- Coral Gables	President	Edward T.	Foote, II
GA	Brenau University	President	John S.	Burd
	Morehouse College	President	Walter E.	Massay
	University System of Georgia	Chancellor	Stephen R.	Portch
	Wesleyan College	President	Nora Kizer	Bell
HI	Chaminade University of Honolulu	President	Mary C.	Wesselkamper
IA	Buena Vista University	Vice President for Student Services	Julia A.	Keehner
	Morningside College	President	Jerry	Israel
	St. Ambrose University	President	Edward	Rogalski
	University of Iowa	President	Mary Sue	Coleman
IL	Chicago State University	President	Allan	Billimoria
	College of Lake County	President	Gretchen	Naff
	Concordia University	President	George C.	Heider
	Illinois Wesleyan University	President	Minor	Myers, jr.
	Illinois Community College	President	Joseph J.	Cipfl
	Lewis University	President	James	Gaffney
	Loyola University of Chicago	President	John J.	Piderit

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

IL	MacMurray College	President	Lawrence D.	Bryan
	Northwestern University	President	Henry	Bienen
	Saint Xavier University	President	Richard	Yanikoski
	Southern Illinois University	President	Ted	Sanders
	University of Illinois	President	James J.	Stukel
IN	Anderson University	President	James L.	Edwards
	Holy Cross College	President	Richard	Gilman
	Indiana University	President	Myles	Brand
	Indiana University Kokomo	Chancellor	Emita	Hill
	Purdue University	President	Steven C.	Beering
	Purdue University Calumet	President	Clifton	Chancey
	Southwestern Indiana Polytechnic Institute	President	Carolyn	Elgin
	University of Evansville	President	James S.	Vinson
IO	Iowa State University	President	Martin C.	Jischke
	Mount St. Clare College	President	James J.	Ross, PhD
KS	Benedictine College	President	Daniel J.	Carey
KY	Thomas More College	President	William F.	Cleves
	Union College	President	David C.	Joyce
	University of Louisville	President	John W.	Shumaker
LA	Dillard University	President	Michael L.	Lomax
	Loyola University of New Orleans	President	Bernard P.	Knoth, SJ
	Tulane University	President	Eamon M.	Kelly
MA	Berkshire Community College	President	Barbara	Viniar
	Boston College	President	William P.	Leahy, SJ
	Bradford College	President	Joe	Short
	Brandeis University	President	Jehuda	Reinharz
	Bridgewater State College	President	Adrian	Tinsley
	Bristol Community College	President	Eileen T.	Farley

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

MA	Cape Cod Community College	President	Richard A.	Knaus
	Clark University	President	Richard P.	Traina
	Elms College	President	Kathleen	Keating
	Fitchburg State College	President	Michael P.	Richards
	Framingham State College	President	Raymond N.	Kieft
	Harvard University	President	Neil L.	Rudensine
	Holyoke Community College	President	David M.	Bartley
	Lesley College	President	Margaret A.	McKenna
	Massachusetts College of Liberal Arts	President	Thomas D.	Aceto
	Massachusetts College of Art	President	Katherine	Sloan
	Massachusetts Institute of Technology	President	Charles M.	Vest
	Middlesex Community College	President	Carole A.	Cowan
	Mount Ida College	Associate Vice President	Ronald	Lettieri
	Mount Wachusett Community College	President	Daniel M.	Asquino
	North Shore Community College	President	George	Traicoff
	Northern Essex Community College	President	David	Hartleb
	Salem State College	President	Nancy D.	Harrington
	Tufts University	President	John	DiBiaggio
	University of Massachusetts	President	William M.	Bulger
	University of Massachusetts Boston	Chancellor	Sherry H.	Penney
	University of Massachusetts Dartmouth	Chancellor	Peter H.	Cressy
	University of Massachusetts Lowell	Chancellor	William T.	Hogan
	Westfield State College	President	Frederick W.	Woodward
MD	University System of Maryland	Chancellor	Donald N.	Langenberg

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

ME	Bates College	President	Donald W.	Harward
	Saint Joseph's College of Maine	President	David B.	House
MI	Baker College	President	Julianne T.	Princinsky
	Eastern Michigan University	President	William E.	Shelton
	Kalamazoo College	President	James F.	Jones, Jr.
	Lansing Community College	President	Abel B.	Sykes, Jr.
	University of Michigan	President	Lee C.	Bollinger
MN	Gustavus Adolphus College	President	Axel D.	Steuer
	Metropolitan State University	President	Susan A.	Cole
MO	Maryville University	President	Kevin	Lovin
	Rockhurst College	Interim President	Janet	Sheeran
	University of Missouri-Columbia	Chancellor	Richard L.	Wallace
	Washington University in St. Louis	Chancellor	Mark S.	Wrighton
MS	Mississippi State University	President	Malcolm	Portera
	University of Mississippi	Chancellor	Robert C.	Khayat
MT	University of Montana	President	George M.	Dennison
NC	Barber-Scotia College	President	Sammie	Potts
	Duke University	President	Nannerl O.	Keohane
	North Carolina State University	Chancellor	Larry K.	Monteith
	St. Andrews Presbyterian College	President	Warren L.	Board
	University of North Carolina-Chapel Hill	Chancellor	Michael	Hooker
	Wingate University	President	Jerry E.	McGee
ND	Bismarck State College	President	Donna S.	Thigpen
	Mayville State University	President	Ellen	Chaffee
	North Dakota State University	President	Thomas R.	Plough
NE	Central Community College	President	Joseph W.	Preusser
	Chadron State College	President	Samuel H.	Rankin
	Peru State College	President	Robert	Burns

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

NE	University of Nebraska	President	L. Dennis	Smith
NH	University of New Hampshire	President	Joan	Leitzner
NJ	Bloomfield College	President	John F.	Noonan
	Drew University	President	Thomas H.	Kean
	Fairleigh Dickinson University	President	Francis J.	Mertz
	Rider University	President	J. Barton	Luedeke
	Saint Peter's College	President	James N.	Loughran, SJ
	State University of New Jersey, Rutgers	President	Francis L.	Lawrence
NM	Institute of Indian American Art	President	Della C.	Warrior
	Northern New Mexico Community College	President	Sigfredo	Maestas
NV	Community College of Southern Nevada	President	Richard	Moore
	University of Las Vegas	President	Carol C.	Harter
NY	Adelphi University	President ad Interim	James A.	Norton
	Alfred University	President	Edward G.	Coll, Jr
	Baruch College	President	Matthew	Goldstein
	Bronx Community College	President	Carolyn G.	Williams
	Brooklyn College	President	Vernon	Lattin
	Canisius College	President	Vincent M.	Cook, SJ
	Cayuga Community College	President	Dennis	Golladay
	College of New Rochelle	President	Stephen J.	Sweeny
	College of Staten Island	President	Marlene	Springer
	Columbia University	President	George	Rupp
	Cornell University	President	Hunter	Rawlings
	Fordham University	President	Joseph A.	O'Hare, SJ
	Iona College	President	James A.	Liguori, CFC
	Long Island University	President	David	Steinberg
	New School for Social Research	President	Jonathan F.	Fanton
	New York University	President	L. Jay	Oliva

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

NY	Pace University	President	Patricia O.	Ewers
	Rochester Institute of Technology	President	Albert J.	Simone
	School of Visual Arts	Chair - Acting	Rose	Vissiano
	St. Francis College	President	Frank	Macchiarola
	State University of New York at Potsdam	President	John W.	Ralas
	Syracuse University	President	Kenneth A.	Shaw
OH	Case Western Reserve University	President	Agnar	Pytte
	Chatfield College	President	S. Margaret Anne	Dougherty
	Cleveland Institute of Art	President - Interim	Paul E.	Eickmann
	College of Wooster	President	R. Stanton	Hales
	Defiance College	President	James T.	Harris
	Hocking Technical College	President	Dr. John	Light
	John Carroll University	Provost	Frederick F.	Travis
	Mount Union College	President	Harold M.	Kolenbrander
	Oberlin College	Director Federal Grants	Barbara	Fuchsman
	Ohio Wesleyan University	President	Thomas B	Courtice
	Ohio State University	Interim President	Richard	Sisson
	Otterbein College	President	C. Brent	DeVore
	University of Findlay	President	Kenneth E.	Zirkle
	University of Cincinnati	President	Joseph A.	Steger
	University of Rio Grande	President	Barry M.	Dorsey
	Wilmington College	President	Daniel A.	DiBiasio
OK	University of Tulsa	President	Robert W.	Lawless
OR	Lewis & Clark College	President	Michael	Mooney
	Oregon Graduate Institute of Science & Technology	Vice President for Public Affairs	Norman R.	Elder
	Oregon State University	President	Paul G.	Rissen
	Southwestern Oregon Community College	President	Stephen J.	Kridelbaugh

