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Executive Summary

The College Advising Corps (CAC) at Brown provides in-school college advising to increase the number of urban, low-income & first-generation students entering & completing higher education. Students at RI schools with a CAC Member are 14 percentage points more likely to attend college than students in similar schools without a CAC adviser. In total, Members annually serve 2000 students in 1+ advising sessions & 500 students in 4+ sessions.

Rationale and Approach

1. Program Design

a) Problem

Higher education is a necessity to compete in today's economy, but many students are missing out on college. According to the U.S. Department of Education, 90% of the fastest-growing jobs today require post-secondary education, yet the U.S. lags behind other nations in young adults enrolled in higher education. This is disproportionately true for low-income students (A Test of Leadership: Charting the Future of Higher Education, U.S. Dept of Ed, 2006). Nearly a quarter of low-income students who score in the top quartile on standardized tests never go to college, and many of those who do attend college never attain bachelors' degrees (The College Keys Compact Report, College Board, Oct. 2007).

For those students who do attend and graduate from college, the economic benefit is substantial. Students who are African-American, Latino, and low-income, as well as "first-generation" students (whose parents received only a high school education), realize greater economic gains from attending college than students from other racial and socioeconomic groups ("Who Benefits Most From College," Am. Sociological Review 2010 75: 273-302). Specifically, disadvantaged college graduates earn 30 to 35% more over their lifetimes, respectively, than students from similar circumstances who have only a high school diploma.

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The demographics of Rhode Island youth pose special challenges for college access. Poverty tops this list, as the state has the highest percentage of Hispanic children in poverty among all 50 states, at more than 50% --particularly troubling since Hispanics represent the fastest growing segment of the state's population. Providence is tied with New Orleans at #3 among large cities nationally in overall childhood poverty, at over 40% (RI Kids Count, 2006).

Research by the Consortium on Chicago School Research found that only 59% of students who aspire to attain a 4-year college degree actually apply; and that of those who do apply, only 41% complete the steps necessary to enroll in a four-year college in their senior year (From High School to the Future: Potholes on the Road to College, the Consortium on Chicago School Research at the University of Chicago, March 2008). The "Potholes" study also found that disadvantaged students with low GPAs and ACT scores were unlikely to plan to attend, apply to, or be accepted to four-year colleges. Even many of the highest-achieving disadvantaged students -- young men and women who were well qualified to continue their education beyond high school -- did not consider attending a four-year college, and many who said they planned to apply, never did.

As Rhode Island struggles to graduate its high school students -- the state is worst among New England states in the percentage of teens who are high school dropouts -- too many of our successful graduates are not going on to college. Only 55% of all RI public high school graduates go on to attend college, ranking Rhode Island 43rd in the nation. In Rhode Island's urban areas, only about two of every five students ultimately attend college, leaving the majority with diminished opportunity to participate fully in the workforce and succeed in life (Information Works!).

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Why are disadvantaged students who are well qualified less likely to attend college than their more affluent peers? The "Potholes" study found that the complexities of college and financial aid applications are a serious barrier for low-income and first-generation students. These students may lack role models and advocates who can help them navigate the college admissions process.

Students are also often "under-matching" and attending programs that are less challenging than those they are qualified to attend (such as two-year vocational school in lieu of four-year university), according to the "Potholes" study. Approximately one-third of under-privileged students enrolled in a college that matched their abilities; the most dominant behavior (62%) was to enroll in a college below their presumptive abilities, enroll in a two-year college, or not enroll at all. Of the highest-achieving students who presumably qualified for very selective colleges, only 27% applied and enrolled, while another 29% enrolled in a two-year college or did not enroll at all.

This factor is particularly troubling because students enrolling in more selective schools actually have a better chance at graduating with a degree than those students who "under-match." Students with higher scores who attend less selective "safety" schools are actually more likely to drop out of college without earning a degree than those who attend "reach" schools (Crossing the Finish Line: Completing College at America's Public Universities, Princeton University Press, 2009). In addition, the "Finish Line" study found that bright, well-prepared community college students are 36% less likely to earn a degree than similarly qualified students who start their degrees at four-year schools. Finally, low-income students were much more likely to under-match than their more affluent peers, thus greatly diminishing the likelihood that they will earn four-year degrees.

Available data on degree completion in Rhode Island confirms dramatic disparities along racial/ethnic

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lines. In terms of college graduation (combined associates and bachelors), Rhode Island's disparity between the two largest populations (White and Hispanic) is among the largest of any state: only 13% of Hispanics have attained college degrees, compared to 40% of Whites (Information Works!).

Both the "Potholes" and "Finish Line" research identified areas where at-risk students are most likely to stumble in navigating the admissions and financial-aid processes and what support is most beneficial to students. The authors found that:

- A strong college-going culture in the high school is the best predictor of whether students will take the necessary steps to apply for college.
- Filing the Free Application for Federal Student Aid (FAFSA) may be the most critical step for low-income students to complete and the best predictor of whether students will apply.
- Applying to multiple colleges makes acceptance more likely, and the positive effect of multiple applications is most significant for students who have lower levels of qualifications.
- Among the most highly-qualified underrepresented students, discussions on post-secondary planning and strong connections to teachers are important to ensuring that students are well-matched to a college that will meet their academic and social needs.

College counselors are critical to ensuring that students are encouraged and supported during the college application process; however, the national student-to-guidance counselor ratio of 467:1 means that the average student spends 20 minutes per year talking to his or her counselor -- including time on the range of non-college-related issues such as scheduling. [Rhode Island's ratio-- 360:1-- still leaves room for improvement.] Moreover, low-income and first-generation students are particularly underserved, with many never seeing a college adviser.

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A number of high-profile initiatives have focused on closing the education achievement gap between low-income, first-generation, and underrepresented groups and their more advantaged peers. Too many students are not receiving the advice and support they need to identify and enroll in colleges where they stand a good chance of graduating--with lasting consequences not only for these students, but also for our nation.

But based on this research, strengthening college advising can be a relatively straightforward and cost-effective way to significantly narrow this gap. In Rhode Island, the College Advising Corps is closing the gap: recent research shows that students supported by our college advisers are 14.4% more likely to attend college than students in comparable schools without a CAC adviser.

b) Solution: AmeriCorps Member Roles & Responsibilities

The CAC recruits, trains and places twelve full-time AmeriCorps Members, all recent college graduates, in school sites along with ten minimum-time AmeriCorps Members and other undergraduate volunteers, all under the supervision of Swearer Center staff.

Eleven of these full-time AmeriCorps Members, also known as College Guides, are placed in urban high schools to work with students and their families on early awareness and all aspects of the college admission process. Focusing on students not being served by other college access programs, and targeting first-generation and low-to-moderate income students, Members provide a combination of services that include college awareness, financial aid and preparation workshops for students and families; college visits and college fairs; college entrance exam registration and preparation; college application completion assistance for students and families; coursework advising and after-school homework help; and other student engagement activities, such as a College Club. The Members work

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collaboratively with guidance staff, principals, teachers and others at partner schools to increase awareness, preparation and college-going disposition of students.