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

OR	University of Oregon	President	Dave	Frohmayr
PA	Allegheny University of the Health Sciences	Vice Provost	Glenda D.	Donoghue, MD
	Allegheny College	President	Richard J.	Cook
	Bloomsburg University of Pennsylvania	President	Jessica S.	Kozloff
	Carnegie Mellon University	President	Jared L.	Cohon
	Community College of Allegheny County	President	John M.	Kingsmore
	Delaware County College	President	Thomas C.	Leamer
	Eastern College	President	David R.	Black
	Elizabethtown College	President	Theodore E.	Long
	Holy Family College	President	Francesca	Onley
	Juniata College	Provost	James J.	Lakso
	La Salle University	Provost	Richard A.	Nigro
	LaFayette College	President	Arthur J.	Rothkopf
	Marywood University	President	Mary	Reap, I.H.M.
	Neumann College	President	Rosalie M.	Mirenda
	Northampton Community College	President	Robert J.	Kopecek
	Saint Francis College	President	Christian R.	Oravec
	Seton Hill College	President	JoAnne	Boyle
	Susquehanna University	President	Joel	Cunningham
	Temple University	President	Peter J.	Liacouras
	University of Pennsylvania	President	Judith	Rodin
	West Chester University of Pennsylvania	President	Madeleine W.	Adler
	Wilkes University	President	Christopher N.	Breiseth
	Wilson College	President	Gwendolyn	Jensen
PR	University of Puerto Rico	President	Norman I.	Maldonado
RI	Brown University	President	Gordon	Gee
SC	College of Charleston	President	Alexander M.	Sanders, Jr.
	Wofford College	President	Joab	Lesesne

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

SD	University of South Dakota	President	James N.	Abbott
TN	Christian Brothers University	President	Michael J.	McGinniss, FSC
	Vanderbilt University	Chancellor	Joe B.	Wyatt
TX	Southwestern University	President	Roy B.	Shilling, Jr.
	Texas Wesleyan University	President	Jake B.	Schrum
	University of Houston-Downtown	President	Max	Castillo
	University of Houston System	President	Arthur K.	Smith
	University of Texas Health Science Center at Houston	President	M. David	Low, PhD
	University of Texas at Dallas	President	Franklyn G.	Jenifer
	University of Texas at El Paso	President	Diana	Natalicio
VA	George Mason University	President	Alan G.	Merten
	Marymount University	President	Eymard	Gallagher, RHSM
	Roanoke College	President	David M.	Gring
	Shenandoah University	President	James A.	Davis
	University of Virginia	President	John T.	Casteen III
	Virginia Wesleyan College	President	William T.	Greer, Jr.
VT	Trinity College of Vermont	President	Lorna	Edmunson
	University of Vermont	President	Judith	Ramaley
WA	Big Bend Community College	President	William C.	Bonaudi
	Centralia College	President	Henry P.	Kirk
	Clark College	President	Tana L.	Hasart
	Columbia Basin College	President	Lee R.	Thornton
	Eastern Washington University	President	Marshall E.	Drummond
	Evergreen State College	President	Jane L.	Jervis
	Gonzaga University	President	Harry H.	Sladich
	Highline Community College	Vice President	Edward M.	Command
	Pacific Lutheran University	President	Loren J.	Anderson
	Seattle University	President	Stephen	Sundborg
	University of Puget Sound	President	Susan R.	Pierce
	University of Washington	President	Richard L.	McCormick

College and University Presidents
Endorsing High Hopes
 (Alpha by State)

WA	Walla Walla Community College	President	Steven L.	VanAusdle
	Washington State Community College	President	Carson K.	Miller, PhD
WI	Beloit College	Dean	David	Burrows
	Edgewood College	President	James A.	Ebben
	Lawrence University	President	Richard	Warch
	Ripon College	Vice President of Admission	Scott J.	Goplin
	Silver Lake College	President	Barbara	Belinske
	University of Wisconsin Madison	President	David	Ward
WV	Bethany College	President	D. Duane	Cummins
	West Virginia Wesleyan College	President	William R.	Haden
	Wheeling Jesuit University	President	Thomas S.	Acker, SJ

Race fair - minority enrollment -
university partnerships

**PRESIDENT CLINTON:
PREPARING FOR COLLEGE: MENTORING AMERICA'S YOUTH**

February 4, 1998

"I also ask this Congress to support our efforts to enlist colleges and universities to reach out to disadvantaged children starting in the sixth grade so that they can get the guidance and hope they need so they can know that they, too, will be able to go on to college."

President Bill Clinton
January 27, 1998

Today, President Clinton announces a new initiative to inspire more young people to have high expectations, to stay in school and study hard, and to go to college. The High Hopes initiative is a long-term investment -- starting with \$140 million in the FY 99 Budget -- that promotes partnerships between colleges and middle or junior high schools in low-income communities, to help teach students how they should go to college by informing them about college options, academic requirements, costs, and financial aid, and by providing support services -- including tutoring, counseling, and mentoring.

EDUCATING FAMILIES EARLY ON: COLLEGE IS WITHIN REACH. Families need to know that college is affordable regardless of their income. The President's High Hopes initiative provides children and their families at middle and junior high schools in low-income communities with a 21st Century Scholar certificate, an official, early notification of the amount of their eligibility for Federal college aid.

PROVIDING CHILDREN WITH THE SUPPORT THEY NEED. To make the hope of a college education a reality, the High Hopes initiative encourages degree-granting colleges to establish partnerships with middle and junior high schools with large concentrations of low-income children. Working with parents, community and religious groups, and businesses, these partnerships provide information about what it means and what it takes to go to college, as well as support services -- such as mentoring, tutoring, college visits, summer programs, after-school activities, and counseling -- to help the children stay on track. The partnerships will help ensure that children have access to the rigorous core courses that prepare them for college and let parents know how they can help their children prepare for college.

STAYING WITH CHILDREN THROUGH HIGH SCHOOL GRADUATION. This new initiative is flexible, allowing partnerships to design their own efforts based on local needs and resources. But, to ensure effectiveness, the programs must:

- begin reaching out to children by the 7th grade;
- continue to help each student through graduation from high school; and,
- help all students in a class, not just the ones who get the best grades.

REACHING MORE THAN 1 MILLION STUDENTS. The President's Budget calls for a \$140 million investment in new High Hopes partnerships in 1999, and an additional \$70 million for new partnerships in each of the years 2000 and 2001 (as well as continuation funds for the original partnerships). If each project begins with one sixth or seventh grade class, this would fund partnerships with 2,500 middle and junior high schools. If each project adds an incoming class each year, more than 1 million students would be served over five years.

WIDESPREAD SUPPORT. Everyone agrees, the High Hopes initiative is the way to go. More than 300 college presidents, 60 organizations (including Big Brothers/Big Sisters, NAACP, and a variety of other education and religious groups), and 68 members of the House -- Democrats and Republicans -- have endorsed the initiative.

DRAFT

DRAFT 8/21/97

ACCESS AND OPPORTUNITY FOR DISADVANTAGED STUDENTS

We are announcing today a major Administration initiative to encourage disadvantaged students to graduate from high school, and go on to college and successful careers. This initiative has three components: a new **Early Intervention Program** within the TRIO Programs; a new **Urban School, College, and University Partnership Program**; and **increased funding for the existing TRIO Programs**. This initiative will help make it possible for more people to take advantage of the new HOPE Scholarships and other student aid programs.

The first component is an addition to our TRIO family of programs, the **Early Intervention Program**. This will strengthen the federal commitment to assisting disadvantaged students by creating a new program which targets young persons for help at an earlier age — beginning in middle school. This program will provide the academic assistance, counseling and mentoring these young people need to set challenging academic goals and to go on to college. As we've stressed many times, in today's economy having at least two years of college is increasingly critical to a successful career. This initiative will help put these middle school students on the right track for college.

The second component is the creation of a new **Urban School, College, and University Partnerships Program**. We believe additional steps must be taken to assist the most problem-plagued urban schools that so many of the most disadvantaged students attend. This initiative will enlist the support of urban colleges and universities, along with their partners in business and the community, to help these urban schools solve the many problems they face. Both institutions of higher education and American businesses have a vested interest in ensuring that students are well prepared for the workforce. This component will help urban schools solve the systemic problems they face in achieving their educational mission.

The third component is **increased funding for the existing TRIO Programs**. These programs have had a long and successful history of helping disadvantaged students achieve up to their potential. Increased funding will allow these programs to assist even more students.

The new TRIO Program along with increased funding for the existing programs will boost the skills of disadvantaged students. The Urban Partnership Program will help the urban schools which serve these students solve many of the problems they face and thus do a better job of educating their students. These initiatives which are described below in greater detail are part of our proposal for reauthorizing the Higher Education Act and will be reflected in our budget for fiscal year 1999.

Together with what we currently are doing in the TRIO Programs, we are asking for an investment of \$623 million for fiscal year 1999.

DR

Early Intervention for Needy Students

The Federal TRIO Programs are designed to help low-income, first generation, and disabled students succeed in college by increasing participation and completion rates of disadvantaged students from middle through graduate school. The new addition to the TRIO family of programs we are announcing today, our **Early Intervention Program**, will provide intensive support to young people in their middle school years to assist them to aspire to and prepare for postsecondary education. This new program will provide a comprehensive array of counseling, mentoring, and academic support services. Our goal is to reach needy students at a critical stage in their academic career and prepare them for challenging academic courses in high school, as well as encourage them to plan for college.

Research shows that the knowledge, skills, and abilities necessary for students to prepare for college and careers begins to form during early adolescence — when students are in middle school or junior high. It is also during this time that educational expectations and aspirations largely are formed.

The gap in college attendance between the disadvantaged and those who are better off is still considerable. In part this is due to disadvantaged students not having adequate academic preparation, guidance on selecting courses, motivation to persist, as well as other factors. By investing in a program that begins when a student enters middle school, we believe we have the best chance in getting disadvantaged children on the right road to college and closing the gap in college attendance between the better off and the less well off.

For this new **Early Intervention Program** we are proposing for its first year of operation \$22 million. This will allow approximately 110 new grants to be made which will serve about 22,000 disadvantaged middle school students in FY99.

Helping Schools in Urban Areas

The **Urban School, College, and University Partnerships Program** is the second component of our initiative. Through this component we will encourage the formation of partnerships to address the systemic problems that confront urban education.

Urban schools face particularly severe problems and it is in these urban areas where many of our most disadvantaged students live. In addition to poor academic preparation, low educational aspirations, and often inadequate parent involvement in the schools, urban schools confront a host of additional problems which other schools are not confronted with to nearly as great a degree. Drug abuse, gang violence, teen pregnancy, high unemployment, and diverse student bodies often speaking many different languages are only some of the problems these urban schools face. These problems cannot be entirely solved by a student-focussed program like the Early Intervention Program. For this reason we believe that a program is needed which addresses the systemic problems confronting urban education.

DRAFT

The **Urban School, College, and University Partnership Program** will enlist the support of urban colleges and universities and the expertise they have, as well as local businesses, and community-based organizations to assist with the efforts to improve urban schools. These partnerships will work cooperatively and with widespread community-based support.

This new program will target those schools most in need, with the most disadvantaged and poorly performing students. Grants will be made to those urban colleges and universities with strong track records in working with urban schools, but who lack the resources themselves to implement solutions. As with all of our recent initiatives, this program will extend maximum flexibility to the partnerships to address the problems they identify and prioritize, and do so in the way they think is best.

Our proposed funding for 1999 of \$20 million will allow us to provide awards to approximately 61 urban partnership programs.

Increased Support for the TRIO Programs

The TRIO programs have a long and successful record of providing support and assistance to disadvantaged students, helping them complete high school and go on to college. For example, the TRIO Upward Bound and Student Support Services programs help low-income, first generation students complete high school, and enter and persist in college. Talent Search and Educational Opportunity Centers are less intensive TRIO programs serving disadvantaged persons from middle school through adulthood.

Recognizing the critical role the existing TRIO Programs are playing in improving the educational experiences of disadvantaged students, we are also proposing another increase in funding for the existing TRIO Programs. Funding for fiscal year 1999 for all of the TRIO Programs, including the new Early Intervention Program is proposed at \$603 million. This is an increase of \$78 million over our 1998 request. This will allow us to serve 60,000 more students than we are currently serving in these programs.

Since President Clinton took office, funding for the TRIO Programs has increased significantly, from \$388 million in 1993 to the current \$525 million, with increased appropriations proposed for each of the next two years.

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Access and Opportunity for Disadvantaged Students Program Funds

(dollars in thousands)

	FY 1997	FY 1998 request	FY 1999 proposed
TRIO Early Intervention Program	\$0	\$0	\$22,000
Urban School, College and University Partnerships Program	0	0	20,000
Existing TRIO Programs:			
Student Support Services	166,896	169,371	182,921
Upward Bound	178,805	182,017	217,192
Upward Bound/ Math Science Initiative	19,743	20,138	22,784
Talent Search	81,545	95,362	94,873
Educational Opportunity Centers	26,476	28,945	29,483
McNair Post- Baccalaureate Achievement	20,367	20,774	22,892
Other*	6,168	8,393	10,855
Total	\$500,000	\$525,000	\$623,000

* includes innovative projects, staff training, evaluation, and administrative expenses

Access and Opportunity for Disadvantaged Students Projects funded and Number of Participants

	FY 1997	FY 1998 request	FY 1999 proposed
TRIO Early Intervention Program			
<i>number of projects</i>			110
<i>number of participants</i>			22,000
<i>cost per participant</i>			
Urban School, College and University Partnerships Program			
<i>number of projects</i>			61
<i>number of participants</i>			n/a
<i>cost per participant</i>			
Existing TRIO Programs:			
Student Support Services			
<i>number of projects</i>	805	801	801
<i>number of participants</i>	179,478	179,478	179,478
<i>cost per participant</i>	\$0.93	\$0.94	\$1,020 e.r
Upward Bound			
<i>number of projects</i>	601	600	616
<i>number of participants</i>	44,740	44,700	45,584
<i>cost per participant</i>	\$4.00	\$4.07	\$4.76
Upward Bound/ Math Science Initiative			
<i>number of projects</i>	81	81	89
<i>number of participants</i>	3,722	3,722	4,094
<i>cost per participant</i>	\$5.30	\$5.41	\$5.57
Talent Search			
<i>number of projects</i>	319	347	347
<i>number of participants</i>	298,147	324,445	324,445
<i>cost per participant</i>	\$0.27	\$0.29	\$0.29
Educational Opportunity Centers			
<i>number of projects</i>	74	81	81
<i>number of participants</i>	156,686	166,640	166,640
<i>cost per participant</i>	\$0.17	\$0.17	\$0.18
McNair Post- Baccalaureate Achievement			
<i>number of projects</i>	99	99	106
<i>number of participants</i>	2,500	2,500	2,650
<i>cost per participant</i>	\$8.15	\$8.31	\$8.64
Total			
<i>number of projects</i>	1,979	2,009	2,211
<i>number of participants</i>	685,273	721,485	744,891

EXAMPLES OF URBAN PARTNERSHIPS

Project STEP/University of California at Irvine

For 15 years, the University of California-Irvine, along with its partners California State University-Fullerton, Chapman University, and Rancho Santiago Unified School District, began the Student/Teacher Educational Partnership (STEP) for the purpose of improving the academic preparation of the district's 50,000 students. This project tackles the problems of the entire school district rather than those at selected schools or among selected groups of students. STEP acts as an administrative framework that secures funding for programs; filters, screens, and coordinates potential programs; networks members; and disseminates information about the partnership.

Arizona State University/Project PRIME

The *Project to Improve Minority Education (PRIME)* is an outstanding example of collaboration between a college and corporate and higher education sponsors. *Project PRIME* is a partnership among the Hispanic Higher Education Coalition, the College Board, the Educational Testing Service (ETS), American Express, the American Honda Foundation and Arizona State University. It is a multifaceted program with an important focus on improving the math/science curriculum in 90 high schools in the Phoenix area. Three major components:

- o Algebridge, an advanced math program, teaches 7th-and 8th-grade students algebraic concepts in their lower-level math classes.
- o Math-science program for students exhibiting special potential to succeed in these fields
- o Options for Excellence for 11th and 12th graders making available advanced placement courses in 14 subjects ranging from the arts and foreign languages to math, science and the social sciences.

The Community College Preparation Program/Columbus

Columbus State Community College recognized that a great many academically able high school students, especially those of minority or Appalachian descent and economically disadvantaged students, rule out college as an option in their futures. In 1987, in an effort to counter this trend, the community college and West High school collaborated to form the Community College Preparation Program. As of 1991-91 CCPP served about 120 students in Schools. The goals of CCPP are to reach out to able but disinterested students and assist them with an integrated, enriched college-preparatory high schools curriculum, ensure they get a strong foundation in math and science, and encourage them to aim high and apply to college.

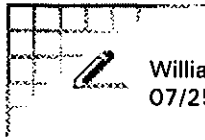
Accelerated Schools Program/Stanford

This Stanford University program targets disadvantaged elementary and middle schools and tries to strengthen their school structure and core curriculum. It establishes peer tutoring, arranges for continuing education for teachers and emphasizes parent involvement in school learning activities. One hundred and forty public elementary and middle schools nationwide participate. The program is intended to promote organizational, curricular, and instructional strategies that contribute to increased expectations, greater confidence of at-risk students, more inspiring school experiences and increased empowerment of teachers and parents.

Alverno College/Wisconsin

At Alverno College, the School of Education has implemented several critical improvements in its teacher education program. It has incorporated performance assessment across the curriculum so that future teachers will understand the power of assessment to support learning. Alverno students also help teachers in the Milwaukee Public Schools to integrate student performance assessment in mathematics, science, communications, and arts courses. The School has also increased its emphasis on the use of technology as a tool for learning. Alverno has also revamped elementary and secondary methods courses to help students understand how to create integrated curriculum units that focus on students' knowledge and their ability to apply knowledge in a variety of concerns.

Race - minority enrollment -
univ. partnerships



William R. Kincaid
07/25/97 06:46:38 PM

Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Michael Cohen/OPD/EOP
Subject: School-University Partnerships in California

You had asked me to follow up on Sylvia Matthews' question about new partnerships being developed between University of California campuses and low-performing schools. Here is a some more detail and a status report. I will also fax you a recent news article on this.

The plan of the University of California's Outreach Task Force, as amended based on public comment, was approved by the UC Board of Regents on July 18. One of the specific recommendations made by the task force was the creation of university-school partnerships along the lines discussed in recent news articles, with each campus partnering with several disadvantaged high schools and feeder elementary and middle schools. The goal of these alliances would be to double the UC attendance from each participating partner high school. Key elements of the partnerships would include high standards, improvements in teaching, use of technology, and a strong focus on community and parental involvement. In describing the suggested partnerships, the task force report highlights some specific examples of existing collaboratives, such as the Monterey Bay Educational Consortium (MBEC), which focuses on early literacy, teacher and administrator training, expansion of technology and communications, and raising public awareness and support of educational programs.