One full-time Member is placed at the Community College of Rhode Island (CCRI) and works in close collaboration with existing CCRI and CAC staff to increase retention, graduation and transfer rates of students at CCRI, paying particular attention to CAC "alumni" (CCRI students served by CAC while they were high school students). This AmeriCorps Member provides students with the support they need to successfully transition into the community college environment, persist in their studies, and ultimately graduate or transfer to a four-year institution.

Ten Brown University undergraduate students serve as minimum-time AmeriCorps Members (also known as Access Scholars) who support the full-time Members on-site with individual and group SAT preparation, essay writing, and financial aid programming. The undergraduate/minimum-time program also includes seminars and group projects on college access in Rhode Island and nationally.

In addition to our utilization of AmeriCorps Members, the College Advising Corps has several unique characteristics that set it apart from other college access programs.

INTENSITY: The CAC is the only access program in Rhode Island with a full-time presence in each partner school. (Partnering with AmeriCorps and utilizing recent college graduates allows us to have 12 full-time staff in a very cost-effective model.) The CAC Members partner with counselors, teachers, and administrators and function as additional staff members whose singular focus is on improving the school's college-going culture and ensuring that students apply and enroll in colleges where they will succeed.

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GEOGRAPHIC COVERAGE: The program currently operates in 11 high schools, supporting all six urban districts statewide including Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket, as well as the Community College of Rhode Island.

NEAR-TO-PEER: The program recruits recent college graduates as advisers whose backgrounds are similar to the high school students they serve. Young advisers provide students with the motivation and inspiration to achieve their post-secondary dreams, and bring important skills to their work including technological savvy, high trainability and creativity.

NON-COHORT: CAC Members provide an open-door, whole-school approach to advising to foster both a school-wide college-going culture and provide targeted assistance to low-income, first generation, and underrepresented students who are capable and qualified, but at the greatest risk of not attending college.

EXECUTED THROUGH SCHOOL-UNIVERSITY PARTNERSHIP: AmeriCorps Members work collaboratively with school staff to develop strategic work plans and target students for services; the CAC also leverages connections with Brown faculty, staff and other resources to recruit, train and develop Members and volunteers.

FOCUS ON "FIT": CAC Members focus on helping students identify and apply to postsecondary programs that will serve them well academically and socially--thus increasing the likelihood that these students will earn their degrees. Armed with information about schools' academic, financial and social supports, Members can assess students' unique situations and recommend several "best fit"

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schools that will meet their needs.

CHANGING COLLEGE-GOING CULTURES: We help make both subtle and systemic changes to school cultures that raise educational expectations and make college a central part of all students' experience in their schools: hosting regular events, talking to teachers, sending newsletters home to parents, creating systems that start students thinking about their futures as early as 9th grade.

c) AmeriCorps Member Selection, Training & Supervision

The College Advising Corps recruits full-time Members directly from Rhode Island colleges and universities. Partnerships with the career development centers have enabled CAC to host on-campus information sessions, attend career fairs, and promote the full-time Member position through a variety of media, reaching a critical mass of graduating seniors. Applicants apply through Brown's employment website.

Housed at Brown's Swearer Center for Public Service, the CAC has direct access to hundreds of students each year who are deeply engaged in the community. This, plus outreach to similar departments and centers at local universities, connects CAC to undergraduates who are engaged in public service work and are committed to the goals of the program and AmeriCorps. Outreach to affinity groups and first-generation college-student groups, as well as to the informal alumni networks of our CAC partner high schools, enables the program to recruit Members who can both relate to and serve as role models for the high school students. The program's Member corps is diverse: in our first four years of operation, one-third of our full-time Members have been first-generation college graduates, 45% attended high school in Rhode Island, and 55% were members of racial/ethnic minority groups.

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The College Advising Corps recruits minimum-time Members from the student population of Brown University, and focuses intensely on departmental and campus center recruiting as well as the Swearer Center's large community of undergraduate volunteers (~700 per year).

The CAC provides intensive training before the start of programming. Full-time Members receive at least four weeks of Pre-Service Training (PST), including one week with the National College Advising Corps partners, that contextualize college access work; strengthen their knowledge of local communities, partner schools and districts; and equip them with college access skills. Trainers include national and local experts in the field, school partners and Brown staff and faculty members.

Typically, the training centers on:

- College Access Context and Systems: demographics and college-going data, major issues in college access locally and nationally, and an overview of existing efforts and tools.
- Serving Urban Districts: training to work with first-generation college students, facilitate meetings, and respond to issues in academic preparation, financial literacy and financial aid; cultural competency training.
- The Practice of College Advising: technical aspects of college advising including SAT preparation, essay writing, financial aid, specific admission requirements of Rhode Island colleges and the application process; training to identify and respond to potential barriers.

After completing the PST, full-time Members also receive a site orientation and training upon starting their placement. They are introduced to school staff members, learn about the school's unique culture and priorities, and begin drafting a strategic work plan in collaboration with the school stakeholders. Full-time Members meet weekly as a group for ongoing support and training. CAC staff members

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facilitate these Learning Communities and are also in frequent contact with the Members.

Undergraduate, minimum-time Members receive instruction in academic preparation skills (e.g., SAT preparation, essay-writing), as well as training in developing productive mentorship relationships with high school students. These students will attend two full days of training, and will also attend weekly learning community meetings to establish a network of best practices and support.

Both full-time and minimum-time Members are supervised by the CAC Program Manager. Full-time Members also receive on-site supervision from a school staff member, typically a guidance counselor or principal. The Program Manager checks in frequently with Members and their site supervisors to gauge their progress, help them manage relationships and workloads, and provide advice and resources.

The Program Manager receives training from the National College Advising Corps (NCAC) and attends national college access conferences to stay current on best practices and trends. In addition, the Program Manager is well-connected to colleagues doing similar work both in RI and nationally through NCAC's network of program directors. NCAC hosts weekly conference calls for all program staff to share information and coordinate efforts. At Brown, the Program Manager is supervised by the Swearer Center's Associate Director.

d) Outcome: Performance Measures

#1: NATIONAL PERFORMANCE MEASURES: EDUCATION/COLLEGE ACCESS

The overall goals of the CAC are: 1) to increase the number of low-income, first-generation high school students entering and completing higher education; and 2) to foster a culture of college

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attendance and higher education in the urban school districts in Rhode Island. The Stanford University team evaluating the CAC has now shown significant, measurable results for the CAC in Rhode Island: students at our partner schools in Rhode Island were 14.4 percentage points more likely to attend college than students in comparable schools without a CAC Member.