The task force report envisions establishing partnerships with 50 high schools across the UC system, involving an additional 100 middle schools and 300 elementary schools, with each partnership receiving approximately \$370,000 annually (primarily to support improvements in teaching, including preparation and recruitment, retention, and professional development of teachers).

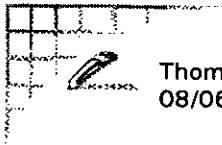
Other major recommendations made by the task force include expansion of academic development programs which support special academic enrichment opportunities for disadvantaged students and the adoption of best practices, as well as the expansion of programs to provide high quality information to students, families, teachers, and counselors in order to improve student planning and preparation for college.

While the task force report calls for spending approximately \$60 million each year on additional outreach activities overall, only a small fraction of that funding is currently available to UC, with the rest of it to be sought from the federal and state governments, foundations, and the schools served. It is very likely that some of the partnerships that grow

out of this initiative could eventually qualify to participate in the teacher recruitment program contemplated under our new Title V proposal. Individual UC campuses now have through the end of the year to submit detailed plans to respond to the report's recommendations.

While the effort in California is primarily in the planning stages now, there are some interesting models described in the report. Please let me know if you would like me to follow up on this further.

Rau - minority enrollment -
university partnerships



Thomas L. Freedman
08/06/97 09:51:27 AM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc:

Subject: Urban Schools/Civil rights

I've sent over to you a draft from the Department of Education of a possible piece of the Higher Education Reauthorization Act that has positive implications for Hopwood/209 type problems. The "Urban Community Partnership Program" is a new program that would establish partnerships between "urban institutions of higher education and urban elementary and secondary schools." It also encourages private-public partnerships. Two problems that can be fixed: 1. the program is pretty vague as to goals-- I think it should be explicitly to help urban students prepare to go to schools of higher education, not just to improve the urban schools. 2. The money is undefined-- Bill K. says probably about \$20 million. I would think it probably has to be larger, or at least a demonstration project, if the idea is to take on a problem of this magnitude.

Kincaid sent it over to me. He assures me they will hold it until we have a chance to comment some more.

II. Our giant meeting of the agencies that do civil rights legal and administrative work is turning a little botched for this week. I'd prefer to be there physically for this one, but am gone for next week. Can it wait till a week from Monday? Alternatively, we can set the meeting up for next week, and I will phone into it. That way they will get started sooner...

regards, Tom

Education - chahla Fattah
and
Race - minority outreach
Partnerships

[DRAFT SPERLING MEMO TO POTUS 8/22]

OVERVIEW

Your advisors (NEC, DPC, OMB, and Education) have reviewed and analyzed Congressman Fattah's "21st Century Scholars Act." We are in agreement that the idea has enormous appeal, but that due to budget, efficiency, and implementation problems, we do not recommend adopting its central element: a "guarantee" of a future Pell Grant. (Congressman Fattah is aware of the problems that have arisen in our analysis).

We agree, however, that the Fattah legislation points out two critical needs: (1) low-income families need to know more, earlier, about the financial aid that is available for college; and, (2) students at high-poverty schools need more academic support, mentoring and other encouragement to attend college, starting *before* the high school years. This memo lays out two options for addressing each need:

Options for getting out the word about Federal aid:

1. A creative national campaign celebrating the universal availability of college through the education tax cuts, Pell Grant increases, and student loan improvements, with a concentrated effort aimed at high-poverty schools and low-income families.
2. A national campaign as in option A, but with a gimmick aimed at the poorest schools: a *promise* of at least \$21,000 in grants *or loans* over five years (an amount that everyone is already eligible for in loans, assuming the programs remain in effect).

Options for bringing early intervention services to more high-poverty middle and junior-high school students:

- A. An extension of current TRIO programs such as Upward Bound and Talent Search, which are administered by community groups and colleges.
- B. Promoting partnerships between colleges and high-poverty schools, through both new Federal grants and allowing colleges to spend funds they currently administer in a revolving loan fund (the Federal Perkins Loan

program).

Recommendations: On the information campaign, I think the "guarantee" continues to have appeal, so I prefer option 2 as an approach that would increase the effectiveness of the information campaign in poor areas, and allow us to capitalize on the interest in the Fattah bill. [OMB strongly feels that the promise is not necessary for the campaign to be effective and that it adds administrative complexity. DPC thinks that a promise to an existing entitlement does not add enough to be worth the effort. Education? . . .]. On the early intervention program, all of your advisors recommend the school-college partnerships as the best approach.

not quite -
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whole to
vitriole

INTRODUCTION

A number of private programs have had success in improving educational outcomes for impoverished youth by guaranteeing -- at an early age -- that the money will be there for college if they choose to go. These programs are based on the theory that middle- and upper-class families benefit enormously from the family and school expectation that they will be graduating from high school and attending college. At high-poverty schools, where dropout rates are high and few parents have college degrees, these expectations are absent. These early intervention programs aim to change those expectations. Many of the programs stress that, while the financial aid is an important hook for the child and family, additional mentoring, tutoring, and other support services are a key to success.

Rep. Chaka Fattah (D-Penn.) has introduced legislation to establish a large-scale, national effort of this type. He would guarantee a maximum Pell Grant to all of the children graduating from high-poverty elementary schools (75% poverty). The "21st Century Scholars Act" would provide these students with:

- an entitlement to four years of the maximum Pell Grant at the time the promise is made or at the time the student attends college, whichever amount is higher;
- an annual notice from the Department of Education reminding the student and family of the future availability of the college aid; and,
- automatic *eligibility* for services under current (TRIO) early intervention, mentoring, counseling and other services.

The Education Department estimates that the Fattah legislation would apply to 7,300 schools with about 500,000 sixth graders (approximately 15% of the national total). Assuming inflation-based increases in the maximum Pell Grant, each of these students in the sixth grade in 1998-99 would be promised a total of almost \$14,000 in aid over four years.

The Department estimates that on average, this type of program could increase college participation rates by this population by about 8 percent, meaning that just over half of the students would use all or a portion of the promised aid. (Without this program, 45 percent of these students would be expected to enroll in some type of postsecondary education within two years of graduating from high school.¹ Just under half of those students would be expected to still be enrolled by the fourth year of college.² With a successful early intervention program, the Education Department estimates that college enrollment rates for this population could be increased so that they matched the enrollment rates for students at schools with 31-50 percent low-income students -- an increase of 8 percentage points, to 53 percent.)

While this increase in enrollment may seem low, college is only one of the intended outcomes of early intervention programs. They also seek to promote high school completion, job readiness, and lower incidence of drug abuse and delinquent behavior.

Rep. Fattah introduced his bill on February 13. As of July 17, he had 93 cosponsors, including seven Republicans (Christopher Shays, Ken Calvert, J.C. Watts, Jr., Richard Baker, Joe Scarborough, David McIntosh, and James Greenwood). On June 5, he testified before the House Education and the Workforce Committee's postsecondary subcommittee and received a warm reception from both sides of the aisle. The House hopes to move a bill reauthorizing the Higher Education Act by the end of this year. No companion bill has been introduced in the Senate.

An article in the *Chronicle of Higher Education* on July 11 noted the bipartisan support for the concepts in Rep. Fattah's bill, but also cited specific concerns that:

- it does not provide for the support services (tutoring, mentoring, etc.) that are needed for the proposal to be successful;
- it may guarantee help to too many non-needy students; and,
- it is a new entitlement, which many would oppose solely on that basis.

ANALYSIS

There are a number of issues and concerns to consider with respect to the Fattah legislation:

1. Inefficient targeting and higher-than-expected cost

Supporters have argued that virtually any student at a high-poverty school probably would have qualified for a full Pell Grant anyway, even without the guarantee -- therefore, the program **only** costs money if it is *successful* in encouraging youth to go to college. The data do not bear this out: more than **half** of the cost of this program would be for students who would have gone to college anyway but wouldn't have gotten as much aid as the guarantee is providing. It appears that many families who are **poor** when their children are in middle school, improve their financial situation somewhat by the time their children graduate from high school. In addition, the students who go to college are more likely to be from the relatively higher income families. The Education Department estimates that the outlays associated with the first cohort of sixth graders would be \$2.45 billion. These outlays (which begin in the 2005-6 school year and are spread over the following three years) would be composed of:

- \$761 million, or 31%, for Pell Grant amounts that would have been spent anyway on these students who **would** have gone to college anyway;
- \$370 million, or 15%, for students who attend college **because of** the promised aid (students induced by the program); and,
- \$1,320 million, or 54%, for additional aid provided to students who would have gone to college anyway but **would not** have been eligible for the full \$3,000 (or would not have received a Pell Grant at all).

The *added* cost, therefore, from **this** first group of sixth graders, is \$1.7 billion over four years. (Viewed on an annual budget basis rather than by cohort, as each of the first four cohorts get phased in, the added annual outlays will increase to \$1.7 billion by the fourth year after the first group graduates high school and attends college, then will increase each year roughly by inflation.) *More than three times as much additional money is spent on students who already would have attended college than is spent on those who attend college because of the aid.*

2. Need for additional support services

Research has shown that mentoring, counseling, tutoring and support services are *essential* to prevent students from dropping out of school and to increase their academic preparation and aspirations that lead to college. Rep. Fattah's proposal does not expand the availability of early intervention services (it simply makes participants eligible for the few programs we fund now). But without those services, the early Pell Grant promise *probably will not have a significant impact*. The I Have a Dream program estimates that the support services for each new cohort, provided primarily by volunteers, cost about \$150,000 for a coordinator and other expenses. For the 7,300 high-poverty schools, the cost of this type of

program of support services would be \$1 billion (per year). Education thinks this estimate is low.

3. The issue of a new entitlement

The Fattah legislation is written as an entitlement, and in order to comply with the budget agreement, the proposal would at least need to remain on the mandatory side of the budget.³ As an entitlement, the proposal could be portrayed as (1) another potential area of runaway spending, and (2) a gimmick to provide promises now for spending that is outside the 5-year budget window.

4. Inequities and perverse incentives

As with empowerment zones and any other effort to draw a line around a "very" poor area, there will be some apparent inequities. A school with 76 percent poverty will get the benefit, while a 73 percent poverty school nearby will be denied it. In addition, school populations change, so a school may be part of the program one year, then be denied the next.

In addition, there would be inequities among students at a school: Most sixth graders attend a different school within 1-3 years. At most of the higher-poverty junior high and high schools, not all of the students will have come from the highest-poverty elementary schools. There could be some odd incentives as well. If a student who attends a particular school for one part of one year can get a promise of at least \$14,000 in financial aid, someone will find a way to game the system. It may even create incentives for further concentration of poverty in order to provide the Pell Grant promise to poor students who had attended a school with a lower concentration of poverty.

5. Entitlement without Accountability

Some of your advisors object to providing expanded college aid without demanding more from students (and schools) before they reach college. The Fattah proposal does not require any particular level of achievement or high-skill curriculum. Indeed, it does not even require high school graduation (since Pell Grants are available to non-high school graduates for job training and remedial courses in some circumstances).

OPTIONS

We attempted to develop approaches to the 21st Century Scholars Act that would patch up the various problems and improve targeting, but were not able to find a satisfactory approach. In the meantime, Congressman Fattah has become

aware of some of the difficulties associated with his approach, and has suggested alternatives that look more broadly at the grants *and loans* that students are currently eligible for. He also agrees that additional early intervention efforts are critical to the success of any plan.

Below we provide two options for getting information out to more families about the availability of Federal financial aid, and two options for expanding early intervention in middle and junior-high schools.

Options for spreading the word about financial aid for college

1. A NATIONAL CAMPAIGN. Low-income students often receive far more financial aid than just a Pell Grant. Indeed, *everyone*, regardless of income, qualifies for \$17,125 or more in Federal loans over four years of full-time college attendance. In addition, many colleges would include supplemental grants, state grants, work-study, and other assistance in the total financial aid package for a low-income student. Therefore, a campaign that focuses on a Pell Grant guarantee actually *understates* the amount of aid that a child at a high-poverty school could expect if they were to go to college.

This argues for a creative campaign for informing all families, but particularly low-income families, of the package of financial aid for which they would qualify. Many have long argued that we should recruit people to college with the same vigor that we recruit for the armed forces: everyone should know that **"you already qualify for at least \$17,000 in aid to go to college."** This campaign could include:

- Producing PSAs and/or paid media touting the availability of aid for college, linked to an expansion of the current toll-free information line.
- Providing free user-friendly computer programs that provide sample financial aid packages based on the user's income. These could be provided through schools as well as kiosks that could be set up in employment and social services offices.
- Training AmeriCorps and/or others for a concentrated sweep of high schools and/or middle schools in poor areas to provide high-tech presentations on the availability of college aid.
- Naming a steering committee of a diverse group of celebrities and role models who commit to reaching out to encourage college attendance.
- Securing a commitment of funds and activity by corporations and/or foundations. (For example, the electronics industry is interested in doing more to get students, especially minorities, into computer fields).

- Identifying families that would qualify for Pell Grants and other aid through the IRS, social service offices, or other sources. Mail them a simple postcard that invites them to call or write to get more information about college opportunity. Provide a method for hooking up interested families with counselors at colleges. (In other words, recruit them in the same way that some of the trade schools do).
[EDUCATION: HOW MUCH SHOULD BE SET ASIDE FOR THIS? IS THERE ALREADY AUTHORITY FOR IT?]

Arguments for option 1:

- An education effort has never really been tried. That's where we should start.
- Particularly with the successes in the budget agreement, the Federal government already has a strong financial aid system, particularly for the poor. We should spread the news rather than undermining our win with the message that aid is not secure enough.
- The campaign could begin without any additional Congressional action.

Arguments against option 1:

- A guarantee sends a stronger message. (The poor are skeptical about the staying power of Federal programs. If it's not an iron-clad guarantee, it may not have the desired impact.)

2. A NATIONAL CAMPAIGN WITH A PROMISE FOR THE POOR. Instead of focusing solely on Pell Grants, this option would turn the Fattah idea into essentially a packaging of the current Pell Grant and student loan programs (Congressman Fattah has suggested this approach in conversations I have had with him). Students at the middle and junior high schools that feed into the 2100 poorest high schools would be identified as "21st Century Scholars" and provided with a promise of *at least* \$21,000 in college aid over five years.

Cost: This approach has minimal budget impact because any student, regardless of income, is *already* eligible for at least \$22,625 in loans for five years of full-time college attendance -- and the loan programs are already entitlements. The only budget implication is that these students will be guaranteed that they will not be affected by any elimination of the loan programs or reduction in loan limits 5-10 years down the road. That does not result in significant increased outlays other than the extension of the loan programs for these students beyond the current authorization. [EDUCATION: WHAT INCREASE WOULD THE INDUCEMENT EFFECT CAUSE?]

Number of students: [NEED ED's ANALYSIS] 2100 high schools represent about 14% of all of the high schools in the country, so this approach would cover roughly the same number of students as the original Fattah legislation (15% of students in 6th grade). By starting from the poorest high schools, and working back to [ABOUT HOW MANY?] feeder schools, it improves the ability to follow the students through their school years..

Arguments for option 2:

- It allows for a simple message to poor students: you have \$21,000 at your disposal for college, if you get through high school successfully.
- The aid is iron-clad guaranteed, allowing us to tell families that they can absolutely count on the help.

Arguments against option 2:

- This detracts from our message that we have opened up college opportunity to all. The \$21,000 promise creates the impression that this aid is only available to these students, when in fact everyone is eligible for at least that much.
- The promise would need to be tracked administratively (just in case), even though it will likely never need to be invoked.
- (This would require statutory authority,) and any fight on the issue could undermine our message that the aid will be available for those who need it.

Options for expanding early intervention

A. EXTENSION OF TRIO. The Education Department already spends \$500 million (FY 1997) for intervention efforts to help disadvantaged individuals prepare for and succeed in college. The largest program, Upward Bound, provides grants to community groups and colleges for programs that provide high school students with academic enrichment, summer college experience, and other services. The program, serving 44,700 students, has a high cost -- \$4,000 per participant. But the investment pays off: preliminary results from a scientific (random assignment) evaluation show [need to fill in].

This option proposes an investment of \$200 million to provide services to approximately 50,000 students in FY 1999, ramping up to \$300 million in FY 2000 and \$400 million in FY2001, serving 100,000 students. Current Upward Bound programs that propose to reach further down into middle and junior high schools

would receive a priority in funding.

Arguments for option A:

- Extends a *proven* program, giving us greater confidence that there will be positive results.
- The group representing current TRIO program, a strong lobby, would support the significant increase in funding (as long as its membership is favored in receiving the grants).

Arguments against option A:

- The Federal government covers 97% of the cost of Upward Bound programs. Extending that approach eliminates the possibility of leveraging more of a contribution from colleges. }
- Upward Bound only works with selected disadvantaged students. By starting in middle school, it is critical to focus on *all* children. This whole-school or whole-cohort approach requires different strategies than those used by the current Upward Bound grantees.
- The budget is very tight in FY 1999. Any new investment reduces the pot of funds available for existing programs (such as Pell Grants) or other new initiatives.

B. SCHOOL-COLLEGE PARTNERSHIPS. This option adopts the view that colleges should be doing more to connect with students at high-poverty schools no later than the middle school years. Through partnerships with those schools, colleges can encourage students (and their families) to choose a demanding academic program, while the college provides academic enrichment and intensive mentoring, tutoring and other support services. ✓

College involvement is critical because they have the tools, the expertise, and the stability to commit to a long-term project, and to provide the monitoring needed to ensure its success. They know what academic preparation they need from schools, so are in a good position to work with high-poverty schools to improve and supplement their curriculum, to prepare students for success in college. While in some cases mentoring might be provided by undergraduate students, universities also can tap alumni, businesses, and other community resources to get serious commitments of time for the effort. Finally, it is critical that there always be a full-time, serious and energetic coordinator running the efforts.