The team found other positive impacts at our sites, including: increased interest in college; increased knowledge about college process and preparation; diversified college selections; corrected misconceptions about college; increased scholarship/grant recipients and number of students taking the SAT and PSAT; at-risk populations considering college and putting more effort towards school; improved morale among staff and students; and changed attitudes about college and school culture.

These data indicate strong progress in areas that have historically been difficult to advance. The CAC model is therefore well-positioned to address the following aligned performance measure building from national measures ED 1, 2 and 10.

Outputs: Each full-time AmeriCorps Member identifies and supports a cohort of students at his/her school, with whom he/she will meet and assist over the course of the year. Members record their interactions with these students in an activity log and pair this data with information on student characteristics and interests, college application milestones and academic performance. We also collect information on students' acceptance to college and the schools in which they ultimately enroll.

OUTPUT #1A: CAC Members will serve at least 2,000 students in one or more advising sessions (ED1).

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OUTPUT #1B: At least 500 of our senior students will receive intensive (4+) services (ED2).

Intermediate Outcome: AmeriCorps Members prepare students to reach critical milestones for college access. Based on research, these milestones include the registration for and completion of college entrance examinations, the completion of the FAFSA (Free Application for Federal Student Aid), and the submission of college applications. Typically, all three milestones are necessary for successful college enrollment.

INTERMEDIATE OUTCOME #1C: Of the key college access milestones (entrance exam completion, FAFSA completion, and submission of college application), at least 325 seniors (with whom we work intensively) will complete all three milestones by the end of the academic year (ED10).

End Outcome: In our evaluation strategy, we seek to understand actual opportunities gained (acceptance and financial aid offers made, enrollment, completion) as well as program activity measures (# students served, type and frequency of contact, # of applications completed). This entails some lag time as students exit high school and enter and complete college (e.g., if we work with a 9th grader, data on college enrollment will not be available until at least 4 years after our initial contact, and information on college completion not available until 4 years after that). We collect data in a timely fashion and forward it on to the Stanford evaluation team for analysis. Each year, Stanford evaluators will match our program data with the National Student Clearinghouse to determine the CAC's impact on college enrollment, persistence and success.

#2: MEMBER KNOWLEDGE AND REFLECTION

The CAC will provide opportunities for Members to reflect regularly on their service linking knowledge

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to experience; increase their knowledge of college access issues in RI and across the country; and as a result become lifelong advocates for education equity issues.

Member training is broken out into three distinct pieces: 1) Pre-Service Training, which provides members with the skills they need to effectively perform their service and develop identity as AmeriCorps members; 2) site orientation and training, which orient them to their high school/community-based service sites and provide them with specific information about the school, local community and student body; and 3) weekly Learning Community meetings, which provide a format for regular reflection, training, feedback, evaluation and the development of esprit de corps.

In order to promote a lifelong ethic of service and civic responsibility among members, "Learning Community" meetings offer structured opportunities for Members to reflect on their experiences, receive training, address specific program or site challenges, share best practices, build community, and celebrate successes. This format encourages retention, as members feel connected to one another and to a broader community of people who also care about creating educational opportunities for underserved youth. Reflection also remains central through weekly reflection logs, in which Guides contemplate weekly highlights and challenges, and indicate how they engaged families, communities, and school staff around college access.

Members learn about the national service community, join with other AmeriCorps programs operating within the state, and participate in opportunities for cross-corps training and events.

Member service is recognized throughout the year at specific milestones and a formal year-end event.

We also involve Members as trainers and presenters during their terms.

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To measure progress on this outcome, the CAC will administer pre- and post-surveys of Members to gauge their understanding of the technical and contextual college access issues in Rhode Island and nationally.

INTERMEDIATE OUTCOME #2: 100% of members (22 of 22) will indicate increased understanding of college access issues in Rhode Island.

#3: STRATEGIC WORKPLAN DEVELOPMENT

The CAC will facilitate the creation and delivery of a strategic plan for college access services in partner schools, and provide partner sites with increased knowledge of tools and systems that can be used to support college preparation and attendance for under-served youth.

Member service activities are intended to meet critical college access needs in high schools throughout the state, defined in collaboration with our school and community partners. While all Members will work toward the same goal and have a strong foundation in the set of core activities driven by the research base, the specific services to be provided in each school will be defined according to specific school contexts, students, families, and cultures. Program staff members work with partners to develop Memoranda of Understanding (MOU) in advance for each site. In addition, the first task for every full-time Member at the start of the school year is to establish a strategic work plan for their specific site. These documents outline a tailored set of activities, deliverables and expectations -- developed with, communicated to, and signed off by the guidance and administration of the partner school and/or by the community agency site. The plan is frequently referenced in Member and partner check-ins and is reviewed at mid-year and end-of-year meetings. Together, the MOU and strategic plan ensure the alignment and full engagement of our partners in defining, implementing,

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supporting, and evaluating Member activities for the year.

INTERMEDIATE OUTCOME #3: 100% of sites (12 of 12) will have a strategic plan in place by October 2011.

e) Volunteer Generation

Other Brown University undergraduate students round out the CAC initiatives as volunteers who provide in-school content support and after-school math enrichment, homework help, essay-writing support, language practice for college-ready English language learners, and SAT preparation.

Volunteer initiatives are typically structured as small group mentoring/enrichment relationships or drop-in support, creating a variety of opportunities for volunteer engagement and high school students seeking support. Volunteers typically commit to one or two sessions each week of approximately 1.5 hours each, not including travel time, advance preparation, or post-session debriefs. 70 Brown University undergraduate students currently volunteer with CAC initiatives, and we expect to see a 15% increase in volunteer capacity (80) in the 2011-2012 program year.

The CAC recruits Brown University undergraduate students to serve as (non-AmeriCorps) volunteers at activities fairs and community service opportunities fairs, which are advertised widely to the entire campus. Electronic publicity, frequent information sessions, and connections with other campus centers ensure that the CAC recruits from a diverse base of students. We are also exploring engaging professional volunteers from potential corporate partners to serve as featured speakers at Career Day events or trainers at skill-based workshops.

Volunteers receive support in the form of Pre-Service Training orientations and ongoing trainings led

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by full-time staff, AmeriCorps Members, and content experts from the field. AmeriCorps Members and student leaders mentor undergraduate volunteers, and some volunteers seek to become full-time or minimum-time Members after positive experiences as volunteers. The CAC staff have written letters of recommendation and served as references for volunteers in internship and post-college job searches. The CAC works hard to foster a spirit of community within the program and thanks volunteers at twice-yearly recognition events. We also feature exceptional volunteers on our website and in our weekly e-newsletter.

f) Partnerships & Collaboration

The CAC works closely with three categories of partners: public high schools and districts; university partners; and community-based agencies.

Public School and District Partnerships: The program currently operates in 11 high schools in six urban districts statewide, as well as on one campus of the Community College of Rhode Island. CAC staff members develop site-specific program agreements that align expectations and clarify mutual goals at the start of each year. At minimum, partner schools agree to provide: an on-site supervisor (typically a member of the guidance staff) to help orient the Guide and provide ongoing support and direction; access to student-level and transcript data; and a workspace with basic office equipment (phone, computer, etc.). In exchange, they receive a fulltime College Guide who complements (not duplicates or competes with) the work of the guidance office.

A key component of the Program Manager's work with partner sites is the provision of technical assistance and additional resources necessary for successful operations. Brown's location within the smallest state in the country enables us to build close relationships with partnering sites. Brown is 30

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minutes or less from nearly every high school site, with most less than 15 minutes away. This close proximity allows for the regular face-to-face site visits, along with regular phone and email check-ins. Prior to the beginning of each academic year, the Program Manager meets with each site supervisor and reviews the site's Memorandum of Understanding in order to clarify programmatic requirements and tailor training related to Member support and supervision. Through the development of each partnership, we have explored site capacity including the availability of space and other resources necessary for successful program operation. We are working in partnership with Serve Rhode Island, community-based college access efforts, and statewide K-12 and higher education partners to make sure our sites have the support and resources they need for continued quality improvement in program operations.

University Partnerships: The program is able to take advantage of and leverage university resources to recruit, train and develop advisers and student volunteers. In addition to Swearer Center resources mentioned earlier, faculty and staff from the Annenberg Institute, Education Department, and Brown's Offices of Financial Aid and Admission, have assisted with member training, program development and community events.

Community-Based Partnerships: The CAC also partners with community-based agencies to complement family and community engagement. All College Guides organize evening events to engage families on topics that include financial aid, the importance of college and how to navigate the application process. The College Guides and CAC staff members collaborate with Providence Public School District's Family and Community Engagement office, the Latino College Access Coalition; Center for Hispanic Policy and Advocacy; College Goal Sunday; Beacon Charter School and Villa Novans Project (Woonsocket); Segueway Institute for Learning (Central Falls); and the Rhode Island

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Urban Debate League.

In February, the Members host Saturday FAFSA drives at local community-based organizations. "FAFSA Saturdays" are co-sponsored by the College Planning Center of RI and publicized through Poder 1110 (the Latino AM radio station) and Rhode Island 211 (a program of the United Way of RI). All counseling and assistance is provided by full- and minimum-time Members. Through FAFSA Saturdays, more than 300 people attend and receive help completing the FAFSA before the March 1st deadline.

g) Sustainability: Grants from the Corporation for National and Community Service (AmeriCorps) and the Jack Kent Cooke Foundation provided funds to launch the program through 2010-2011. With this support, we successfully doubled the size of the Corps between years 1 and 2, expanded to all six urban districts in the state, and added the Access Scholars. Both of these grants will expire in 2011. With the Jack Kent Cooke Foundation indicating that it will not fund the program beyond that time, AmeriCorps funding is all the more critical to sustain the program and leverage other funding sources.

We are committed to sustaining this program beyond the initial funding and are actively seeking new funding sources. Given the urgency of the college access issue, the alignment with the missions of Brown and the Swearer Center, and the level of foundation and public attention to this issue, we expect to find strong funding prospects. To date, we have submitted three proposals (Lloyd G. Balfour Foundation, van Beuren Charitable Foundation, and Verizon Foundation) with a combined request of roughly \$600,000 to sustain the CAC program. Funding from the van Beuren Charitable Foundation is now secured, and at least 2 additional proposals will be submitted in early 2011. The Brown

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development office and NCAC national office are both working with private and corporate foundations, alumni, and friends to build resources in this area. We are also looking to bring program expenses into the Swearer Center over time as the budget permits.

Organizational Capability

2. Organizational Capability

a) Organizational Background

The CAC program is housed within the Howard R. Swearer Center for Public Service. The Swearer Center was established in 1986 to support student, faculty and institutional service to Rhode Island communities. As one of the oldest campus public service centers in the nation, we have extensive experience with student civic engagement and with the development of collaborative and sustainable campus-community partnerships. The CAC program builds upon the Center's longtime programming in K-12 education and college access including the College Guidance Project, Brown SAT Prep, the Rhode Island Urban Debate League, Brown Science Prep, and the Outdoor Leadership and Environmental Education Program. These programs all engage college student volunteers in support of an over-arching mission of educational equity and college access. More than half of the Center's community programs are focused on educational equity and opportunity.

Having operated the CAC program for the past three years, the Swearer Center has demonstrated our capacity to effectively administer the AmeriCorps grant and programming. In addition to our multi-year AmeriCorps grant for the CAC, the Swearer Center has administered Scholarships for Service awards, hosted a VISTA volunteer for each of the past three years, and received a Recovery AmeriCorps grant in FY2010. Both the CAC and Swearer staff members are well-versed in AmeriCorps requirements and protocols, and we have made great strides in educating relevant university departments (Human Resources, Office of Sponsored Projects) in the particulars of the

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program.

In 2010-2011, funding sources for the Swearer Center include: the Swearer Center endowment; 21st Century Community Learning Center Grant/RI Department of Education (D'Abate Community School); Jack Kent Cooke Foundation (CAC); and AmeriCorps (CAC). In the 2010-2011 program year, our AmeriCorps grant of \$192,132 represented 10% of our total budget at the Swearer Center, and 39% of the CAC budget.

Today, roughly 10% of the Swearer Center's funding comes from CNCS/Serve Rhode Island; this funding is dedicated to the CAC program. While the CAC program differs from other Swearer initiatives in its geographic scope (statewide vs primarily Providence-based) and staffing (FT college graduates vs PT undergrads), it resides within an ecosystem of college access programs at the Swearer Center, rather than simply being an add-on. Staff, student coordinators, and AmeriCorps Members take part in the supervision and support structures for the Center's programs, including student and Member training and ongoing "learning community" sessions that serve as professional development, problem-solving, and planning sessions.

The CAC's daily operations are managed by two dedicated staff members (Program Manager and Program Associate); the Swearer Center's Director, Associate Director, and Financial Analyst provide additional direction, support and guidance. Brown's HR Department and Offices of Sponsored Projects and Development also play key roles in personnel matters, financial oversight of grants and fundraising strategy, respectively.

b) Staffing

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The lead staff members on this proposal bring extensive expertise to this issue.

Director, Swearer Center: Roger Nozaki, director of the Swearer Center and associate dean of the college at Brown, was formerly executive director of the GE Foundation until 2005, when he returned to Brown. While at the Foundation, Roger managed and evaluated the Foundation's 15-year old College Bound program, which worked with urban high schools to increase their college-going rates; was one of the architects of the foundation's \$100 million, five-year initiative launched in 2005 to strengthen select school districts' capacity for teaching and learning, with a focus on increasing college readiness and college going among low-income and under-represented youth; and was one of the founders of the Pathways to College network. Roger received his bachelor's degree from Princeton University in 1985 and his Master of Arts in Teaching degree from Brown in 1989. Before joining the GE Foundation, he worked at the Hitachi Foundation and Campus Compact and served for two years as a full time volunteer with adults with developmental disabilities. Roger is responsible for directing the program's overall strategy, in particular identifying valuable connections to resources and partners within the university, in Rhode Island and nationally.