Stronger school-college partnerships would not only serve to promote college-going, they could also help to bring higher standards to impoverished schools. (This is also a perfect complement to America Reads: while the reading tutoring effort starts with parents of young children and works through the early elementary years to lift up student achievement in reading, this partnership would reach down from the university level, and help to pull those same children along into high hopes and high achievement in all subject areas.)

Under this approach, the Federal government would encourage and partially fund partnerships between colleges and high-poverty schools or school districts. These would consist of:

- **Partners:** Each partnership would at least include a high-poverty high school, its feeder schools, and a degree-granting institution of higher education. Most would also include businesses and/or a community groups which may provide supplemental funds and/or may be a source of mentors and other assistance for the children.

[HOW SHOULD WE IDENTIFY HIGH-POVERTY SCHOOLS/DISTRICTS? SHOULD IT BE FLEXIBLE, PURSUANT TO REGS?]

- **An Academic Plan:** The school would agree to offer a curriculum that prepares students for college.
- **Support Services:** The college would agree to provide structured, long-term supplemental academic enrichment, mentoring, tutoring, and other assistance to all students starting not later than the eight grade.
- **Financial Aid information and bonus:** The partnership would provide financial aid counseling, and could provide financial incentives for students to stick with the program, take the right classes and/or to get good grades. (In some existing programs, colleges guarantee admittance and aid if students reach certain goals in high school).

Funding. This option would aim for \$400 million in funding through (1) aiming to get colleges to use \$250 million of the Perkins Loan revolving funds for this purpose, and (2) asking for another \$150 million in the FY 1999 Budget for areas that do not have significant Perkins funds. If the partnership cost an average of \$400,000 [EDUCATION WANT TO TAKE A STAB AT ANOTHER NUMBER? Upward Bound is \$300,000 per project, but only serves 74 participants each], this would fund 1000 partnerships.

Using the Perkins Loan funds. 2700 institutions of higher education [need

break-down by sector]4 currently administer a total of \$6.5 billion in Perkins Loan revolving funds. These funds have built up from Federal contributions and matching funds over the past 40 years. Each year, about \$750 million is repaid by students. Colleges put in another \$250 million in matching funds, making \$1 billion available for lending again. With the expansion of loan limits and eligibility in the Direct and Guaranteed programs over the past few years, Perkins has diminished in importance (the other programs are 30 times larger), but political inertia has kept it alive. Your budgets have alternately proposed cutting or straight-lining any new Federal contributions (for FY 1998 you proposed level funding at \$158 million). In the past several years, some of the colleges have floated the idea that the program could end if they could keep the money to spend in other ways. [ED: HOW MANY STUDENTS WHO GET PERKINS HAVE NOT MAXED OUT ON STAFFORD? HOW STRONG IS OUR CLAIM THAT IT ISN'T ALL NEEDED?]

Under this option, colleges would be *allowed* to spend these funds to create or expand early intervention partnerships with schools. The Education Department expects that many would choose to do so, because (1) the program is not as needed as it used to be, (2) it is expensive to administer (the colleges pay for collection of the loans), and (3) the colleges give lip service to early intervention and this would give them the opportunity to put money where their mouths are.

Like the work-study component of America Reads, you would challenge colleges to participate, while also providing a way for them to more easily pay for it. We could start with a steering committee of college presidents who pave the way and encourage their colleagues to sign on. If we got colleges with half of the funds (much is concentrated in some of the large universities) to commit half of that to early intervention, that would represent a \$250 million investment.]

Additional appropriations. Using the Perkins funds is not sufficient because they are not evenly distributed across the country -- the older, larger, more elite state and private universities have the bulk of it. The southwest and areas that rely more on lower-cost state and community colleges would be under-served if we do not create an alternative pot of funds to make grants to them for the same purpose.

Arguments for option B:

- Guarantees the provision of mentoring, counseling and support services that many say are critical to the success of early intervention programs.
- Provides colleges with a way of partnering with high-poverty schools in a way that may be less threatening, and ultimately more productive, than explicit school reform efforts.

- Given the tight appropriations, may be more likely to be adopted than option A.

Argument against option B:

- Using the Perkins Loan fund invites opposition by that program's supporters (including the contractors who collect the loans).

RECOMMENDATIONS

[On the information campaign, I think the "guarantee" continues to have appeal, so I prefer option 2 as an approach that would increase the effectiveness of the information campaign in poor areas, and allow us to capitalize on the interest in the Fattah bill.] [OMB strongly feels that the promise is not necessary for the campaign to be effective and that it adds administrative complexity. DPC thinks that a promise to an existing entitlement does not add enough to be worth the effort. Education? . . .]. On the early intervention program, all of your advisors recommend the school-college partnerships as the best approach.

Rac - minority enrollment -
university partnerships

8-22 Mtg on Minority enrollment

\$21,000 over 5 yrs of student aid - loans or grants
plus what exists now.

Focus on ²¹⁰⁰ schools - promote college/school partnerships
\$150,000 per school "cohort" - for the six yrs.

6th → 12th gr.

assumes split out of matching

\$315 in each yr. - for 2100 schools.

OR

\$500 per yr per kid ~~is~~ for sticking w/ a
certain kind of program.

colleges/univers would provide This program too

mentoring
counseling

Race - minority enrollment -
university partnerships

DRAFT
8/18/97

Budget Summary Information
Urban Community Service Program
School, College, and University Partnership Program
Urban School, College, and University Partnership Program

HEd Act -
136-146
~~Part~~
Non-student Aid -
A16

Urban Community Service Program

The program addresses a very wide array of urban social problems. The administration has argued that efforts to solve the social and economic problems of urban areas are more appropriately addressed under programs and budgets of other federal and state agencies.

FY 1998

Administration request 0
House action to date 0
Senate action to date \$4.9m

	FY 1997	FY 1996	FY 1995
Appropriation	\$9.2m	\$9.2m	\$10.0m
Administration request	0	0	\$10.5m

This program has been funded at close to the same levels since 1992. The administration has not sought funding for the Urban Community Service Program since Fiscal Year 1995.

School, College, and University Partnership Program

This program supported partnerships between institutions of higher education and secondary schools serving low-income students to support programs to improve academic skills of secondary school students, increase their opportunity to pursue postsecondary education, and improve prospects for employment. Businesses and other organizations could also participate in the partnership.

The School College, and University Partnerships Program was funded in Fiscal Years 1988 through 1995. The administration requested funds for each of these years. The administration also requested funds for Fiscal Year 1996 (\$3.9m), but funds were not appropriated. Funding for the program has not been requested by the administration since FY 1996.

In the final three years of funding (FYs 1993-1995) funding was in the amount of \$3.9m. These funds supported continuation funding for incumbent grantees (non-competing continuations). The last year in which new awards were made under this program was 1992 when 14 new grants were made.

not funded for some years

proposing 20m →
\$300,000 per ← 60 partnerships
sch colls + schools come up w/ proposals together. wide range of activities

Urban School, College, and University Partnership Program

This new program will incorporate elements of both the School, College, and University Partnership Program, and the Urban Community Service Program. The administration has for some years recognized that the existing Urban Community Service Program has an overly broad and ambitious focus. However, a program which addresses the needs of urban education is considered critical in view of the serious needs confronting urban schools. Urban postsecondary institutions will remain eligible grantees under the new program.

The partnership model of the School, College, and University Partnership Program, along with the diminishing federal cost, are incorporated into the new program. Like the SCUP Program, this new program will foster partnerships between institutions of higher education, schools, businesses and community-based organizations.

If funded at \$20m, this program would support approximately 60 grants.

Urban School, College and University Partnerships Program

The purpose of this new program will be to establish lasting partnerships between urban institutions of higher education, community-based organizations and businesses, and urban elementary and secondary schools. Federal support will assist these partnerships in addressing systemic problems confronting urban schools and allow them to better serve their students.

Why a program with an urban focus

Urban schools face many problems common to schools generally, particularly those in areas of high poverty. In part, these include: poor academic preparation and low skill levels on the part of students, low educational aspirations, lack of parent involvement, and lack of good role models. In addition, schools in urban areas more than others are burdened with confronting a number of difficult social problems which spill over into the school environment such as violence, drug abuse, and crime. These problems are reflected in generally lower scores on achievement tests, higher dropout rates, and lower rates of attendance in college.

Many of our urban institutions of postsecondary education have a history of active involvement in the community to help alleviate urban social problems. This program builds upon and further supports the efforts these urban institutions have made. Because of their proximity to urban elementary and secondary schools, urban colleges and universities are uniquely situated to carry out the purposes of this program.

Target Schools

Those urban schools which have a high-percentage of under-performing students will be the focus of this program. Compared to other urban schools, the schools assisted will be those with the most compelling problems and the most in need of assistance beyond programs which are currently available.

Target Activities

The program will provide considerable grantee flexibility in addressing problems of urban education. However, the proposed statute includes known areas on which the partnership might work, such as: (developing programs of counseling, mentoring, and tutoring; improving the use of technology; and developing programs for parental involvement.) In order to make the program consistent with requirements of the Government Performance and Results Act, grantees will identify quantifiable criteria for selecting the partner schools and assess their performance against measurable goals.