Associate Director: Kate Trimble is responsible for overseeing community programs including the College Advising Corps, along with new initiatives and special projects. Prior to joining the Swearer Center, Kate was the Executive Director of a non-profit community development corporation in Pittsburgh, PA. Kate has also held positions with the Coro Center for Civic Leadership and the Brookings Institution. Kate's role includes program oversight, staff management, CAC fundraising and grant reporting, and other operational, financial and logistical issues related to the program.

CAC Program Manager: Ralph Johnson brings a wealth of experience in secondary and higher

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education, having served as the assistant director of Brown's Admissions Office and teacher and college counselor at high schools in Providence and Boston. Ralph is the staff person primarily responsible for managing the day-to-day activities of the program, including establishing and maintaining partner relationships, supervising and providing support to the Members, serving as liaison to Serve Rhode Island, planning the training calendar for Members, and supervising the CAC Program Associate, Jesse Cohen.

c) Multi-State Applicants Only: NA

d) Multi-Site Applicants Only

In the 2011-2012 program year, the CAC intends to place a College Guide with 11 current or past high school partners and return to the Community College of Rhode Island (CCRI).

The proposed 2011-2012 CAC school partners include: Central Falls High School; Rogers High School (Newport); Charles E. Shea Senior High School and William E. Tolman Senior High School (Pawtucket); Dr. Jorge Alvarez High School, Central High School, William B. Cooley Health, Science & Technology High School, Mount Pleasant High School, and Providence Academy of International Studies (Providence); West Warwick High School; Woonsocket Senior High School; and the Community College of Rhode Island (Knight & Liston campuses).

In order to target our resources to the communities of highest need, the CAC focuses on Rhode Island's urban core school districts that have the highest poverty rates and largest concentrations of potential first generation college students. At the program's inception, Swearer Center staff examined local data on high school graduation, poverty and parental educational attainment to help inform our site selection; this data confirmed the high need in Rhode Island's urban core districts. We then

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conferred with key staff at state and local education departments to determine which school districts and schools best aligned with state and local priorities. The state education department recommended that we focus on the six core urban districts: Providence, Central Falls, Newport, Pawtucket, West Warwick, and Woonsocket. CAC staff also reached out to Providence officials to determine which of the 10 schools would best fit and most benefit from the CAC program.

Once districts and schools were identified, the CAC made contact with administrators within each school to explore the feasibility of integrating the CAC into the schools' guidance department. In our first year of operation, the CAC cultivated six partnerships with schools in three of the core urban districts. The following year, with additional AmeriCorps support, the CAC expanded into all six core urban districts.

As the program moves forward, we intend to remain in our current partner schools and districts. The need in these communities has not disappeared; in fact, the ongoing challenges in Rhode Island's economy make higher education even more imperative for our students. Moreover, these relationships, carefully cultivated and nurtured over the past 4 years, have begun to yield positive outcomes for students and shifts in school cultures. Schools have come to rely on the full-time, dedicated and knowledgeable support, deepening the partnership and program impact.

e) Current Grantees Only

1. Enrollment: To date, the CAC has filled 100% of its full-time slots. For the past four years, the CAC program has focused its Member recruitment on Brown University and University of Rhode Island as required by the Jack Kent Cooke Foundation, one of our major program funders. In all program years, the CAC has been successful in recruiting a strong class of full-time Members from this pool.

Narratives

Minimum- and quarter-time Members are recruited exclusively from the Brown University student body. These undergraduate students are often challenged by the prospect of balancing the demands of college and fulfilling the mandatory 300-450 service hour requirement. Students who must also work to earn money during the academic year face further complications. In spite of these hurdles, the CAC filled 89% of these slots last year. Overall, we successfully enrolled 95% of our AmeriCorps positions (20 of 21 slots) in '09-10.

In 2008-2009, the CAC had ten minimum-time slots. The following year, in an effort to create a Member position of enhanced responsibility, the CAC converted two open minimum-time slots into one quarter-time slot. As the quarter time position proved difficult to fill (because of limited undergraduate availability), we intend to return to our original request of 12 full-time and 10 minimum-time Members with this application. Our minimum-time program has also evolved in the interim, folding other Brown college access programming under the CAC's umbrella. This will give us an even larger pool of student leaders from which to recruit.

2. Retention: In 2009-2010 program year, we retained 100% of our full-time Members. That same year, we retained 7 of 8 (88%) of our minimum-time Members. One minimum-time Member was hospitalized for persistent and severe viral meningitis in the spring semester (Spring 2010) and was not able to complete her required hours of service during the academic year. As a result of this prolonged absence from school, she was understandably focused on staying healthy and catching up on her coursework and consequently unable to dedicate the required time and energy to her service as an Access Scholar; she was exited from the program.

Narratives

3. Cost per MSY: Our projected cost per MSY is \$13,295, down from prior years' cost of \$13,607.

f) Special Circumstances

As we look back on the first four years of the College Advising Corps, there is much to be proud of. We have expanded and enhanced the CAC model: since its launch in 2007, the CAC has grown every year while continuing to improve the quality of its services. Between 07-08 and 08-09, the program doubled in size, expanding from six to 12 high school sites and adding ten new minimum-time Members. In 09-10, the program forged a partnership with the Community College of Rhode Island (described below).

We have consistently built strategic partnerships to identify critical needs and respond to those needs with new, high-quality, collaborative initiatives. Our partnership with CCRI is one example of new CAC partnerships. As the only open-enrollment public institution of higher education in Rhode Island, CCRI is a major destination for many students. Nearly a quarter of students in the senior classes of 2008 and 2009 considered, applied to, or planned to enroll in CCRI following high school. In the fall of 2009, the CAC launched a pilot program placing two full-time Members at CCRI campuses. The Guides developed programming to streamline the transition process into CCRI for high school students and better prepare students for CCRI while they are still in high school. Focusing on transfer support, the Guides also developed strategies for supporting CAC "alumni." Now in its second year, the initiative is expanding the capacity of CCRI's Advising and Counseling offices.

Finally, we have proven the CAC's impact. The Stanford University team evaluating the CAC has shown significant, measurable results for the CAC in Rhode Island: students at our partner schools in Rhode Island were 14.4 percentage points more likely to attend college than students in comparable

Narratives

schools without a CAC Member. This data, combined with other positive impacts at our sites, indicate strong progress in areas that have historically been difficult to advance.

As the College Advising Corps enters its fifth year in 2011, our immediate need is to sustain the program by replacing or renewing our initial funding sources (AmeriCorps and Jack Kent Cooke). In the near term, we are committed to maintaining our current presence in the state and positioning the Corps for growth. In the future, as more local and national resources are committed, we are well-positioned to grow from a Corps of 12 FT Members in 11 high schools and one CCRI campus to a Corps of 20 FT Members in 17 high schools statewide and 3 CCRI campuses. Our minimum-time Corps is also scalable: and with 20 full-time Members, we could support an expansion from 10 to 20 minimum-time Members.

Cost Effectiveness and Budget Adequacy

3. Cost Effectiveness & Budget Adequacy

a) Cost Effectiveness

We require \$211,922 in non-Corporation funding to sustain the CAC program and are actively seeking new and diverse funding sources. The Brown development office and NCAC national office are both working with private and corporate foundations, alumni, and friends to build resources in this area.

In addition to external funding opportunities, the in-kind support provided by Brown and the Swearer Center are substantial. Other than the partial support for the Program Manager requested, all other staffing will be provided in-kind either through other funds raised or Brown resources. The Center's endowment will provide space and infrastructure for this effort, integrating it into the ongoing supervision and support provided to all Swearer Center programs. Brown will share expenses for several other direct costs (e.g., transportation, equipment, office space), provide ongoing university

Narratives

support (e.g., services of grants and budget offices and HR, library services), and contribute (in-kind) the expertise, guidance, and support of education department faculty and staff, university administrators, and the Swearer Center Director, Associate Director, and Financial Analyst. We are also looking to bring program expenses into the Swearer Center over time as the budget permits. Cost per Member Service Year will be less than the maximum allowable cost levels and previous AmeriCorps awards.

b) Current Grantees Only

We are not requesting any increase in AmeriCorps support, and our share of costs has remained relatively constant (55% in the 2010-2011 program year and 53% proposed in this application). The reduction in the overall budget totals reflects no reduction in program scope or scale but programmatic adjustments resulting in cost savings. We do not anticipate that this will negatively impact the program impact.

c) Special Circumstances: NA

d) Budget Adequacy

In total, combining the Corporation funds requested and the match we will provide, we consider the budget adequate to run the proposed program. Corporation funds are requested to support a portion of Member costs (living allowance, fringe benefits and health insurance), partial coverage of the Program Manager's salary and benefits, modest conference travel expenses for one staff member and one AmeriCorps Member and allowable indirect costs.

Matching support covers the remainder of Member costs; expenses associated with existing staff members who provide oversight, program and grant management, partner relationships and support,

Narratives

and Member development and support; supplies; training; evaluation; and hard costs of food and lodging for the intensive two-week winter session led by minimum-time Members.

e) EAPs & Full-time Fixed-Amount Applicants Only: NA

Evaluation Summary or Plan

National College Advising Corps Evaluation Plan

In October 2009, NCAC commissioned Eric P. Bettinger, Ph.D., and Anthony Antonio, Ph.D., of Stanford University to conduct a program evaluation of NCAC after its first three years. Their evaluation measures NCAC's impact on college enrollment and college persistence. It also documents NCAC's impact on students' preparation for college, schools' college-going culture, and parental and adviser attitudes about college. The study employs a mixed methods approach combining quantitative data gleaned from the program's records and the National Student Clearinghouse (NSC) with qualitative data gathered from interviews; focus groups with students, teachers, parents, and administrators; surveys; and observations on program participants. NCAC has invited Drs. Bettinger and Antonio to extend their research plan to focus on the proposed expansion of NCAC. The proposed evaluation consists of multiple complementary parts.

The key outcomes of interest involve students' attendance at college. The evaluation team will track students' initial enrollment in college, the sector (two-year or four-year) of enrollment, students' persistence through their first year of college, and students' transfer rates from two- to four-year colleges. In addition to measuring the advisers' success in promoting college enrollment, intermediate outcomes such as course selection, grades, completing college applications and financial aid forms, and test scores will indicate if the advisers help improve students' academic performance.

Narratives

Data on the outcomes come from multiple sources. Data on college attendance will come from the National Student Clearinghouse (NSC). NCAC has an ongoing relationship with the NSC which facilitates ongoing and future research. Additionally, the research team will also gather data directly from the schools. As a condition for participating in NCAC, schools pledge to provide data on students' transcripts. Counselors at these high schools keep additional data on college entrance exams and college applications, and NCAC advisers in these schools are also maintaining data about students' participation in college advisement opportunities.

Estimating Causal Effects

While prior NCAC evaluation has focused largely on descriptive and quasi-experimental methodologies, evaluation under the proposed grant will focus on more experimental methods. The proposed evaluation targets two distinct research questions. 1) What is the individual effect of working closely with an NCAC adviser? and 2) What is the broader, school-wide, impact of having an NCAC adviser in a high school? The first question measures the direct effect of the treatment for those who receive it while the second addresses spillover and potential peer effects that may foster a "college-going" culture in an NCAC high school. To identify the answers to these research questions, we focus on two complementary experimental studies. The first study will take place in current NCAC treatment schools. The second takes place in expansion schools that have previously not had an NCAC adviser.

Proposed Study 1: Randomly Select a Soft Cohort

This part of the proposed evaluation focuses on NCAC's impact on the specific students with whom advisers work. To identify this impact, the evaluators propose to randomly assign lists of students to advisers. The evaluators refer to these lists as "soft cohorts."

Narratives

NCAC's implementation in California provides a reference for how this process works. The CA program implements a "soft cohort" model by selecting approximately 30 students from each grade to establish a more formal and consistent relationship with the adviser. We intend to provide similar lists in other NCAC schools. The key innovation, and the key to estimating the causal impact of NCAC schools is the way in which these "soft cohorts" will be selected. The research team will randomly select students to be part of the "soft cohort" assigned to each adviser at NCAC schools in order to allow the evaluators to estimate the causal effect of working with the adviser on a number of outcomes. In this context, the "treatment" involves students working with an NCAC adviser on academic planning. The advisers will not deny service to those outside of the "soft cohort" who seek it, but by focusing more on the "soft cohort," the control group will receive less attention from the adviser.

Without the "soft cohort," it is difficult to identify the effects of NCAC advisers. Students who seek out an adviser are likely systematically different from other students. By randomly selecting a "soft cohort," the evaluators ensure that the students with whom advisers work the most are similar to the rest of the students in the school. Comparing the "soft cohort" to other students should identify the effects of the program, which program evaluation literature often calls the "intention to treat." Since not all of the "soft cohort" will meet with NCAC advisers, the evaluators will use other techniques such as instrumental variables to estimate the impact on the students with whom advisers actually meet. In the program evaluation literature, this estimated effect is often called the "effect of the treatment on the treated."

In order to improve statistical precision, the study will use "blocking" to identify similar students in the sample. The evaluators will randomize within blocks of students with similar characteristics to control

Narratives

for some of the heterogeneity across students. NCAC's existing record-keeping will allow verification that counselors are indeed working with this "soft cohort" in more intensive ways than they are working with other students.