Partnerships

The Urban School, College, and University Partnerships Program will target for award those urban colleges and universities that have a track record of working with their community. This program will assist these schools in furthering their partnering efforts. The partnership base will be further broadened by including community-based organizations, businesses, and other local groups. One of the measures established for the program is the continuation of these partnerships beyond the term of the grant. The program will promote long-term investment by urban colleges and universities, as well as businesses and community groups, in solving the problems of urban education.

Urban Community Partnership Program

The existing Urban Community Service Program will be reauthorized as the Urban Community Partnership Program. The new program will establish partnerships between urban institutions of higher education and urban elementary and secondary schools to improve the performance of these schools. The inclusion of additional partners such as businesses, community-based organizations, etc. will be encouraged.

This partnership program recognizes the important role that urban postsecondary institutions can play in their community to improve the performance of elementary and secondary schools and help students better prepare for postsecondary education and successful careers.

➤ Partnerships

A written partnership agreement will be included as part of an application under this program. This agreement will identify not only the individual partners, but the rationale for choosing the particular urban schools with which to work, as well as the educational issues the partnership will address.

➤ Activities supported under this program

Unlike the current Urban Community Service Program, this new partnership program will focus exclusively on addressing problems of urban education. Funds will be used to assist urban elementary and secondary schools having a high percentage of under-performing students to eliminate the barriers these schools face in achieving their educational mission.

(Grantees will have considerable flexibility in the activities of the funded partnerships, such as program design and development, training, improving the use of technology, sharing resources, etc.)

➤ Cost-sharing; grant duration

Federal funds will provide no more than 70 percent of the total costs of the project in the first year; 60 percent in the second year, and 50 percent in subsequent years. Partnerships may be funded for up to five years.

➤ Urban area; eligible urban institution

"Urban area" means a metropolitan statistical area having a population of not less than 350,000. To be eligible, institutions must be located in an urban area, draw a significant percentage of their students from the area, and demonstrate a clear commitment to the community.

"USE OF FUNDS"

"SEC. 534.(a) IN GENERAL. — (1) Funds under this part shall be used to assist elementary and secondary schools in urban areas that serve a high percentage of under-performing students to eliminate the barriers these schools face in helping their students achieve their academic potential and prepare for and pursue a postsecondary education.

"(2) Activities described under paragraph (1) may include:

"(A) design, development, and implementation of innovative programs which address urban education problems targeted by the partnership;

"(B) establishing programs of academic and personal counseling, mentoring, tutoring and other student support services;

"(C) establishing programs to foster and improve parental involvement;

"(D) establishing programs to ameliorate problems affecting the school environment such as violence, drug use and those problems associated with diverse and under-prepared student populations;

"(E) improving the use of technology, including training and support in the use of technology, sharing of technological resources and the acquisition of equipment for use in partner schools;

"(F) training faculty and staff of partner schools;

"(G) curriculum design and development, and development of pedagogical approaches which are designed to meet the needs of disadvantaged students;

"(H) sharing or joint use of resources; and

"(I) such other activities as will accomplish the purposes of this part.

(3) Funds under this part may not be used for programs whose primary purpose is to meet postsecondary education degree requirements, such as student teaching or practica.

"(b) STUDENT PARTICIPATION. — Institutions of higher education are encouraged to place students receiving funds under Title IV, Part C in grant-supported projects.

**School, College, and University Partnerships Program
Funded Projects
1995-1996**

Alabama

Grantee:

*John C. Calhoun State Comm. Coll.
Decatur, Alabama 35609-2216*

Contact Person:

Chris Hamilton
John C. Calhoun State
Community College
P.O. Box 2216
Decatur, Alabama 35609
205-306-2619

Arizona

Grantee:

*Arizona State University
Tempe, AZ 85287-0611*

Contact Person:

Dr. Edward A. Nelsen
Arizona State University
Box 871611
Tempe, AZ 85287-0611
602-965-6529

*Northland Pioneer College
Holbrook, AZ 86025*

Jim Richmond
Navajo County Comm.
P.O. Box 610
Corner of First and Hopi
Holbrook, AZ 86025
602-537-2976 x311

California

Grantee:

*California State University
Carson, California 90747*

Contact Person:

Gary R. Levine
Division of Extended Ed.
Dominguez Hills Fdn.
1000 East Victoria Street
Carson, California 90747
310-516-3727

*California State Univ., Sacramento
Sacramento California, 95819*

Christy Jensen
Public Policy and
Administration Program
6000 J Street
Sacramento, CA 95819
916-278-6557

*East Bay Consortium of
Educational Institutions, Inc.
Oakland, California 94606*

Delores Jaquez
East Bay Consortium of
Educational Institutions, Inc.
314 East Tenth Street, Room 9
Oakland, California 94606
510-836-8367

*Merced College
Merced, California 95348*

Marvin Smith
Merced College
3600 M Street
Merced, California 95348
209-384-6202

Illinois

Grantee:
Northeastern Illinois University
Chicago, Illinois 60622

Contact Person:
Richard Rutschman
Bridges to the Future Program
Northeastern Illinois Univ.
Chicago Teachers' Center
770 N. Halsted St. 4th Floor
Chicago, Illinois 60622
312-733-7330

New York

Grantee:
New York University
New York, New York 10003

Contact Person:
Dr. John Devine
Project Praise
New York University
Metropolitan Center for Urban
Education
32 Washington Place, Rm. 72
New York, New York 10003
312-998-5120

State Univ. of N.Y at Fredonia
Fredonia, New York 14063

Toni V. Vesotski
Director, Project SAFARI
State Univ. of N.Y at Fredonia
E276 Thompson Hall
Fredonia, New York 14063
716-673-3245

Rhode Island

Grantee:

*University of Rhode Island
Providence, R.I. 02908*

Contact Person:

Kathleen A. Dodge
University of Rhode Island
Urban Field Center
22 Hayes Street, Room 105
Providence, R.I. 02908
401-277-3982 5734

SCHOOL, COLLEGE, AND UNIVERSITY PARTNERSHIPS (SCUP) PROGRAM
LEGISLATIVE AND FUNDING HISTORY

The Higher Education Amendments of 1986 (P.L. 99-498), October 17, 1986

The Higher Education Amendments of 1986 authorized the School, College, and University Partnerships program under Title V of the Higher Education Act of 1965, as amended. The statute stated that the purpose of the program is to encourage partnerships between institutions of higher education and secondary schools serving low-income students, to support programs that improve the academic skills of secondary school students, increase their opportunity to pursue postsecondary education, and to improve their prospects for employment after secondary school.

The program had two components: a university/secondary school matching grant program and a community college pilot project program that limited participation to the four colleges listed in the authorizing statute. Funding preferences were given to projects that met two or more of the following priorities: (1) Projects serving predominantly low-income communities; (2) projects conducting programs during both the regular school year and the summer; and (3) projects serving educationally disadvantaged students, potential dropouts, pregnant adolescents and teen parents, or children of migratory agricultural workers or of migratory fishermen.

The statute required that the partnership consist of an institution of higher education and a local educational agency. The partnership, however, could also include businesses and other private and public agencies and associations. For the community college pilot projects, a business partner was required.

For all SCUP projects, a non-federal cost sharing of at least 30%, 40%, and 50% of total project costs was required in the first, second, third and subsequent years of funding, respectively.

The program was first funded in fiscal year 1988 with an appropriation of approximately \$2.4 million. Nine projects were funded, seven under the university and secondary school component and two community college pilot projects. In fiscal year 1989 two additional community college pilot projects were funded with the \$2.76 million appropriated.

Department of Education Appropriations Act, 1990, (P.L. 101-166), November 21, 1989,

The Appropriations Act of 1990 allocated funds for the SCUP program only under section 523 of the Higher Education Act (HEA) -- the university and secondary school component. Further, the Conference Report for the Act specifically stated that the Secretary should invite new applications that addressed the following priority: "Projects that will link a community college, secondary schools, and a university and emphasize advancement to higher education and degree completion, leading to employment. Projects may identify low-income students in their junior year of high school, prepare

them to continue their technical education at a community college, and provide them with the opportunity to complete a degree at a university." The Report further noted that Indian Hills Community College in Ottumwa, Iowa, was a possible recipient of this demonstration grant.

With no funds appropriated to provide continuation grants for the four community college pilot projects which were authorized and funded under section 525 of the HEA, a competition for new grants was held and four, one-year project grants awarded. Only one of the previously funded community college pilot projects was successful in receiving a new one-year grant in fiscal year 1990.

The fiscal year 1990 appropriation of approximately \$2.96 million supported seven continuation and four new grants.

In fiscal year 1991, a competition for new grants was held with fourteen, multi-year awards made with the \$3.9 million appropriated.

In fiscal year 1992, these fourteen projects shared the \$4 million appropriation.

In fiscal year 1993, the \$3.9 million appropriation was shared by twelve of the multi-year projects. Funding for two projects was not renewed because of lack of progress and compliance issues.

The Higher Education Amendments of 1992, (Pub. L. 102-325) July 23, 1992.

The 1992 amendments to the Higher Education Act (HEA) made several changes to the program. First, the program was moved to Title I of the Act as one of the programs under "Title I -- Partnerships for Educational Excellence." The program purpose was refined to include "improving high school retention and graduation rates of low-income and disadvantaged students" as a program goal, and State higher education agencies and consortia were added as eligible applicants. Further, involving secondary school students in community service and learning projects was added to the list of allowable activities; students with disabilities and whose native language is other than English were added to the list of disadvantaged populations to be served; and projects designed to encourage women and minorities who are underrepresented in the fields of science and mathematics was added as a statutory priority. The amendments also limit the number of years a SCUP partnership can be funded to a maximum of five years, stipulate that the Secretary should consider geographical distribution in the awarding of grants under this program, and allow the Secretary to waive the cost-sharing requirements for eligible partnerships that demonstrate a "unique hardship."

Program regulations were developed for this program and published in final on September 24, 1993. These regulations clarify the statute requiring that the higher education partners be the legal applicant for the SCUP partnerships. Although local educational agencies are essential partners in a SCUP project, they are not no longer eligible to apply for funding on behalf of the partnerships. The regulations also

establish a list of funding priorities from which the Secretary may select priorities for a particular competition.

For the fiscal year 1994 competition, funding priority was given to applications that addressed one or more of the following Secretary's priorities: (1) projects that involve students in apprenticeships or other on-the-job training; (2) projects that involve businesses in carrying out project objectives; and (3) projects that involve nonprofit private organizations in carrying out project objectives.

In fiscal year 1994, 12 new grants were awarded for project periods ranging from one to five years.

SCUP FUNDING HISTORY

	'88	'89	'90	'91	'92	'93	'94
Appropriation	2.4	2.8	3.0	3.9	4.0	3.9	3.9
# of applications received	105	2	67	182	NA	NA	114
# of eligible applications	86	2	49	156	NA	NA	92
# of new awards	9	2	4	14	NA	NA	12
# of continuation awards	NA	9	7	NA	14	12	NA

SCUP APPLICANT POOL BY INSTITUTIONAL TYPE

	'88	'89	'90	'91	'92	'93	'94
Two-Year IHE's	16	2	6	29	NA	NA	22
Four-Year IHE's	50	NA	31	82	NA	NA	69
LEA's	19	NA	12	43	NA	NA	NA
Partnerships	1	NA	0	2	NA	NA	NA
Consortia of IHE's	NA	NA	NA	NA	NA	NA	1
State Higher Ed. Agencies	NA	NA	NA	NA	NA	NA	0
Total	86	2	49	156			92

SCUP GRANTEES BY INSTITUTIONAL TYPE

	'88	'89	'90	'91	'92	'93	'94
Two-Year IHE's	2	4	2	2	2	2	4
Four-Year IHE's	6	6	7	10	10	9	7
LEA's	1	1	2	2	2	1	NA
Consortia of IHE's	NA	NA	NA	NA	NA	NA	1
Total	9	11	11	14	14	12	12

establish a list of funding priorities from which the Secretary may select priorities for a particular competition.

For the fiscal year 1994 competition, funding priority was given to applications that addressed one or more of the following Secretary's priorities: (1) projects that involve students in apprenticeships or other on-the-job training; (2) projects that involve businesses in carrying out project objectives; and (3) projects that involve nonprofit private organizations in carrying out project objectives.

In fiscal year 1994, 12 new grants were awarded for project periods ranging from one to five years.

SCUP FUNDING HISTORY

	'88	'89	'90	'91	'92	'93	'94	195	196	197
Appropriation	2.4	2.8	3.0	3.9	4.0	3.9	3.9	3.9	0	0
# of applications received	105	2	67	182	NA	NA	114	NA		
# of eligible applications	86	2	49	156	NA	NA	92	NA		
# of new awards	9	2	4	14	NA	NA	12	NA		
# of continuation awards	NA	9	7	NA	14	12	NA	11	0	0

SCUP APPLICANT POOL BY INSTITUTIONAL TYPE

	'88	'89	'90	'91	'92	'93	'94
Two-Year IHE's	16	2	6	29	NA	NA	22
Four-Year IHE's	50	NA	31	82	NA	NA	69
LEA's	19	NA	12	43	NA	NA	NA
Partnerships	1	NA	0	2	NA	NA	NA
Consortia of IHE's	NA	NA	NA	NA	NA	NA	1
State Higher Ed. Agencies	NA	NA	NA	NA	NA	NA	0
Total	86	2	49	156			92

SCUP GRANTEES BY INSTITUTIONAL TYPE

	'88	'89	'90	'91	'92	'93	'94	195	196	197
Two-Year IHE's	2	4	2	2	2	2	4	3		
Four-Year IHE's	6	6	7	10	10	9	7	7		
LEA's	1	1	2	2	2	1	NA	NA		
Consortia of IHE's	NA	NA	NA	NA	NA	NA	1	1		
Total	9	11	11	14	14	12	12	11	0	0

1) Pressure to get this up next week. ("such sums," but including new program)

Upward bound -
150-170 m
600 grantees
45,000 students

Also in T. IV of HEA Act:
 $\frac{97}{500}$ $\frac{98}{525}$ $\frac{99}{600}$
↓
new request

Focus is the student

Great stats for Hispanic students

→ provide mentoring, remedial work.

70/30 (init)
↓
50/50 over time

2) Focus of new program is school
Colleges can make huge diff if active partners.

What's the desired outcome?

↑ participation of students in higher education -
thru these kinds of linkages.

3) Think College Early - not a reach initiative
Lots of PR; sorry would cut administrative stuff -
e.g. ratio address.

Urban Community Service Program

The whole area of campus - community partnerships is relatively new. Two federal agencies HUD and ED work with campus-urban school partnerships. HUD made its first grants under its Community Outreach Partnership Centers Program in FY 94. They probably haven't been underway long enough to be deemed successful. The Urban Community Service Program funds partnerships in urban areas which address a wide variety of urban social problems. We have some data in and some impressions of successful partnerships.

Only one of these is directly with elementary, middle and secondary schools in an Enterprise Community. That one is **San Francisco State University's** project in the Mission District of San Francisco. But a major thrust of this project, the most successful piece of it as far as we can tell, involves providing access to health assessment and health care, including personal counseling, through the schools. UC-Berkeley, Kaiser-Permanente and a variety of community organizations are partners in that project. The goal of the project is to lower dropout rates and increase the percentage of graduates to enter postsecondary education.

Arizona State University has been working with juvenile offenders in Phoenix. They've been working on GED preparation, job training and placement and counseling. They work in conjunction with the Arizona Department of Juvenile Corrections through its parole officers. In terms of continuing the services of the grant after the funding ends, the project appears to be successful, but whether the partnership has been successful in lowering recidivism rates for the kids they serve, we won't know for a couple of months. They're working on the evaluation right now. That project, however, is not working with any schools.

Wright State University is implementing a health curriculum in the Dayton Public Schools. This might be considered more a support service, and probably won't have a significant impact on graduation rates, etc.

A few other UCS projects have an education component. For instance, **San Diego State University** blends school-focused services (such as teacher training, peer counseling, peer tutoring and parenting training) with community development strategies. This partnership does not seem to have a strong emphasis on non-university affiliated partnerships.

School, College, and University Partnerships Program

Grantee: **Northeastern Illinois University**

Project: **Bridges to the Future**

Northeastern Illinois University in cooperation with ten non-profit organizations, businesses, and professional associations worked with five predominantly Hispanic high schools in inner-city Chicago. Provided academic, career, and community programs to help approximately 450 low-income students complete high and transition to postsecondary education or work.

Partners: Chicago Youth Success Foundation, Northern Trust Bank, Quaker Oats Corporation, Chicago Latino Mentors Assn., Commercial Real Estate Educational Initiative, Latino Youth, Inc., Erie Neighborhood House, Near Northwest Arts Council, Northwestern University Settlement and Gads Hill Center

Results: Improved high school retention and graduation; improved academic skills as measured by improved grade point average and improved scores on Test of Academic Proficiency; increased readiness for postsecondary education and careers; other improvements include: spreading ideas to other classes in the target schools, continuing involvement of partners with urban schools.

Grantee: **New York University**

Project : **Project Praise**

New York University, in cooperation with three community-based organizations, worked with three inner-city New York high schools with high percentages of educationally disadvantaged students many of whom have limited English proficiency. NYU graduate students provided academic tutoring and counseling, as well as other support services such as instruction in computer literacy, assistance in applying for financial aid, other college preparation assistance, job referrals, etc. Saturday and summer programs on NYU campus supplemented school-based services.

Partners: Grand Street Settlement, Crown Heights Youth Collective, Goodwill Industries; support is also provided by the United Way

Results: Improved attendance and retention rates. Program participants demonstrated greater involvement in school, and, as a result of interaction with graduate student counselors/tutors evinced social, personal and academic growth. (Measures of academic achievement were not included as part of the project evaluation.)

Grantee: University of Rhode Island

Project: Partnership for Access to College and Employment (PACE)

The University of Rhode Island, in cooperation with community-based and other organizations, worked with three Providence high schools to personalize the learning and career preparation environments in order to improve the graduation rate for 485 disadvantaged students.

Partners: Greater Providence Chamber of Commerce, the Providence Blueprint for Education (PROBE), the Public Education Fund, the Providence Teachers' Union, the Providence Dropout Prevention Collaborative, Volunteers in Providence Schools, the Center for Hispanic Policy and Advocacy.

Results: Results are inconclusive since the project received only two years of funding.