One of the largest advantages of this study design is that it enables a measure of the causal impact of the adviser's direct service to students instead of his or her mere presence at the school. It might be that there is mild contamination across treatment and control groups in that the "soft cohort" may affect their peers, but this contamination will likely lead to an underestimate of the impact of the program.

By selecting these soft cohorts in each grade, the study establishes a longer time horizon than simply examining the effect on seniors. It seems likely that the NCAC advisers' effectiveness is cumulative over time as long-term interactions, such as course scheduling over several years, will likely improve academic outcomes. The longitudinal nature of this experiment will enable the researchers to identify that cumulative effect.

Proposed Study 2: Randomize Schools and Advisers

While the first study focuses on the effects of advisers on specific students, the second study seeks to estimate the impact of NCAC on schools. This second study uses school-level randomization. As NCAC expands to new rural school districts, NCAC, in coordination with university partners, will identify expansion districts that are willing to place NCAC advisers. For districts with multiple high schools, the district will identify pairs of similar schools, and NCAC will randomize which high school within the pair receives the adviser and is therefore exposed to the treatment. Advisers will also be randomly assigned to the randomly selected treatment schools.

Narratives

This randomization process will establish a multi-site randomized control study with blocking at the district level (when multiple schools exist in districts). Schools in each district that do not receive an adviser constitute the control group. A simple comparison of average student level outcomes between treatment and control schools provides a causal estimate of the impact of the NCAC program.

The experiment will consider a number of college-related outcomes. Although the intervention likely improves high school success, the program believes in measuring significant longer-term outcomes; therefore, the primary outcome of interest is the school's college enrollment rate. Other related outcomes include delay of college enrollment from high school graduation, full- versus part-time enrollment, 2-year versus 4-year enrollment, annual persistence, and transfer. This variety of outcomes will enable NCAC to measure its immediate success with preparing high school students for college and long-term impact on college success.

Initial power calculations to determine the likelihood of detecting a program effect have been conducted. Given the cost effective nature of the program, even small effect sizes of 0.2 standard deviations can be justified. With an infusion of new resources, the program hopes to expand to 144 schools, which is clearly a sufficient number of schools for the multi-site randomized experiment to detect practically significant effects.

Examining the heterogeneity of treatment effects across schools will enable NCAC to evaluate which advisers are achieving success at the school-wide level. Because the experiment will track individual students, it is also possible to provide advisers and program directors with site-specific, student level data. Such specific feedback will facilitate adjustments by advisers in their second year and will assist

Narratives

NCAC's leadership more broadly as they decide on adviser-to-school matches.

In addition to the evaluations described above, each partner high school and university will receive an annual school report, prepared by the evaluators at Stanford University, which will track college outcomes, including longitudinal two- and four-year college matriculation rates.

Amendment Justification

N/A

Clarification Summary

Section I. Program Operating Costs, C. Staff and Member Travel: Please explain in the clarifications field the necessity and rationale for one member to attend the national conference.

The National College Advising Corps routinely schedules program director meetings to coincide with the annual National College Access Network conference and strongly encourages but does not firmly require each program to send one adviser/Member as an invaluable development opportunity to learn from other professionals and experts engaged in the work. Members can learn about national best practices and resources, gain a deeper understanding of the policy context for their work, and raise the visibility of their own program through presentations and poster sessions. The NCAC national office provides additional networking opportunities at these conferences and often uses the time to check-in with the members in attendance as representatives of their respective programs.

The opportunity is generally reserved for second-year full-time members who must indicate interest and provide a written proposal for why they wish to attend. Any member who attends a national conference is expected to return from the conference prepared to "bring back" best practices, resources, materials, policy updates, and networking connections for the other members in the program and often this is presented in the form of a Learning Community training.

Narratives

Section I. Program Operating Costs, C. Staff and Member Travel: Please specify what \$40 ground transportation covers. If it includes mileage reimbursement, please state the rate of mileage reimbursement. (so it's clear that it does not exceed the federal rate of \$.51/mile).

The \$40 ground transportation cost is not a mileage reimbursement but intended to cover the costs of a shuttle to and from the airport at an estimated rate of \$15 each way, along with approximately \$10 allocated for cab fares or public transportation charges within the city where the conference is held.

Section I. Program Operating Costs, E. Supplies: Please justify line item for food at the Learning Community gatherings (if this does not fit in the budget narrative, please provide justification in the clarification field).

Learning Community trainings take place every Friday for 3 or 4 hours depending on topic and time of the year. Members leave their placement sites early on Fridays for the afternoon Learning Community trainings, and because of their early departure do not have time to eat lunch. Given the importance and length of the afternoon Learning Community trainings, it is necessary to provide a small amount of food in order to ensure focused and productive training sessions.

Section I. Program Operating Costs, H. Evaluation: Please provide a cost allocation calculation for the database and move the database system costs to I. Other Program Costs

The National College Advising Corps requires its member Corps to use a common platform (Connect EDU) for the collection of program data to assist with national and comparative evaluation efforts.

Narratives

The annual subscriber fee for Connect EDU is \$5,000.

Section I. Program Operating Costs, I. Other Program Operating Costs: Please clarify (in the clarification field) the purpose and content of the 2-week Jan. session for members and provide justification for providing the minimum time members with housing but not the full-time members. Please move these housing and food costs to G. Member Training if the purpose is related to training.

Minimum-time members are undergraduate Brown University students who cut short their winter break to return early to Providence for two weeks when they would otherwise be away from campus and Providence. During this time, they serve alongside full-time members and support high school students during one of the busiest times in the college application process, helping students complete college applications and file applications for Federal Student Aid in advance of numerous deadlines. The session serves as an immersion experience: these two brief weeks are when the minimum-time members experience what the daily routine of a full-time member is like, and by extension what it means to work in a school setting full-time.

As full-time undergraduate Brown University students, most minimum time members live in residential dormitories which are closed during the winter break. If the program did not provide housing, the minimum-time members would not be able to return to campus when the dormitories were closed. Budget calculations for housing include 8 minimum-time members because typically 2 minimum-time members each year are seniors who reside in off-campus apartments; these members already have access to housing and per University Residential Life policy, they cannot be accommodated in University housing at any time for any purpose once they have elected to move off of Brown's campus. We do not need to provide housing to full-time members during the 2-week Jan.

Narratives

session because the full-time members have their own residences.

Please explain in the clarification field why some elements of budget calculations reference 8 MT members and some reference 10. Please correct these discrepancies, if appropriate.

While we have requested 10 minimum-time slots, the budget line item for "Other Program Operating Costs" references housing for 8 minimum-time Members. This difference is due to the fact that our minimum-time Members are Brown University undergraduates. Our minimum-time Members participate in intensive college access programming in January, before the start of the Spring semester at a time when college application deadlines are most pressing for the high school students with whom we work.

In order for our Members to return to Providence early for the intensive January session, we have negotiated a discounted rate for on-campus housing--essentially early access to their dorm rooms--for 8 of the Members. This early access would typically incur a cost of \$25 per day; we have secured a rate of \$100 for the 2-week period. We expect that some small portion of the Members (2) have off-campus housing and do not incur additional housing costs to return early.

In the Clarification narrative field, please confirm your desired grant award start date and member enrollment period start date.

Our desired grant award and member enrollment start date is August 1, 2011. We are aware that we cannot incur any member costs before notice of grant award.

Narratives

Please explain who will provide day to day supervision of the members in the school settings.

Each member has a site supervisor, in most cases either the head of the school guidance department or the school counselor who works with 12th grade students. Occasionally a principal will either elect to provide that supervision directly or deputize a faculty or staff member who works closely with both guidance and administration to supervise the member. At the Community College of Rhode Island, day-to-day supervision is provided by the campus head of the advising and counseling office.

Please verify that the criminal history checks conducted for members and staff will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

We will conduct FBI fingerprint checks, state registry checks and National Sex Offender Public Website checks for all Members (22) and program staff (1). Administrative program staff with no access to vulnerable populations (2) will be checked through the state registry only.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

- | | |
|--|---|
| <input type="checkbox"/> AmeriCorps Member Population - None c | <input type="checkbox"/> Geographic Focus - Rural |
| <input checked="" type="checkbox"/> Geographic Focus - Urban | <input type="checkbox"/> Encore Program |

Priority Areas

- | | |
|--|---|
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Environmental Stewardship |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Veterans and Military Families | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 14.12

Service Categories

Secondary Education

Other Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

The CAC recruits, trains and places twelve full-time AmeriCorps Members, all recent college graduates, in school sites along with ten minimum-time AmeriCorps Members and other undergraduate volunteers, all under the supervision of Swearer Center staff.

Eleven of these full-time AmeriCorps Members, also known as College Guides, are placed in urban high schools to work with high school students and their families on early awareness and all aspects of the college admission process. Focusing on students not being served by other college access programs, and targeting first-generation and low-to-moderate income students, Members provide a combination of services that include college awareness, financial aid and preparation workshops for students and families; college visits and college fairs, college entrance exam registration and preparation; college application completion assistance for students and families; coursework advising and after-school homework help; and other student engagement activities, such as a College Club. The Members work collaboratively with guidance staff, principals, teachers and others at partner schools to increase awareness, preparation and college-going disposition of students.

One full-time Member is placed at the Community College of Rhode Island (CCRI) and works in close collaboration with existing CCRI and CAC staff to increase retention, graduation and transfer rates of students at CCRI, paying particular attention to CAC 'alumni' (CCRI students served by CAC while they were high school students). This AmeriCorps Member provides students with the support they need to successfully transition into the community college environment, persist in their studies, and ultimately graduate or transfer to a four-year institution.

Ten Brown University undergraduate students serve as minimum-time AmeriCorps Members (also known as Access Scholars) who support the full-time Members on-site with individual and group SAT preparation, essay writing, and financial aid programming.

The College Advising Corps has several unique characteristics that set it apart from other college access programs.

National Performance Measures

Briefly describe how you will achieve this result (Max 4,000 chars.)

Intensity: The CAC is the only access program in Rhode Island with a full-time presence in each partner school. The CAC Members' focus is singularly on improving the school's college-going culture and ensuring that students apply and enroll in colleges where they will succeed.

Geographic Coverage: The program currently operates in 11 high schools, supporting all six urban districts statewide as well as the Community College of Rhode Island.

Near-to-Peer: The program recruits recent college graduates as advisers whose backgrounds are similar to the high school students they serve.

Non-Cohort: CAC Members provide an open-door, whole-school approach to advising to foster both a school-wide college-going culture and provide targeted assistance to low-income, first generation, and underrepresented students who are capable and qualified, but at the greatest risk of not attending college.

Executed Through School-University Partnership: AmeriCorps Members work collaboratively with school staff to develop strategic work plans and target students for services; the CAC also leverages connections with Brown faculty, staff and other resources to recruit, train and develop Members and volunteers.

Focus on 'Fit': CAC Members focus on helping students identify and apply to postsecondary programs that will serve them well academically and socially, thus increasing the likelihood that these students will earn their degrees.

Changing College-Going Cultures: We help make both subtle and systemic changes to school cultures that raise educational expectations and make college a central part of all students' experience in their schools: hosting regular events, talking to teachers, sending new letters home to parents, creating systems that start students

National Performance Measures

Briefly describe how you will achieve this result (Max 4,000 chars.)
thinking about their futures as early as 9th grade.

Result: Intermediate Outcome

Result.

Survey data will show that 75 percent of students who successfully complete the CAC program be accepted to an institution of higher education upon graduation from high school.

Indicator: ED10: Students entering post-secondary institutions.

Target :By the end of the academic year, 750 high school seniors will be accepted to one or more post-secondary institutions.

Target Value: 750

Instruments: Member activity and student information database (to identify participants who have successfully completed the program); senior exit survey (a comprehensive survey of senior class members to determine the specific institutions to which they were accepted, and their post-graduation plans).
NOTE: We will also track students through the National Student Clearinghouse database to determine actual enrollment and degree completion, although those results will not be available within the one-year grant term.

PM Statement: The College Advising Corps at Brown University will increase college access support, awareness and enrollment at service site schools and assist at least 750 high school seniors in gaining acceptance to an institution of higher education after their graduation from high school.

Result: Output

Result.

The College Advising Corps at Brown University will work with 1,500 high school seniors to provide college access support that increases awareness of and enrollment in higher education.

Indicator: ED1: Students who start in an AC ED program.

Target :1,500 high school seniors will receive college access support from a CAC member.

Target Value: 1500

Instruments: Member activity and student information database, in which members log a detailed record of each and every interaction they have with students along with pertinent student demographic and milestone attainment information. This database allows us to determine how many points of contact a particular student had with a CAC member, what was discussed in the various sessions, and the status of critical college applications. Students with at least 1 contact with a CAC member over the course of the year will be considered to have *started* in the program.

PM Statement: The College Advising Corps at Brown University will increase college access support, awareness and enrollment for at least 1,500 high school seniors at service site schools.

Result: Output

Result.

Two-thirds of high school seniors who start the CAC program will successfully complete the program by completing the FAFSA and submitting at least one college application.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target :By the end of the academic year, 1,000 high school seniors will complete both the FAFSA and

National Performance Measures

Result.

one or more college application.

Target Value: 1000

Instruments: Member activity and student information database, in which members log a detailed record of each and every interaction they have with students along with pertinent student demographic and milestone attainment information. This database allows us to determine how many points of contact a particular student had with a CAC member, what was discussed in the various sessions, and the status of critical college access milestones. Seniors who have successfully filed their FAFSA and submitted one or more college applications will be considered to have "completed participation" in the program.

PM Statement: 1,000 high school seniors who start the CAC program will successfully complete the program by completing the FAFSA and submitting at least one college application.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable