2012 Handbook of Pre-College Outreach Programs

This volume includes:

- Highlights from the 2012 National Survey of Pre-College Outreach Programs
- Findings from the 2012 National Survey of Pre-College Outreach Programs
- A complete directory of almost 400 programs from around the United States

by Watson Scott Swail, Kate Quinn, Kimberly Landis, & Maly Fung

supported through a grant from TG
This project was funded through the generous assistance of the TG Public Benefit Program. For more information about TG please visit www.tgslc.org. The findings and conclusions of the 2012 handbook do not necessarily reflect the views of TG, its officers, or employees.
The Educational Policy Institute (EPI) is an international organization dedicated to the study of educational opportunity. Our researchers are dedicated to the mission of enhancing our knowledge of critical barriers facing students and families throughout the educational pipeline. In addition, EPI has developed extensive partnerships and collaborative arrangements with other leading research and educational organizations, further supporting our mission and ability to conduct policy-relevant research for practical use.

Formed in 2002 by Dr. Watson Scott Swail, EPI was created to fulfill a need for more rigorous educational research and to create better linkages between research and public policy. Much of the focus of our work is on the perspective of individuals from low-income backgrounds, who are of color, and who have physical and cognitive disabilities. This is because these constituents have the least voice in public policy discussions. As well, because public policy does often target these populations in programs, there is a great need for better research to determine what strategies are most effective in helping lift youth to a better tomorrow.

Please visit www.educationalpolicy.org for additional information.
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Preface

In 1999-2000, The College Board conducted a national survey of pre-college outreach programs to find out what programs were in operation around the US and also gain important information about how and where they operated, what they did, and whom they served. I was fortunate enough to direct that project for the Board, which resulted in the College Board publication, 2001 Outreach Program Handbook.

In 2010, my organization, the Washington, DC---based Educational Policy Institute (EPI) received a public benefit grant from TG, a Texas-based non-profit, to conduct both a follow-up to the 2000 study as well as take an in-depth look at 10 case studies of successful programs around the United States. This publication, the 2012 National Directory of Pre-College Outreach Programs, provides both an analysis of the survey findings plus a directory of 374 programs around the country.

A companion publication to this publication, A Blueprint for Success: Case Studies of Successful Pre-College Outreach Programs, provides detailed information and analysis on the 10 case studies we conducted in 2011, which include:

1. Bottom Line  Boston, MA
2. Breakthrough Saint Paul  St. Paul, MN
3. Bridges to a Brighter Future  Greenville, SC
4. College Bound St. Louis  St. Louis, MO
5. The College Road  Bridgeton, MO
6. College Track  Oakland, CA
7. Education is Freedom  Dallas, TX
8. Foundation for a College Education  East Palo Alto, CA
9. Hispanic Youth Institute  Washington, DC
10. The Partners Program  Oakland, CA

This project was conducted for several reasons. First, due in part to policy and demographic shifts, we saw a perceived need to conduct a follow-up to the 2000 study to see how the landscape has shifted over the decade. It is helpful to understand what programs are in operation, what they do, and for whom. While this study does not portend to include all pre-college outreach programs, it does provide us with a litmus test on what is happening in the real world outside of the legislative walls. Second, the study allows us to connect with programs and provide detailed information on specific programs—including contact information—so that the broader public, including policymakers, researchers, and perhaps most importantly, practitioners, can expand their network. It is our firm belief that programs have much more to gain by cooperating and learning from each other than working in isolation. It is our hope that this directory leverages future opportunities for learning and partnering.

And third, our case studies presented in the companion volume, chosen via analysis of our survey results, have allowed us to identify themes among our successful programs that are critical not only for new programs starting out on this pathway, but for existing programs to re-tool and re-energize their strategies.
The remainder of this section provides an overview of our mechanics, so to speak, plus our analysis of survey findings. We hope you find this information helpful and informative.

Dr. Watson Scott Swail
President & CEO, Educational Policy Institute
March 1, 2012
Washington, DC
Highlights

The 2012 National Survey of Pre-College Outreach Programs was designed and administered between fall 2010 and spring 2011. The survey itself was based largely on the 2000 National Survey of Pre-College Outreach programs conducted by Swail (2001), and also used during the past decade by the National College Access Network (NCAN) and Pathways to College Network. The following is a brief summary of the survey findings. Please also see the companion publication, A Blueprint for Success: Case Studies of Successful Pre-College Outreach Programs, available at www.educationalpolicy.org.

Characteristics of Programs

- 374 completed surveys were used in this study from almost all US states and regions. The majority of responses were from California (10 percent), followed by Texas and New York (7 and 6 percent, respectively).
- Federal TRIO programs represented 28 percent of responses, followed by “other” (20 percent), university-funded (17 percent), non-profit (14 percent), and GEAR UP (10 percent).
- The average starting point for programs was 1999, with a range of 1963 to 2010.
- 50 percent of programs were primarily sponsored by a college or university, followed by school-based (21 percent) and community-based (16 percent).
- One-third of programs (36 percent) served an urban area and 17 percent rural.

Goals, Services, and Instruction

- Ninety-three percent of surveyed programs indicated “increasing likelihood of attending college” as a program goal, followed by increasing college awareness (92 percent), providing exposure to college (91 percent), increasing likelihood of completing college (80 percent), and improving academic skills (79 percent).
- Among academic services provided, study skills training (62 percent), critical thinking skill development (56 percent), preparatory courses (56 percent), test-taking skills (56 percent), and grade and attendance monitoring (55 percent) were the top five services provided by programs. Mathematics/science instruction and other academic enrichment were also frequently offered.
- Eighty-seven percent of programs offered college awareness services, as well as campus visits (75 percent), social skills development (70 percent), career counseling (68 percent), and academic advising (65 percent), among others.
- Two-thirds of programs offered a parental component, although only 20 percent are mandatory. Approximately 60 percent of programs provide college awareness to parents, financial aid counseling and guidance services (55 percent), and academic classes (40 percent).
- Most programs use workshops for instruction (85 percent), as well as mentoring (68 percent), role models (67 percent), classroom instruction (66 percent), and tutoring (63 percent).
Program Operation and Student Characteristics

- 70 percent of programs operate during the academic year and summer, while 21 percent operate only during the academic year and 9 percent only during the summer.
- 71 percent of programs operated after schools hours, 66 percent during school hours, and 54 percent on weekends.
- 36 percent of programs are multi-year programs.
- 61 percent of programs require students to apply for admissions, 31 percent are competitive admissions, and 28 percent open enrollment.
- 53 percent of programs are specifically targeted to certain groups of students. Top targeted student groups included low-income students (85 percent), first-generation college students (78 percent), historically underrepresented minorities (65 percent), and low-academic performing students (33 percent).
- Of students who were served by programs, 46 percent of students at surveyed programs were Hispanic, followed by Black (23 percent) and White (22 percent). Sixty-six percent were from low-SES backgrounds and 58 percent were female.
- 78 percent of programs surveyed rely on external funding for operations, almost half of which is federally funded, and 17 percent of programs rely no internal funding.
- 86 percent of programs conduct program evaluations, most of which are conducted annually (67 percent). However, only 59 percent track students after high school graduation.
Findings from the 2012 National Survey of Pre-College Outreach Programs

Introduction
The 2012 National Survey of Pre-College Outreach Programs was designed and administered between fall 2010 and spring 2011. The survey itself was based largely on the 2000 National Survey of Pre-College Outreach programs conducted by Swail (2001), and also used during the past decade by the National College Access Network (NCAN) and Pathways to College Network.

The web-based instrument and information about the survey was disseminated broadly. The original email was sent out to approximately 12,000 contacts, including members of the National College Access Network, GEAR UP and TRIO program directors, and members of the Educational Policy Institute mailing list. To increase the outreach of the survey to higher education partnerships, the survey was advertised in the Association of Institutional Research monthly newsletter, the American Educational Research Association (AERA) listserv, and was showcased on the EPI website (www.educationalpolicy.org). EPI also sought out support from the US Department of Education, announcing the study to the GEAR UP Team Leader, James Davis, and requesting his endorsement to increase the response rate. Other organizations tapped for support in spreading the word were the National Council for Community and Education Partnerships (NCCEP), The Ohio College Access Network, and the State Higher Education Executive Officers. A postcard was sent to institutions and programs around the US with information about the survey.

Because the study's target population – early intervention and pre-college outreach programs – is largely unknown and the only national directory of programs to date is the predecessor of this study, one major challenge of this study was to successfully identify and reach out to as many programs as possible. To accomplish this goal, several efforts and strategies were used. First, after the initial email notice announcing the survey, EPI contacted individual programs such as past TG Public Benefit Grantees, participants of the original 2000 survey, and programs identified through completed surveys. EPI also followed up with survey completers requesting their support in spreading the word and forwarding the survey information to colleagues.

To be eligible for the survey, programs were to exhibit the following conditions:

- The program must be designed to improve college access for students who are traditionally underrepresented in postsecondary education.
- They must operate at the elementary or secondary levels/ages of education, or during bridge programs before matriculation to college.
- Programs must serve a minimum of 12 students per year.

Examples of programs include:

- TRIO and GEAR UP programs
- Non-federal, community-based programs
- Summer-bridge programs that help students during the transition between high school and college
- Programs that bring students to campus to learn the academic, social, and study skills necessary to succeed in college
- Programs to enhance the self-esteem and motivation of disadvantaged students
- Local school-based programs that provide tutoring and other academic enrichment

Programs that were not to be included:

- Sports campus, unless they are designed to increase the access of disadvantaged students to higher education
- Articulated high school programs, such as tech-prep or 2+2 programs
- Dual enrollment programs
- Short, one-time events (e.g., "college day")

In April 2010, we began cleaning and analyzing the survey data. In total, we received more than 400 completed surveys and were able to utilize 374 after the cleaning process. The descriptive findings from these surveys are reported herein. Some surveys were withdrawn due to incomplete information. Programs did have an opportunity to complete their data after notification from EPI.

Data Analysis

In order to understand the extent to which the different outreach programs surveyed serve underrepresented youth in their efforts to access and succeed in college, the survey data were compared and analyzed by program type. With the exception of the two major federally funded programs, GEAR UP and TRIO, other programs were categorized by their primary funding source. To determine the funding source, several factors were considered such as how respondents categorize their program, their primary sponsoring agency, and different in-kind and financial support provided by government and private entities. Programs supported by federal College Access Challenge Grants (CACG) were analyzed as its own category. Programs categorized as “state-funded” consist of programs that receive financial support from state governments, but not federal. Likewise, “university-funded” programs are those that receive financial support from a college or university, but do not receive funding from the state or federal government.

Several programs indicated receiving financial support from a variety of sources. Because of the lack of a clear-cut funding stream, these programs were categorized as “Other” and included programs with mixed funding (i.e., receive funds from the local, state, and federal government, as well as business and independent sources), more often than not, these were partnerships between two or more public and private entities. Programs included in the “Other” category were also privately-funded programs and programs receiving federal financial support other than TRIO and GEAR UP.
Highlights from the National Survey of Outreach Program

Characteristics of Programs

Distribution of Responses
The survey yielded 374 programs nationwide. Ten percent of the programs were located in California (N=36), followed by Texas (7 percent; 27 programs), New York (6 percent; 22 programs), Ohio (5 percent; 20 programs), and Massachusetts (5 percent; 19 programs). Fifty percent of programs responded from 9 states and approximately 75 percent of responding programs were from 18 states.

The biggest proportion of programs were comprised of federal TRIO programs (Upward Bound, Talent Search, and Student Support Services) and accounted for 28 percent (n=105) of total survey responses. Following TRIO were programs categorized as “Other,” which was separated into three categories: 14 privately-funded programs (3.7 percent), 11 programs with federal funding (other than GEAR UP and TRIO; 2.9 percent), and 48 programs working in partnership with a range of public and private agencies (12.8 percent). Taken together, this group constitutes 20 percent of responding programs. Seventeen percent of programs were university-funded (n=63), 14 percent non-profit organizations (n=52), 7 percent state-funded (n=26), and four percent received financial support from the College Access Challenge Grants (CACG; n=16).

On average, programs have been operating since 1999. There was only one program that began operating before 1960. The second oldest program, a privately-funded program, indicated its first year of operation in 1963. In the 2009-2010 academic year, programs responding to the survey served an average of 9,762 students (this included students served via online counseling). The federal TRIO programs, on average, served the smallest number of people (469 students), which may be due to the nature of the program’s objectives to target specific areas and students.
Program Sponsors
Half of responding programs indicated that their primary sponsoring agency was a college or university (n=189). Twenty-one percent of programs reported that a school primarily sponsors their programs, 16 percent selected “Community,” and 13 percent indicated “Other.” TRIO, state-funded, and university-funded programs had the greatest proportion of college/university-sponsored programs (75; 51; and, 73 percent, respectively). Not surprisingly, 59 percent of GEAR UP programs were school-sponsored.
Nonprofit organizations had the greatest proportion community-sponsored programs (52 percent). Over a third of CACG-supported programs (n=5) were sponsored by a college or university, and the same proportion (25 percent) were school-sponsored and community-sponsored.

Exhibit 1. Distribution of programs, by program type

Exhibit 2. Distribution of outreach programs by sponsoring institution type
Location of Services
Most programs operated on either a college/university campus or in the schools, with an even split between those two categories (39 percent; 144 programs for each location). There were no programs indicating that services were offered at students’ homes. Only seven percent (n=26) of programs reported working at a community center, and 15 percent (n=57) selected “Other.” Of the TRIO, state- and university-funded programs, more than half provided services to students on college campuses (51; 50; and, 65 percent, respectively). The second largest setting where TRIO programs were offered is an elementary/secondary school (37 percent; 39 programs). Forty-six percent of all nonprofit programs (n=24) provide services in an elementary/secondary school, and a quarter of them (n=13) at a community center. For CACG-supported programs, 44 percent offer services in an elementary/secondary school setting. The same number of programs (n=2) reported the program location on a college campus or in a community center, and four programs selected “Other.” Of the respondents identified as “Other,” over a third of partnerships (34 percent), privately-funded (38 percent), and other federally-funded programs (46 percent) take place in a college campus setting. The proportion of these programs working in an elementary/secondary school setting varied, with 14 partnerships (30 percent), 7 privately-funded (50 percent), and 2 federally-funded programs (18 percent).

Exhibit 3. Distribution of outreach programs by primary location of services

Service Area of Programs – Urbanicity
More than a third of programs (36 percent; 135 programs) indicated serving urban areas. Seventeen percent of programs serve rural areas (n=65), and only five percent serve suburban areas (n=20). Eighteen percent of respondents (n=66) selected a combination of two target areas (e.g., suburban and urban, or urban and rural) and 14 percent selected all three areas. The number of programs serving urban areas exceeded 30 percent across all program types (range of 30 – 36 percent), with the exception of nonprofit programs, where over half (52 percent) provide services in urban areas.
Goals, Services, and Instruction

Program Goals
Among the top program goals selected by survey respondents, “increasing likelihood of attending college,” “increasing college awareness,” and “providing exposure to college” were selected by over 90 percent of all respondents (range of 91 to 93 percent). Other important goals identified by programs were “improving academic skills,” “encouraging rigorous course-taking,” “increasing likelihood of completing college,” and “providing role models” (range of 72 to 80 percent). All CACG-supported, GEAR UP, and privately-funded programs reported the increase of likelihood of attending college as a goal. The proportion of all other programs selecting this goal ranged between 90 to 98 percent. State-funded programs, however, had the lowest proportion (84 percent), perhaps due to the target population they serve, that is, students who have already matriculated in college. Across all program types, “improving vocational skills” was the least selected goal.

Exhibit 4. Goals of outreach programs

<table>
<thead>
<tr>
<th>Goal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Likelihood of Attending College</td>
<td>93%</td>
</tr>
<tr>
<td>Increase College Awareness</td>
<td>92%</td>
</tr>
<tr>
<td>Provide Exposure to College</td>
<td>91%</td>
</tr>
<tr>
<td>Increase Likelihood of Completing College</td>
<td>80%</td>
</tr>
<tr>
<td>Improve Academic Skills</td>
<td>79%</td>
</tr>
<tr>
<td>Provide Role Models</td>
<td>77%</td>
</tr>
<tr>
<td>Encourage Rigorous Course-Taking</td>
<td>72%</td>
</tr>
<tr>
<td>Improve Self-Esteem</td>
<td>70%</td>
</tr>
<tr>
<td>Encourage Parental Involvement</td>
<td>66%</td>
</tr>
<tr>
<td>Increase High School Persistence/Prevent Drop Outs</td>
<td>65%</td>
</tr>
<tr>
<td>Provide Recreational or Cultural Opportunities</td>
<td>58%</td>
</tr>
<tr>
<td>Encourage Long-Term Financial Planning</td>
<td>57%</td>
</tr>
<tr>
<td>Promote Interest/Strength in Subject Area</td>
<td>36%</td>
</tr>
<tr>
<td>Improve Vocational Skills</td>
<td>21%</td>
</tr>
</tbody>
</table>
Academic Services
Among the academic services provided, over half (between 51 and 62 percent) of respondents provided study-skills training, critical thinking skill development, preparatory courses, test-taking skills, grade monitoring, math/science instruction, academic enrichment, courses, and/or reading/writing instruction. Forty programs (20 percent) indicated that math/science instruction was their primary service.

**Exhibit 5. Percent of programs that offer academic services, by service type**

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study-Skills Training</td>
<td>62%</td>
</tr>
<tr>
<td>Critical Thinking Skill Development</td>
<td>56%</td>
</tr>
<tr>
<td>Preparatory Courses</td>
<td>56%</td>
</tr>
<tr>
<td>Test-Taking Skills</td>
<td>56%</td>
</tr>
<tr>
<td>Grade and Attendance Monitoring</td>
<td>55%</td>
</tr>
<tr>
<td>Mathematics/Science Instruction</td>
<td>53%</td>
</tr>
<tr>
<td>Academic Enrichment Courses</td>
<td>52%</td>
</tr>
<tr>
<td>Reading/Writing Instruction</td>
<td>51%</td>
</tr>
<tr>
<td>Computer-Training Skills</td>
<td>38%</td>
</tr>
<tr>
<td>Remedial Instruction</td>
<td>35%</td>
</tr>
<tr>
<td>College-Level Courses</td>
<td>31%</td>
</tr>
<tr>
<td>Accelerated Courses Below the College Level</td>
<td>29%</td>
</tr>
</tbody>
</table>

Non-Academic Services
Being that all programs surveyed work with students to promote college access, it is not surprising that 87 percent of programs provide college awareness services. Of this number, 47 percent (154 programs) offer it as a primary non-academic service. Other most frequently mentioned non-academic services include social skills development/confidence-building (70 percent), career counseling and information (68 percent), and academic advising (65 percent). With the exception of university-funded programs, the percentage of programs by program type that provide college awareness as a service all exceeded 80 percent (range from 82 to 95 percent). Only 75 percent of university-funded programs encourage college awareness.
Parental Components
The survey data show that parental involvement is an important component of services provided to students or program participants. Sixty-seven percent of respondents indicated that their program offers a parental component, although only 20 percent of them are mandatory. Mirroring the services offered to students, nearly 60 percent of programs provide college awareness to parents (58 percent), 55 percent of programs provide financial aid counseling and guidance services, and 39 percent encourage parents to participate in activities with their students. Other services offered to parents include campus visits and tours (36 percent), motivational speakers (25 percent), meeting with university faculty and students (24 percent), instructional programs (14 percent), and family counseling (9 percent). Eight percent of programs selected “other” for services provided to parents, and only four percent offer academic classes to parents. Among the programs where parental components appear to be most common are privately-funded programs, GEAR UP, state-funded, and CACG-supported programs (range from 81 to 93 percent). Only 44 percent of university-funded programs and 57 percent of TRIO programs reported having any parental component.
Instructional Approaches
Program services are delivered through a variety of instructional approaches. The most commonly used approach according to respondents was via workshops (85 percent), followed by mentoring (68 percent), role models (67 percent), classroom instruction (66 percent), and tutoring (63 percent). Over half of the programs (51 percent) utilize assessment and testing instructional approaches, 44 percent use peer-learning groups, and 18 percent indicated “Other.”

Program Operation and Student Characteristics

Period of Operation
More than two thirds of programs (70 percent) operate during the academic year and summer. Twenty-one percent of all programs (n=77) operate only during the academic year, while only nine percent (n=33) operate exclusively during the summer months. A vast majority of programs run after school
hours (266 programs or 71 percent). The same percentage of programs take place during school hours (66 percent) and in episodic events (67 percent), while over half (54 percent) take place on weekends. All but one CACG-supported program contain episodic events (94 percent). GEAR UP programs run mostly during school hours (92 percent), though programs also run after school (82 percent) and in episodic events (90 percent). Only 64 percent of GEAR UP programs have weekend events. In contrast, over two thirds of state-funded and privately-funded programs operate on weekends (73 and 79 percent, respectively). The same proportion of these groups, including other federally-funded programs, nonprofits and TRIO groups, operate after school hours (range from 69 to 79 percent).

Over a third of respondents reported that their programs run for more than one academic year. The second most frequently selected response was “other” (32 percent) suggesting variation of program duration. Twenty-two percent of programs run for a full academic year and less than five percent run for a month (2 percent), one semester (2 percent), one summer (1 percent), or one week (3 percent).

**Exhibit 9. Distribution of programs by when services are offered**

<table>
<thead>
<tr>
<th>Service Period</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year Only</td>
<td>77</td>
</tr>
<tr>
<td>Summer Only</td>
<td>33</td>
</tr>
<tr>
<td>Academic Year AND Summer</td>
<td>262</td>
</tr>
</tbody>
</table>

**Exhibit 10. Average starting point for outreach programs**

<table>
<thead>
<tr>
<th>Service Period</th>
<th>Average Starting Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Hours</td>
<td>71%</td>
</tr>
<tr>
<td>During School Hours</td>
<td>66%</td>
</tr>
<tr>
<td>Episodic Events</td>
<td>61%</td>
</tr>
<tr>
<td>On Weekends</td>
<td>54%</td>
</tr>
</tbody>
</table>
Program Admission
Overall, the majority of programs (61 percent) require students to apply for admission. Over half of the programs (53 percent) target specific students and 46 percent of the programs require a contract with the parents, suggesting the importance of parent involvement. Only 28 percent of respondents reported that their programs are open enrollment. Of this group, 21 percent are GEAR UP programs, 17 percent are nonprofits, and 15 percent are partnerships. Less than 15 percent of all other groups practice open enrollment. Of all programs responding to the survey, 31 percent have competitive admission. Of this group, 39 percent are TRIO programs, and 20 percent are university-funded programs. Only 17 percent of programs are first-come, first-serve. Among privately-funded programs, over 57 percent have competitive admission policies and close to two thirds require students to apply for admission.

Program Staff and Training
Eighty-three percent of programs that completed the survey provide pre-service training to staff members. For a vast majority of these programs (93 percent) staff training is required. On average, over a third of programs (35 percent) meet weekly with staff. Twenty-four percent of respondents reported...
that their programs have monthly staff meetings, while 21 percent have biweekly meetings, and only 13 percent have meetings less than once a month.

**Student Characteristics**

By general definition, most college access programs aim to help students who are economically or academically disadvantaged. This is supported by survey data as 85 percent of programs indicated that they target low-income students, first-generation college students (78 percent), and/or historically underrepresented minorities (65 percent). The extent to which each type of program provides services to low-income students varied, but the programs that selected this target population across all program types exceeded 70 percent (range of 73 to 94 percent).

More programs indicated serving high school students (65 percent), compared with middle school students (38 percent) and elementary school students (11 percent). Other populations served by programs were students with low academic performance (33 percent), students at-risk of dropping out (22 percent), ESL students (21 percent), gifted and talented students (17 percent), students with learning disabilities (13 percent), and high school graduates (11 percent). The same proportion of respondents reported serving female (32 percent) and male students (33 percent). Among other populations programs aim to serve were high achieving minority students, students in pre-kindergarten, migrant students, students interested in STEM fields, youth in foster care homes or homeless youth, and community college students. There are some programs that serve all students.

**Exhibit 13. Student groups targeted by outreach programs**

<table>
<thead>
<tr>
<th>Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>85%</td>
</tr>
<tr>
<td>First Generation College</td>
<td>78%</td>
</tr>
<tr>
<td>Historically Underrepresented Minorities</td>
<td>65%</td>
</tr>
<tr>
<td>Low Academic Performance</td>
<td>33%</td>
</tr>
<tr>
<td>Male</td>
<td>33%</td>
</tr>
<tr>
<td>Female</td>
<td>32%</td>
</tr>
<tr>
<td>At-Risk, Stop-Out, Drop-Out</td>
<td>22%</td>
</tr>
<tr>
<td>ESL Students</td>
<td>21%</td>
</tr>
<tr>
<td>Gifted/Talented Students</td>
<td>17%</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>13%</td>
</tr>
<tr>
<td>High School Students</td>
<td>65%</td>
</tr>
<tr>
<td>Middle School Students</td>
<td>38%</td>
</tr>
<tr>
<td>High School Graduates</td>
<td>11%</td>
</tr>
<tr>
<td>Elementary School Students</td>
<td>11%</td>
</tr>
</tbody>
</table>

With regard to race/ethnic groupings, 46 percent of the students served by all programs in this survey were Hispanic/Latino, followed by Black/African American (23 percent), White (22 percent), Asian/Pacific Islander (6 percent), Other (3 percent), and American Indian/Alaskan Native (1 percent). Two thirds of students were from low-socio-economic status, and 58 percent were female.
Exhibit 14. Distribution of students served by outreach programs, by race/ethnicity, SES, and gender

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>46%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>23%</td>
</tr>
<tr>
<td>White</td>
<td>22%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>6%</td>
</tr>
<tr>
<td>Other Race/Ethnicity</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1%</td>
</tr>
<tr>
<td>Low Socioeconomic Status</td>
<td>66%</td>
</tr>
<tr>
<td>Female</td>
<td>58%</td>
</tr>
<tr>
<td>Male</td>
<td>42%</td>
</tr>
</tbody>
</table>

Funding Source and Program Budget
Funding is a critical aspect of operating a pre-college program. Approximately 78 percent of all responding programs rely on external funding for operational costs. Forty-five percent of programs receive financial support from the federal government and a third of programs (32 percent) receive financial support from private foundations. College access programs also receive financial support from the state government (20 percent), private fundraising events (17 percent), colleges or universities (17 percent), community organizations (8 percent), local school systems (6 percent), local governments (5 percent), and other federal programs such as AmeriCorps (3 percent). However, most programs receive financial and in-kind support from more than one source.

Exhibit 15. Primary source of funding for programs

- External: N=262, 78%
- Internal: N=59, 17%
- Tuition/ Fees: N=16, 5%
Exhibit 16. Sources of financial and in-kind support for programs

<table>
<thead>
<tr>
<th>Source</th>
<th>In-Kind N (%) of Programs</th>
<th>Financial Support N (%) of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>1%</td>
<td>45%</td>
</tr>
<tr>
<td>AmeriCorps</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>State Government</td>
<td>8%</td>
<td>20%</td>
</tr>
<tr>
<td>Local Government</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Local School System</td>
<td>28%</td>
<td>6%</td>
</tr>
<tr>
<td>Community Organization</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>Business/Industry</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Private Foundation</td>
<td>5%</td>
<td>32%</td>
</tr>
<tr>
<td>Individuals</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Colleges/Universities</td>
<td>34%</td>
<td>17%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>1%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Program Incentives
The most common incentive provided to program participants is a certificate of recognition, as indicated by 44 percent of respondents. Other incentives include scholarships (37 percent), an end of program dinner or party (36 percent), special recommendations (24 percent), and cash stipends (23 percent). Some programs also offer academic credits (15 percent) or tuition/fees reimbursement (12 percent).

Exhibit 17. Percentage of programs that offer incentives for participation
Student Progress Tracking and Monitoring
Eighty-five percent of responding programs conduct some form of program evaluation, while only 2 percent indicated that evaluations are not conducted. The majority of evaluations are conducted annually (67 percent), some are conducted every two years (3 percent), and 15 percent of respondents selected “other.” Almost all programs (86 percent) monitor student progress and 66 percent of respondents track students upon completion of the program. Over half of programs (59 percent) track students upon high school completion, and only 36 percent of programs track students after college graduation.

Exhibit 18. Percentage of programs engaging in evaluation activities

<table>
<thead>
<tr>
<th>EVALUATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Not Conduct Evaluations</td>
<td>2%</td>
</tr>
<tr>
<td>Conduct Evaluations Every Two Years</td>
<td>3%</td>
</tr>
<tr>
<td>Conduct Evaluations According to Another Schedule</td>
<td>15%</td>
</tr>
<tr>
<td>Conduct Evaluations Every Year</td>
<td>67%</td>
</tr>
<tr>
<td>Conduct Evaluations</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TRACKING</td>
<td></td>
</tr>
<tr>
<td>Track Students After College Graduation</td>
<td>36%</td>
</tr>
<tr>
<td>Track Students After High School</td>
<td>59%</td>
</tr>
<tr>
<td>Track Students After Program Completion</td>
<td>66%</td>
</tr>
<tr>
<td>Monitor Student Progress</td>
<td>86%</td>
</tr>
</tbody>
</table>
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PROGRAM DESCRIPTION: The Alaska College and Career Advising Corps (ACAC) trains recent college graduates in college access and success strategies. These College and Career Guides are then placed in target high schools with a high concentration of low-income, minority, and potential first-generation college students. Guides work alongside counselors and career resource staff. They are close in age to the students and have only recently completed the college experience themselves; so they connect with students that might otherwise fall through the cracks. College and Career Guides help students: explore careers and develop career plans; apply to postsecondary institutions; find scholarships and other financial aid. The program goal is to increase the number of high school students who graduate from secondary school and enroll in and complete postsecondary education.

GENERAL INFORMATION:
- Program began operation in 2009
- This is a Federal CACG-Supported Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Alaska - statewide expansion in beginning stages
- Urbanicity:
- Duration of Program: Once Guides are placed in school they serve all students (Fresh-Senior). Guides change every 1/2 years.
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools

- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 300
  - 2009-10 = 2400

- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Schools are specifically targeted and selected; schools must apply; once guide is at a school, all students may participate

PROGRAM GOALS: Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Career counseling and information; Personal counseling
I Know I Can (IKIC)/I'm Going to College (IGTC)

UA College Savings Plan (IKIC)/Alaska Commission on Postsecondary Education (IGTC)
800 E Dimond Blvd Ste 200
Anchorage, AK 99507
907-269-7972 (v)
907-269-7991 (f)
akadvantage.alaska.gov
Shelly Morgan, Program Director
shelly.morgan@alaska.gov

PROGRAM DESCRIPTION: IKIC encourages children and families to think about college early. College alumni read a story in 2nd-grade classrooms: Animal friends explore whom they want grow up to be, and how college fits into those plans. Students draw postcards of who they want to become, which are later mailed to them as a reminder of their goals. IGTC lets students at the end of elementary school (5th/6th grade) see firsthand what college will be like. Students explore types of colleges and financial aid in a 12-session curriculum, and then experience a day of college life at one of Alaska's college campuses, including hands-on classes. A special gift at the end of the day is a reminder that it's not too early to start planning for college.

GENERAL INFORMATION:
- Program began operation in 2001
- This is a Partnership Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Alaska
- Urbanicity:
- Duration of Program: IKIC - 90 minutes per class; offered in different communities over a semester. IGTC - between 2 weeks and 2 months at each location (included curriculum and campus event).
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 5
- Students served:
  - 2008-09 = 2300
  - 2009-10 = 2800
- PARENTAL COMPONENT: Yes
**ALABAMA**

**College of Sciences and Mathematics Summer Bridge Program**

_Auburn University_
College of Sciences and Mathematics  
Sciences Center Classroom Building  
315 Roosevelt Concourse  
Auburn, AL 36849  
334-844-4247 (v)  
334-844-4445 (f)  
http://www.auburn.edu/academic/cosam/departments/diversity/summerbridge/  
Velma Richardson, Program Director  
vbr0001@auburn.edu

**PROGRAM DESCRIPTION:** The Summer Bridge Program was founded in 1997. The goal of the Auburn University Summer Bridge Program is to implement each summer an intensive four-week academic enrichment experience for incoming minority freshmen planning to major in Physical Sciences, Life Sciences and Mathematics, or enroll in Pre-Professional programs in Dentistry, Engineering, Medicine, Optometry, Pharmacy, Physical Therapy and Veterinary Medicine. The program is designed to bridge the gap between high school and college by providing these students with tools needed to succeed and graduate in Science, Mathematics, Engineering, and Technology curricula at Auburn University.

**GENERAL INFORMATION:**
- Program began operation in 1997
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: One month
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - o 2008-09 = 30
  - o 2009-10 = 21
- **PARENTAL COMPONENT:** No

**PROGRAM FUNDING PROVIDED BY:**
College/University

**TARGETED POPULATION:** Low income; Historically underrepresented minorities; First generation to attend college

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; Students are specifically targeted & selected; Admission is competitive

**PROGRAM GOALS:** Improve academic skills; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Provide exposure to college

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Peer learning groups

**ACADEMIC SERVICES:** Mathematics/Science instruction; Critical thinking skill development; Study skills training; Preparatory courses (e.g. problem solving, decision making)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Career counseling and information
Provost Leadership Undergraduate Scholarship (PLUS) Program

Auburn University
Office of Diversity and Multicultural Affairs
381 Mell Street
103 MW Smith Hall
Auburn, AL 36849
334-844-4184 (v)
334-844-4445 (f)
https://fp.auburn.edu/diversity/plusInfo.aspx
Florence Holland, Program Director
fmh0001@auburn.edu

PROGRAM DESCRIPTION: The PLUS program has been instituted to increase diversity among the undergraduate student population at Auburn University. The PLUS program assists participants financially by providing them a $2,000 scholarship per academic year renewable up to 4 years, and supports them academically and socially to ensure that they succeed at Auburn University. This program has been developed to complement goals of the Auburn University Strategic Diversity Plan.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 72
  - 2009-10 = 70
- PARENTAL COMPONENT: No

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college
Student Support Services
Central Alabama Community College
Student Support Services
34091 U.S. Highway 280
Childersburg, AL 35044
256-378-2038 (v)
256-378-2027 (f)
www.cacc.edu
Sandra Wilson, Project Director
s.wilson@cacc.edu

PROGRAM DESCRIPTION: Through a federal grant competition, Student Support Services at Central Alabama Community College (CACC) provides opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. CACC’s Student Support Services (SSS) provides grant aid to eligible SSS participants who are receiving Federal Pell Grants (# 84.063). The goal of SSS is to increase the college retention and graduation rates of its participants. The SSS project at CACC provides the following services: academic tutoring, instruction in reading, writing, study skills, mathematics, computer science, and other subjects; advice and assistance in postsecondary course selection, assist student with information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships; and assistance in completing financial aid applications. Education or counseling services designed to improve the financial and economic literacy and assist students in applying for admission to graduate and professional programs; and assist students enrolled in two-year institutions and applying for admission to, and obtaining financial assistance for enrollment in four-year programs. In addition, the SSS project provides individualized counseling for personal, career, and academic information, activities, and instruction designed to acquaint students with career options; exposure to cultural events and academic programs.

GENERAL INFORMATION:
- Program began operation in 1977
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑️ Academic Year
  - ☑️ Summer
  - ☑️ Both
- Services are provided during
  - ☑️ During regular school hours
  - ☑️ After school hours
  - ☑️ Weekends
- Services students in: Talladega, Tallapoosa, Coosa, Clay, and Shelby Counties
- Urbanicity: Rural area
- Duration of Program: Full academic year

- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 400
  - 2009-10 = 400
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college; Students with learning disabilities; Female students; Male students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Students must apply for FAFSA

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities; Increase persistence, transfer, and graduation rates for college

INSTRUCTIONAL APPROACHES: Tutoring Workshops Assessment & testing Counseling, Apply for 4-yr. Programs, and Financial Aid

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
**Summer Enrichment Experience (SEE Auburn) Program**

**Auburn University**  
Office of Diversity and Multicultural Affairs  
381 Mell Street  
103 MW Smith Hall  
Auburn, AL 36849  
334-844-4184 (v)  
334-844-4445 (f)  
https://fp.auburn.edu/diversity/see.aspx  
Florence Holland, Program Director  
fmh0001@auburn.edu

**PROGRAM DESCRIPTION:** This intensive four-week summer program for over 30 underserved students takes place at Auburn University main campus. The program is staffed by Mathematics and English faculty, graduate teaching assistants, counselors, and academic advisors. The students take two classes designed to prepare them for courses in freshmen calculus and English. Each course has a parallel workshop supplementing the classroom instruction. The classroom teaching is conducted by regular faculty members while the workshops are supervised by graduate students. Through these courses and workshops, students have an opportunity to improve their skills and be ready for freshmen courses in the Fall. The aim of the program is to: increase enrollment for underserved populations; increase students’ mathematics and English skills; expose students earlier to the fields of business, agriculture, forestry, education, human science, nursing, and architecture, design and construction; develop students’ study and time management skills; and introduce the students to a network of faculty, staff, and fellow minority students.

**GENERAL INFORMATION:**

- Program began operation in 2008
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑️ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during
  - ☑️ During regular school hours
  - ☑️ After school hours
  - ☑️ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: One month
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12

- Students served:
  - 2008-09 = 22
  - 2009-10 = 29
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** College/University

**TARGETED POPULATION:** Low income; Historically underrepresented minorities First generation to attend college

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**PROGRAM GOALS:** Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Provide exposure to college Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups Role models

**ACADEMIC SERVICES:** Reading/Writing Instruction; Mathematics/Science instruction; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

**SOCIAL SERVICES:** Campus visits and tours; Cultural activities and field trips; Career counseling and information; Meetings with college faculty/students
**Talent Search**

**Northwest-Shoals Community College**  
800 George Wallace Blvd  
Muscle Shoals, AL 35662  
256-331-5348 (v)  
256-331-5409 (f)  
www.nwssc.edu  
Lanetta Phillips, Director, Tuscaloosa Educational Talent Search  
lanetta.phillips@nwssc.edu

**PROGRAM DESCRIPTION:** Tuscaloosa Talent Search is a program funded by the U.S. Department of Education and serves 600 students, of whom 2/3 are first generation college and low-income students, in the rural, isolated Colbert and Lawrence counties, in northwest Alabama. With a mission of promoting academic success, secondary school persistence and the ultimate goal of college enrollment and graduation, the program provides tutoring, financial literacy training, academic advising and course selection, assistance with college entrance exams and college applications, financial aid application assistance, college visits, personal and career counseling to participants in grades 6-12, as well as school reentry assistance to those who have dropped out.

**GENERAL INFORMATION:**
- Program began operation in 1998
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Colbert & Lawrence county schools
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 600
  - 2009-10 = 600
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance
- **PROGRAM FUNDING PROVIDED BY:** Federal Government

**TARGETED POPULATION:** Low income; Historically underrepresented minorities; First generation to attend college; High school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; Students are specifically targeted & selected; Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models

**INSTRUCTIONAL APPROACHES:** Tutoring; Workshops; Assessment & testing

**ACADEMIC SERVICES:** Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Academic-enrichment courses

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling
UB, UBMS, SSS and ETS

U.S. Department of Education
University College
915 S. Jackson Street
Montgomery, AL 36101
334-229-4475 (v)
334-229-5406 (f)
Valerie Pittman, Program Director
vpittman@alasu.edu

PROGRAM DESCRIPTION: ETS - Educational Talent Search is an educational enrichment program for middle, high and young adult students. UB - Upward Bound & UBMS - Upward Bound Math & Science are educational enrichment programs for high school students. SSS - Student Support Services is an educational enrichment program for college students.

GENERAL INFORMATION:
- Program began operation in
- This is a Federal TRIO Program
- This is a community-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Montgomery, Elmore, Autauga and Lowndes
- Urbanicity: Rural area, Urban area,
- Duration of Program: September 1 thru August 31
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - o 2008-09 = 1000
  - o 2009-10 = 1000
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound

University of West Alabama
Academic Affairs
One College Street
UWA Station 17
Livingston, AL 35470
205-652-3627 (v)
205-652-3401 (f)
uwa.edu
Vicki Spruiell, Director vspruiell@uwa.edu

PROGRAM DESCRIPTION: The University of West Alabama Upward Bound Program seeks to generate in 68 eligible high school participants the academic skills and motivation necessary for the successful completion of secondary and postsecondary education. UB also provides opportunities for students to pursue a quality education and assists in developing the important qualities of independent thinking, respect for the ideas of others, personal integrity and character in order to realize their quests for a philosophy of life and self-fulfillment.

GENERAL INFORMATION:
- Program began operation in 1982
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Sumter County Public Schools
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 68
  - o 2009-10 = 68
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
### ARKANSAS

**College Project Talent Search**  
University of Arkansas - Fayetteville  
Pre-College Programs Outreach  
1 University of Arkansas  
Hotz 200  
Fayetteville, AR 72701  
479-575-3553 (v)  
479-575-5361 (f)  
precollege.uark.edu  
Jason Campbell, Director  
jasonc@uark.edu

**PROGRAM DESCRIPTION:** Talent Search program

**GENERAL INFORMATION:**
- Program began operation in
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year  
  - ☑ Summer  
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours  
  - ☑ After school hours  
  - ☐ Weekends
- Services students in:
- __Urbanicity:__ Rural area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 615
  - 2009-10 = 611
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; College/University

**TARGETED POPULATION:** Low income; First generation to attend college; High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA)

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Improve student self-esteem; Provide role models

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring Workshops

**ACADEMIC SERVICES:** Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Study-skills training; Preparatory courses (e.g., problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g., admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
Educational Talent Search

University of Arkansas
Pre-College Outreach Programs
1 University of Arkansas
200 Hotz Hall
Fayetteville, AR 72701
479-575-3553 (v)
479-575-5361 (f)
http://precollege.uark.edu
Gina Ervin, Director
ergvin@uark.edu

PROGRAM DESCRIPTION: Educational Talent Search is a federally funded "TRIO" program. The goal is to increase the number of youth from disadvantaged backgrounds who complete secondary school and enroll in a postsecondary education.

GENERAL INFORMATION:
- Program began operation in 1991
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Rogers, Springdale (select schools), Gentry, Decatur, Lincoln in Arkansas
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 1131
  - 2009-10 = 1164
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; First generation to attend college
High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills;
Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops; Peer learning groups; Assessment & testing

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Academic advising
**University Access Talent Search**

University of Arkansas  
Pre-College Outreach programs  
200 Hotz Hall  
1 University of Arkansas  
Fayetteville, AR 72701  
479-575-2628 (v)  
479-575-5361 (f)  
http://precollege.uark.edu  
Evelyn Fuller, Director  
efuller@uark.edu  

**PROGRAM DESCRIPTION:** The goal of this federally funded TRIO Talent Search program is to identify and serve disadvantaged students who have the potential to enroll in postsecondary education. This program serves students in grades 6-12 with over 600 students in the program. Because we are a pre-college program, we have data on enrollment in postsecondary education, with over 80% enrolling in the fall semester following their senior year in high school.

**GENERAL INFORMATION:**
- Program began operation in 2006
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: northwest Arkansas and southwest Missouri
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - o 2008-09 = 650
  - o 2009-10 = 718
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:**

**TARGETED POPULATION:** Low income; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students Middle school students; Elementary school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; based on whether students are first-generation college and/or low-income

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Workshops

**ACADEMIC SERVICES:** Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g., problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g., admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
ARIZONA

Access ASU
Arizona State University
Educational Outreach & Student Services
PO Box 872012
Tempe, AZ 85287-0001
480-965-2601 (v)
480-965-1286 (f)
asu.edu/access
Natalie Nailor, Program Director
nnailor@asu.edu

PROGRAM DESCRIPTION: Access ASU’s Mission is to be a catalyst for change; transforming Arizona’s college-going culture by empowering students to invest in their future and attain a university degree. Access ASU staff work with Arizona’s K-12 schools and Community Based Organizations to build partnerships that lead to an increase in college readiness & post-secondary enrollment. Access ASU seeks to increase college readiness in schools through our Six Fundamentals, which drive all of our work with students, parents, school staff, and faculty members:
- Encourage academic readiness
- Increase college exposure
- Promote financial aid literacy
- Build student self-confidence
- Provide adult role models
- Foster parental support

GENERAL INFORMATION:
- Program began operation in 2003
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Predominantly Maricopa County K-12 schools; however, we also serve schools outside Maricopa County.
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Varies by school
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 =
  - 2009-10 =

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- Motivational speakers

- PROGRAM FUNDING PROVIDED BY: State Government; College/University

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Typically, our presentations & workshops are scheduled and coordinated through partnerships with school & district staff; no student enrollment is required.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
- Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction
- Mentoring; Workshops; Role models; Access ASU provides developmentally specific college-readiness programming & facilitation of campus visits from AZ K-12 school children. Additionally, Executive Coordinators in Access ASU work strategically with K-12 Administrators to review college readi

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Meetings with college faculty/students
Aprendiendo Por Vida
Santa Cruz County Schools Superintendent
2921 N. Grand Ave. #5
Nogales, AZ 85621
520-287-2188 (v)
520-287-2441 (f)
http://www.apvgearup.org/
Janet Annett, Program Director
janet@apvgerup.com

PROGRAM DESCRIPTION: The Aprendiendo Por Vida program has worked with over 850 students in the class of 2011 cohort in schools throughout Santa Cruz County. Our mission is to prepare our students to be ready, willing and able to succeed in postsecondary education. Our services have ranged from direct interaction with students providing tutoring, mentoring, character development, career and education exploration, campus visits and summer programs to name a few. Parents programs have provided information on college access and financial aid, and in addition, parenting support sessions. We have also provided schools with funding and support to initiate curriculum development and school reforms.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Nogales and Rio Rico
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 865
  - 2009-10 = 848
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS:
- Increase high school persistence/prevent dropouts; Improve academic skills;
- Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college
- Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Grade and attendance monitoring; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising

2012 National Survey of Pre-College Outreach Programs
Educational Policy Institute
College Depot
City of Phoenix
Library
1221 N Central Ave
Burton Barr Library, 2nd floor
Phoenix, AZ 85004
602-262-7783 (v)
602-495-0177 (f)
www.phoenixpubliclibrary.org/collegedepot
Judy Reno, Director
judy.reno@phoenix.gov

PROGRAM DESCRIPTION: College Depot is a free, full-service college-planning center. Located in the Burton Barr Central Library in downtown Phoenix, the services of College Depot are available to all. However, College Depot specifically targets its outreach to Phoenix’s low-income communities, especially those demonstrating low rates of educational attainment. By being a “place based” college access center that is located outside of school and open six days a week, College Depot provides family members and mentors an opportunity to be involved in the college planning process at times that are convenient to them. The 2,400-square-feet enclosed space is equipped with 25 computers. The services include workshops and one-on-one assistance with financial aid, college planning, ACT and SAT test preparation, career exploration, and more.

GENERAL INFORMATION:
- Program began operation in 2009
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both

- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends

- Services students in: Phoenix Union High School District and feeder elementary and middle schools; various community based organizations; area GED programs and charter schools
- Urbanicity: Urban area
- Duration of Program: On-going
- Typical number of years students are in the program: 2
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 4413
  - 2009-10 = 10230

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Mentoring; Workshops

ACADEMIC SERVICES: Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Academic advising
New Start Summer Program
University of Arizona
Academic Success & Achievement
P.O. Box 210040
Tucson, AZ 85721
520-621-5773 (v)
520-621-5015 (f)
http://newstart.arizona.edu
Mary Frances Kuper, Assistant Director
mmiller@email.arizona.edu

PROGRAM DESCRIPTION: New Start is a comprehensive, six-week summer bridge program designed to help incoming freshmen succeed in the transition from high school to college. Through academic classes, college success workshops, tutoring and peer mentoring, program participants are able to experience the expectations and opportunities of being a University student in a comfortable and supportive environment. Throughout the six weeks, students earn 6-7 units of course credit.

GENERAL INFORMATION:
- Program began operation in 1969
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: While out-of-state students may still participate, the vast majority of participants come from the state of Arizona. Program population is about 50% local (Tucson and surround areas), 50% other areas of Arizona
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 6 weeks
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 274
  - 2009-10 = 330
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Community Organization; Individual; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college; High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students must be incoming University of Arizona freshmen (at least half-time enrollment)

PROGRAM GOALS: Improve academic skills Increase likelihood of completing college; Provide role models; Provide recreational or cultural opportunities; Encourage active participation and self-advocacy in the college environment

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups
Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Academic advising; Meetings with college faculty/students
Regional College Access Center

Metropolitan Education Commission
930 E. Broadway
Tucson, AZ 85719
(520)670-0055 (v)
(520)670-1110 (f)
www.metedu.org/rcac
Dr. June Webb-Vignery, Executive Director
metcom@theriver.com

PROGRAM DESCRIPTION: The Regional College Access Center’s (RCAC) mission is to facilitate the access to and success in college for all Pima County students, with a special focus on students from low-income households or who are the first in their family to attend postsecondary education programs. Its goals are: 1. Preparing for College; 2. Paying for College; 3. Graduating from College; and 4. Supporting Workforce Development. Services include: One-on-one assistance available in English and Spanish consisting of online searches and individual planning during advising sessions; Information and referrals using a free online database (MEC College Tool Kit) with local and national information about colleges, careers, scholarships, financial aid, and academic resources.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Tucson and Pima County Arizona
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 5 weeks of internship
- Typical number of years students are in the program: 4
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 10
- Students served:
  - o 2008-09 = 10
  - o 2009-10 = 7
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government; Local Government; Fundraising

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Workforce development

INSTRUCTIONAL APPROACHES: Workshops; Peer learning groups; Information centralization through online database with academic resources

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
5thDimension/UC Links
UC San Diego
Communication, Human Development, Laboratory of Comparative Human Cognition
La Jolla, CA 92093
858-534-4590 (v)
858-534-7746 (f)
lhc.ucsd.edu, ccw.ucsd.edu, www.tclearninglounge.org
Michael Cole, Professor, Laboratory director
mcole@ucsd.edu

PROGRAM DESCRIPTION: This project is a network of educational programs that connect community and university partners to provide computer-based and other learning activities for school children. Working in small groups, older and younger children learn together through informal activities exploring a variety of educational software, Internet-based resources, and other educational materials. University students enrolled in undergraduate coursework take part in community-based after-school or in-school programs and help guide the children through a variety of learning activities designed to promote literacy, math, science, and computer skills, as well as collaborative behavior. Drawing on the knowledge of parents and teachers in the local community, each site in the project network is adapted to serve the special concerns, interests and needs of local children and their families. The community's role in the collaboration is to define themes and activities appropriate for their children. The university's role is sustained through undergraduate coursework that connects faculty and students' community service activities with undergraduate education. Beginning in 1981 and continuing to the present time, a major tool LCHC has used for engaging in practicum activities has been a specially designed system of activities referred to as "The Fifth Dimension" which has been implemented in many locales by LCHC staff and associated researchers in other universities. Most implementations have involved after-school programs located in Boys and Girls Clubs, YM & YWCAs, recreation centers, and public schools across the United States, Mexico, Spain, Australia, Finland, and Russia. This work includes preschool through middle school participants.

GENERAL INFORMATION:
- Program began operation in 1981
- This is a University-funded Program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) university-community collaboration.
- Services students in:
- Urbanicity: Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Courses take place on campus; activities take place in the community
- Grade level when students enter the program:
- Students served:
  - 2008-09 = 80
  - 2009-10 = 80
- PARENTAL COMPONENT: Yes; Instructional programs Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: State Government; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career days (e.g. AP); Personal counseling; Academic advising
PROGRAM DESCRIPTION: Since 1979, AACE Talent Search (AACE TS) has been funded by the U.S. Department of Education. AACE TS is a program that identifies, selects and assists low-income youth ages 11 and older that have the potential to be the first generation in their family to attend college. We support middle school and high school students to continue their education and encourage high school students and adults to enroll in a 4-year institution or postsecondary program. AACE TS currently serves over 1,400 students attending three middle schools and three high schools in the city and county of San Francisco.

GENERAL INFORMATION:
- Program began operation in 1979
- This is a Federal TRIO Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: San Francisco Unified; City and County of San Francisco
- Urbanicity: Urban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 2300
  - 2009-10 = 2300
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Personal counseling; Academic advising
AVID - Advancement Via Individual Determination

9246 Lightwave Avenue
San Diego, CA 92123
858-380-4800 (v)
858-268-2265 (f)
www.avid.org
Rob Gira, Executive Vice President
RGira@avidcenter.org

PROGRAM DESCRIPTION: AVID (Advancement Via Individual Determination) is a thirty year-old, proven college readiness system designed to increase the number of students who enroll and persist in four-year colleges or universities. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Over 98% of AVID high school seniors graduate from high school and more than 71% are accepted to four-year colleges – consistently.

GENERAL INFORMATION:
- Program began operation in 1980
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity:
- Duration of Program: Full academic year
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 400000
  - 2009-10 = 400000
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local School System; Business/Industry; Private Foundation; Individual

TARGETED POPULATION: Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students; Elementary school students; Students in the middle who are often overlooked and underserved; students who are not performing as well as they could

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring Peer learning groups Role models

ACADEMIC SERVICES: Critical thinking skill development; College-level courses (e.g. AP); Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Personal counseling; Academic advising; Meetings with college faculty/students

Educational Policy Institute
AVID (Advancement Via Individual Determination)

San Diego County Office of Education
LRET: Learning Resources Educational Technology
6401 Linda Vista Road Rm 321S
San Diego, CA 92111
858-292-3513 (v)
858-541-0265 (f)
http://www.sdcoe.net/avid
Joyce Y. Suber, Region 9, Director AVID Program, San Diego County Office/Education
jacsuber@sdcoe.net

PROGRAM DESCRIPTION: The Mission of AVID (Advancement Via Individual Determination) is to close the achievement gap by preparing all students for college readiness and success in a global society. The AVID student is one with academic potential: average to high grades and test scores, college potential with support and has the desire and determination to go to college. The AVID student meets one or more of the following criteria: first generation in family to attend college, historically least served in four-year colleges, low income and special circumstances. AVID is a yearlong elective course in middle and high school that focuses on the WICR (Writing, Inquiry, Collaboration and Reading) curriculum. It is a part of the regular school day and is supported by college aid tutors who are trained to conduct tutorials 2 or more days a week. Students take the AVID class for 3-6 years and learn the behaviors and skills to be "college going and college ready." AVID has a framework of support structures that enables students to become competitive in the college application process.

GENERAL INFORMATION:
- Program began operation in 1980
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 =
  - 2009-10 =
  - 2010-11 =

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- Motivational speakers

PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
BLAST UC Links Technology Program (After School)

Long Beach BLAST-Better Learning After School Today
5449 N. Paramount Blvd.
Long Beach, CA 90805
562-531-7117 (v)
562-531-7979 (f)
www.lbblast.org

Karina Enriquez, Site Director
NorthpointeBLAST@gmail.com

PROGRAM DESCRIPTION: Long Beach BLAST runs a full-service after school program dedicated to improve student learning. The program provides homework assistance and enrichment activities to residents at the Northpointe Apartment homes, from grades kindergarten to eight grades. The Technology Program is mostly funded by UC Links and provides technology lessons to participants. The goals range from teaching basic computer skills, students ability to complete technology projects, and expand on literacy through technology.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a University-funded Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Various; Long Beach Unified School District, Paramount Unified School District; Long Beach, CA
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 0
- Students served:
  - 2008-09 = 84
  - 2009-10 = 57
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are selected on a first-come, first served basis

PROGRAM GOALS: Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring Peer learning groups

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Computer-skills training; Academic-enrichment courses

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Academic advising
PROGRAM DESCRIPTION: GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a discretionary grant program designed to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Funds are provided through the U.S. Department of Education. The goal of the program is: To develop and sustain the organizational capacity of middle schools to prepare ALL students for high school and postsecondary education through the establishment of a statewide infrastructure, or network of support, for the adults who influence middle school students, specifically their counselors, faculty, school leaders, and families. As a result of this expanded capacity, a higher proportion of students from backgrounds and communities that have not historically pursued a college education, enroll and succeed in college.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☒ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☒ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Schools in districts throughout California
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - o 2008-09 =
  - o 2009-10 =
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities; Family counseling; Motivational speakers

PROGRAM FUNDING PROVIDED BY:
TARGETED POPULATION: Low income; Historically underrepresented minorities High school students; Middle school students; Elementary school students; We serve all students in selected GEAR UP schools

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Support school site administration, engage families in the school

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups

ACADEMIC SERVICES: Remedial instruction; Critical thinking skill development; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Career counseling and information; Personal counseling; Academic advising
Central Valley Cal-SOAP
6052 Juanche St
Tranquility, CA 93668
559-698-7235 (v)
559-698-5145 (f)
www.calsoap.com
Lorenzo Sandoval, Project Director
lorenzo@calsoap.com

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 2000
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☑️ Academic Year
  - ☑️ Summer
  - ☑️ Both
- Services are provided during
  - ☑️ During regular school hours
  - ☑️ After school hours
  - ☑️ Weekends
- Services students in:
- Urbanicity: Rural area
- Duration of Program:
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities

PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings) Improve vocational skills; Provide role models

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP)

SOCIAL SERVICES:
College Track

117 Broadway
Oakland, CA 94607
510-735-5229 (v)
510-835-1775 (f)
www.collegetrack.org

Geraldine Sonobe, Executive Officer of Programs
geraldine@collegetrack.org

PROGRAM DESCRIPTION: College Track is a college access, after school program targeted to under-resourced high school students who are motivated to attend college. Programs for high school and college students are centered around four core service areas: Academic Affairs, Student Life, College Affairs, and College Success. For each of these programs we have established a set of clearly-defined student goals and expectations that are mapped to higher education admission requirements and are structured to best prepare students for the academic and social demands of college: Academic Affairs reinforces the high standards and accountability that enable our students to enter college and succeed in life. Student Life provides students the opportunities, resources, and tools to explore their passions and constructively engage in their communities through active civic and educational participation. College Affairs guides students in all aspects related to college admissions and helps students find college scholarships. College Success provides support to our college students through academic advising and help finding financial aid.

GENERAL INFORMATION:
- Program began operation in 1997
- This is a Partnership Program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) college access after school program for high school students and college students.
- Services students in: We serve multiple school districts in four geographical regions.
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College Track site
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 740
  - 2009-10 = 840

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Local Government; Local School System; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising
College: Making It Happen
California Education Round Table
Intersegmental Coordinating Committee
560 J Street
Suite 290
Sacramento, CA 95814
916-324-8593 (v)
916-327-9172 (f)
www.certicc.org
Vicki Lovotti, Administrative Associate
vlovotti@cde.ca.gov

PROGRAM DESCRIPTION: College: Making It Happen is a program designed to communicate to families and school educators the importance of early academic and financial planning in order for middle school children to have choices after high school graduation. Originally designed for families and school educators of sixth to ninth grade students, the materials and presentations are applicable to parents of students in other grades as well.

GENERAL INFORMATION:
- Program began operation in 1992
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☐ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 8
- Students served:
  - o 2008-09 =
  - o 2009-10 =
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Middle school students

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Workshops On-site presentations

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid)
Corre La Voz, Digital Mentoring After School for Dual Language Youth

UC Links; UC Santa Cruz
Education
Social Sciences 1
1156 High Street
Santa Cruz, CA 95064
831-247-5069 (v)
(f)
Leslie Lopez, Lecturer in Education/Program Director
lesliel@ucsc.edu

PROGRAM DESCRIPTION: Our program places Latino/a undergrad mentors in local elementary and middle schools to work with 4th-8th grade students who are not yet certified as English proficient. They work on keyboarding, computer literacy, communication skills, and a range of analytical/literacy skills involved in social inquiry, documentation, and creative storytelling in digital media—primarily in a) fluid online applications (password protected blogging) and b) stand-alone individual and group projects (photo-voice, power point, video, Comic Life).

GENERAL INFORMATION:
- Program began operation in 2009
- This is a University-funded Program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- This is a(n) program that connects university (mentors receive training and college credit) and schools (program sites).
- Services students in: Bay View Elementary, Mission Hill Middle School; Santa Cruz City School District; Santa Cruz, CA
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 =
  - 2009-10 = 24
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; Dropout, stopout, or at-risk students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Increase socio-emotional vocabulary and competency; increase awareness of social context

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; Project design and time management tools; field trips

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP)

SOCIAL SERVICES: Social skills development/confidence building; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Meetings with college faculty/students
CSULA Project GEAR UP
California State University, Los Angeles
5151 State University Drive
King Hall D145
Los Angeles, CA 90032
323-343-6066 (v)
323-343-6079 (f)
http://www.calstatela.edu/univ/gearup/

Marcelo Vazquez, Director
mvazquez2@cslanet.calstatela.edu

PROGRAM DESCRIPTION: Established in 1999, CSULA GEAR UP is dedicated to helping youth become competitive role models, citizens and scholars after high school. CSULA Project GEAR UP is dedicated to increasing academically prepared students, empowering parents, and strengthening communities by focusing on college preparation that emphasizes academic and community excellence. CSULA Project GEAR UP achieves this mission of college preparation by assisting students with academic and leadership preparation, increasing parental advocacy through educational services, and promoting community collaboration through partnerships. Our focus on academic excellence, leadership excellence, and community excellence drives the college preparation that guides the students we serve towards becoming competitive applicants in their postsecondary endeavors.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Los Angeles unified School District Los Angeles Mayoral Partnership Schools
- Urbanicity:
- Duration of Program: 6 years
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 3300
  - 2009-10 = 3100
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Family counseling
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected; We target one cohort at a time, one high school graduating class starting in the middle school.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/ Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Personal counseling; Academic advising
## Early Academic Outreach Program (EAOP)

**University of California, Davis**  
University of California, Davis  
Davis, CA 95616  
530-752-0338 (v)  
530-752-9326 (f)  
eaop.ucdavis.edu  
Timoteo Rico, Director  
terico@ucdavis.edu

**PROGRAM DESCRIPTION:** The Early Academic Outreach Program (EAOP) was implemented in 1976 by the University in response to the State Legislature's recommendation to increase the number of economically disadvantaged and educationally disadvantaged students who are competitively eligible for postsecondary education. UC Davis' EAOP Mission is, "To contribute to educational equity and access by motivating and preparing students to pursue and succeed in postsecondary opportunities." Goal: Increase 'a-g' course completion, college-readiness and college-going rate of educationally disadvantaged and/or educationally disadvantaged secondary school students Objectives (cohort baseline measure, 2004-05): (1) 70% of 12th graders will complete 'a-g' subject requirements; (2) 80% of the participants will complete introductory algebra by 10th grade; (3) 70% of the 12th graders completing 'a-g' will also complete the SAT/ACT requirement; (4) 70% of 12th graders will enroll in postsecondary institutions Objective status (2009-10), respectively corresponding to above objective numbering: (1) 85% of 12th graders completed 'a-g' subject requirements; (2) 96% of the participants completed introductory algebra by 10th grade; (3) pending; (4) pending confirmation from National Student Clearing house. Objectives:

### GENERAL INFORMATION:
- Program began operation in 1976
- This is a State-funded Program
- ~
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) student-centered outreach program.
- Services students in: 12 middle schools & 15 high schools (do you want them all, see web page); 9 school districts
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year

- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 2822
  - 2009-10 = 2728
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: State Government

**TARGETED POPULATION:** Low income; First generation to attend college High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment); Students are specifically targeted & selected Students are selected on a first-come, first served basis

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction Mentoring; Workshops; Role models; online instruction

**ACADEMIC SERVICES:** Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students

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**Educational Policy Institute**
Early Academic Outreach Programs

University of California, San Diego
9500 Gilman Drive
MC 0305B
La Jolla, CA 0
858-534-4250 (v)
858-534-8996 (f)
http://eaop.ucsd.edu/default2.htm
Rafael Hernandez, Director of Early Academic Outreach Programs
rshernandez@ucsd.edu

PROGRAM DESCRIPTION: The Early Academic Outreach Program (EAOP) turns dreams of a university education into a reality for more than 85,000 California students from educationally disadvantaged backgrounds at more than 630 low-performing schools. Since 1976, EAOP initiatives at UCSD have increased the number of low-income and ethnically underrepresented students through academic preparation programs. The EAOP Office at UCSD also focuses on schools with low API under-performing schools with historically high numbers of low-income, first generation underrepresented students in the San Diego and Sweetwater districts of San Diego County; and various school districts in Imperial County.

GENERAL INFORMATION:
- Program began operation in 1976
- This is a State-funded Program
- This is a school-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - o 2008-09 =
  - o 2009-10 =
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY:

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES:

TARGETED POPULATION:
Educational Partnership Center
UC Santa Cruz
Student Affairs
2901 Mission Street Extension
Suite A
Santa Cruz, CA 95060
831-46-3081 (v)
831-460-3070 (f)
http://epc.ucsc.edu/index.php
Rafael Granados, Program Director
rafaelg@uccollegeprep.org

PROGRAM DESCRIPTION: The Educational Partnership Center coordinates new and longstanding student academic preparation efforts of the University of California, Santa Cruz with the goal of increasing access and opportunity to postsecondary education for students across the Monterey Bay and Silicon Valley/San Jose regions. The EPC is a research- and data-driven, umbrella organization for a variety of complementary, integrated academic preparation programs serving students, teachers, and families from kindergarten through college. We provide an array of direct services, supporting students on the college-going pathway through tutoring, mentoring, academic planning and counseling, leadership training, test preparation, college awareness and enrichment, and teacher professional development. In 2005, we published a book about our work, Success By Design: The Work of the Educational Partnership Center, with support from the California Academic Partnership Program. Our collaborations with our partners have been successful in many areas including: Raising middle school mathematics scores steadily over five years; Increasing college-going rates in high schools; and Increasing transfers from community colleges.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Monterey Bay Area and Santa Clara County
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4

- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Private Foundation; College/University

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
Provide role models

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Academic advising; Meetings with college faculty/students
**Foundation for a College Education**

2160 Euclid Ave.
East Palo Alto, CA 94303
650-322-5048 (v)
650-327-9977 (f)
www.collegefoundation.org
Anna Waring, Executive Director
awaring@collegefoundation.org

**PROGRAM DESCRIPTION:** At Foundation for a College Education, we work to increase the number of students of color from East Palo Alto and surrounding communities who graduate from a four-year college or university. Our comprehensive college access and retention program provides students with the academic tutoring, leadership training, and college counseling that enable them to graduate from high school and enroll in and graduate from college. Parental involvement is a key component of our program, which helps families advocate for their children and work to create a community where higher education is attainable. We believe that high expectations lead to high achievement. We have developed a program that encourages students to pursue advanced academic work so they are prepared to succeed in college. Recognizing that getting our students into college is only the first step, we continue to support them in college to ensure they graduate with a bachelor’s degree or higher.

**GENERAL INFORMATION:**
- Program began operation in 1995
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ✗ Summer
  - ☑ Both
- Services are provided during
  - ✑ During regular school hours
  - ☑ After school hours
  - ✗ Weekends
- Services students in: East Palo Alto and surrounding communities
- Urbanicity: Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 145
  - o 2009-10 = 145
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers

**PROGRAM FUNDING PROVIDED BY:**
- Business/Industry; Private Foundation; Individual; Fundraising

**TARGETED POPULATION:** Low income; Historically underrepresented minorities; First generation to attend college; Female students; Male students; High school students; Students who are interested in attending college

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; Admission is competitive; Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Encourage students and families to become active leaders in their community

**INSTRUCTIONAL APPROACHES:** Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

**ACADEMIC SERVICES:** Reading/Writing instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Institute of College Initiatives

University of San Diego
Office of the Provost/Academic Affairs
Loma Hall 332
5998 Alcala Park
San Diego, CA 92110
619-260-4686 (v)
619-260-7468 (f)
http://www.sandiego.edu/ici/
Cynthia Villis, Director, Institute of College Initiatives
villis@sandiego.edu

PROGRAM DESCRIPTION: The University of San Diego Institute of College Initiatives introduces local, national, and international communities -- especially students and their families -- to the University, and provides academic and support services to assist student achievement. ICI programs include TRiO Upward Bound, TRiO Student Support Services, USD Student Support Services, TRiO McNair Scholars, Global Leadership Connection, Afghan and American PreCollege Institute, Expanding Your Horizons, ANICA, USD Rotaract, and Botball.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Students interested in higher education, at USD and elsewhere
- Urbanicity: Urban area,
- Duration of Program: TRiO programs are both academic year and summer, as is DOS program. Others occur once or twice a year.
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program:
  - Students served:
    - o 2008-09 =
    - o 2009-10 =
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Community Organization; Private Foundation; Individual; College/University

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students; Elementary school students; Depends upon which program

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Depends on which program.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Create a supportive community for participants

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academically accelerated courses below the college level; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
## La Clase Mágica UCLinks Program

**University of California, San Diego**  
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858-534-7513 (f)  
lcm@communication.ucsd.edu  
Olga A. Vásquez, Founder  
ovasquez@weber.ucsd.edu

**PROGRAM DESCRIPTION:** La Clase Mágica/TACKLE, sponsored through a community-university partnership, is a culturally, linguistic and globally relevant after school educational activity that seeks to enhance the social, cognitive, and technical skills of Spanish English bilingual learners and Native American youth. In its 22nd year of operation La Clase Mágica has added 21st century skills to its technology oriented curriculum. Its five after school programs across San Diego County have recently evolved into Hubs of Innovation which seek to encourage the development of 21st century preparedness in Financial, digital, environmental, and health literacy as well as multicultural awareness. The project serves three developmental levels with specialized curriculum, Mi Clase Mágica for pre-schoolers, La Clase Mágica for middle childhood, and La /Gran Dimension for adults.

**GENERAL INFORMATION:**
- Program began operation in 1989
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Solana Beach, San Ysidro, San Pasqual Reservation, Vista, Escondido
- Urbanicity: Rural area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program:
- Primary services are provided at: Community center/agency
- Grade level when students enter the program:
- Students served:
  - 2008-09 = 130
  - 2009-10 = 148
- **PARENTAL COMPONENT:** Yes; Instructional programs; Participation in student activities
- **PROGRAM FUNDING PROVIDED BY:**
  - AmeriCorps; Community Organization; Private Foundation; College/University

**TARGETED POPULATION:** Low income; Low Academic performance Historically underrepresented minorities; ESL students Male students; Dropout, stopout, or at-risk students Elementary school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment); Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents) Encourage long-term financial planning (e.g. financial aid/savings); Provide role models develop active learners and thinkers

**INSTRUCTIONAL APPROACHES:** Tutoring; Peer learning groups; technology oriented pedagogy

**ACADEMIC SERVICES:** Reading/Writing Instruction; Critical thinking skill development; Computer-skills training; Study-skills training

**SOCIAL SERVICES:** Social skills development/confidence building
Live Oak Elementary UC Links After-School Program

UC Santa Cruz, Live Oak Elementary School, and UC Links Psychology Department
1916 Capitola Road
Santa Cruz, CA 95062
209-914-8809 (v)
831-459-3519 (f)
http://people.ucsc.edu/~langhout/Research.html
Jesica Fernandez, Program Director
jsfern@ucsc.edu

PROGRAM DESCRIPTION: We teach fourth and fifth grade students how to conduct action research so that they may create change in their school and in their worlds. Within this framework, our main focus is on literacy skills, as defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Literacy is the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society." The program serves primarily low-income students and Latina/o students.

GENERAL INFORMATION:
- Program began operation in 2007
- This is a University-funded Program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) College/university and school-based program.
- Services students in: Live Oak Elementary School; Live Oak School District; Live Oak (in Santa Cruz, CA)
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 4
- Students served:
  - 2008-09 = 20
  - 2009-10 = 20
- PARENTAL COMPONENT: No

PROGRAM FUNDING PROVIDED BY:
College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Computer-skills training; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Academic advising; Meetings with college faculty/students
Magical Web-UCLinks

University of California
Child Development
3110 60th Street
Sacramento, CA 95820
916-804-1807 (v)
916-481-8921 (f)
uclinks.org
Lynda Stone, Professor
lstone@csus.edu

PROGRAM DESCRIPTION: CSUS/UC Links Magical Web promotes literacy development through engagement in play activities. Literacy development is promoted through multiple academic disciplines, e.g., play involving science, history, digital storytelling, art, etc. The goal is to create a pipeline to the university by preparing children who are under represented at CSU and UC universities. Undergraduate and graduate students take a service-learning course that helps them tie sociocultural developmental theories to learning and teaching. With this knowledge, these college students mentor children in constructing complex knowledge.

GENERAL INFORMATION:
- Program began operation in 1996
- This is a University-funded Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- This is a(n) collaboration between the university and the community.
- Services students in: Tahoe Elementary School; Sacramento
- Urbanicity: Urban area,
- Duration of Program: Twice a week
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - o 2008-09 = 48
  - o 2009-10 = 48
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Elementary school students; Undergraduates are often first generation.

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Students are selected on a first-come, first served basis; Parents must sign a permission slip.

PROGRAM GOALS: Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring Peer learning groups Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Critical thinking skill development; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
Mathematics, Engineering, Science Achievement (MESA)

University of California Office of the President
Education Partnerships
300 Lakeside Drive
7th floor
Oakland, CA 0
510-987-9138 (v)
510-763-4704 (f)
http://mesa.ucop.edu/home.html
Oscar Porter, Executive Director
oscar.porter@ucop.edu

PROGRAM DESCRIPTION: One of the country’s most successful programs of its kind, Mathematics, Engineering, Science Achievement (MESA) provides academic support for thousands of educationally disadvantaged students so they can excel in math and science and graduate with baccalaureate degrees in science, engineering, computer science, and other math-based fields. MESA provides rigorous academic development that includes math and science curriculum based on the California Math and Science Standards. MESA also offers individualized academic planning, study skills training, peer group learning techniques, career exploration, parent involvement, professional development, transfer assistance, and special orientation classes and services for students in community college and four-year institutions.

GENERAL INFORMATION:

- Program began operation in 1970
- This is a Partnership Program
- ~
- This program operates during the:
  - ☐ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- program that serves students from K-16 from university centers, community college campuses, school districts and community organizations.
- Services students in:
  - Urbanicity: Rural area, Urban area, Suburban area
  - Duration of Program: More than one academic year
  - Typical number of years students are in the program: 3
- Primary services are provided at: MESA delivers services at schools, community colleges, universities and community centers
- Grade level when students enter the program: 6

- Students served:
  - ☑ 2008-09 = 20050
  - ☑ 2009-10 = 20294
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local School System; Community Organization; Business/Industry; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students; Elementary school students; community college students intending to transfer in STEM fields, university students in engineering and computer science

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation; MESA has 6 categories of criteria for program eligibility and students must meet at least one. Students are recruited, referred and walk-in.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups Role models; Hands-on, project-based learning opportunities

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career
days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Pathways to Advancement

Juma Ventures
131 Steuart Street, Suite 201
San Francisco, CA 94105
415-371-0727 (v)
415-371-1634 (f)
www.juma.org
Maria Sison, Program Director
marias@jumaventures.org

PROGRAM DESCRIPTION: Juma’s Pathways to Advancement program serves over 220 low-income youth annually with employment, academic support and financial literacy education: I. Job skills training, employment and leadership development at social enterprise concessions businesses; II. Education services and academic supports that encourage college completion; III. Financial literacy education and asset-building that teaches youth how to manage their money through budgeting, debt and credit management, and accruing resources for college through matched savings accounts. The broad goals of Juma’s Pathways to Advancement program are to support youth in increasing their earnings and leadership skills; increasing their assets and financial literacy necessary for college success; transitioning to and persisting in higher education; and increasing their level of academic preparation for success in college and adulthood.

GENERAL INFORMATION:
- Program began operation in 1993
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: San Francisco Unified, Oakland Unified and San Diego Unified School Districts
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 150
  - 2009-10 = 154

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; Local Government; Community Organization; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students must have minimum of 2.0 GPA; Students must be HS sophomores; Students must complete orientation and introductory period

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models Provide employment opportunities and job training. Provide matched savings for college.

INSTRUCTIONAL APPROACHES: Tutoring Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Job placement assistance; Employability skills training; Academic advising
Puente Project (High School Program)

University of California, Office of the President
Education Partnerships
300 Lakeside Drive
7th Floor
Oakland, CA 94612
510-987-0860 (v)
510-834-0737 (f)
www.puente.net/
Frank Garcia, Program Director
frank.garcia@ucop.edu

PROGRAM DESCRIPTION: The Puente Project is an academic preparation program that for more than 25 years has improved the college-going rate of tens of thousands of California's educationally disadvantaged students. Its mission is to increase the number of educationally disadvantaged students who: Enroll in four-year colleges and universities Earn college degrees Return to the community as mentors and leaders of future generations The Puente program model consists of three interrelated components: writing, counseling and mentoring. Puente staff train high school and community college team members to implement a program of accelerated writing instruction, intensive academic counseling, and mentoring/leadership training by members of the community at sites throughout the state. The diagram below displays this interrelationship, which is the foundation of the program and its success. This interdisciplinary approach provides a focused, sustained, and engaging learning environment for students. This model and approach provides students with individual, culturally sensitive, academic and career counseling designed to help each of them graduate and enroll in a four-year institution. See Program Components for more detailed information. Puente’s staff training programs currently directly benefit approximately 14,000 students annually. Puente is open to all students.

GENERAL INFORMATION:
- Program began operation in 1981
- This is a University-funded Program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) school-based model with professional development focus.
- Services students in:
- Urbanicity: Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 0
  - 2009-10 = 0
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: State Government; Business/Industry; Private Foundation

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; Culturally relevant pedagogy; bridging classroom and community

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career days (e.g. AP); Personal counseling; Academic advising
**Scripps College Academy**

**College Club**

Scripps College  
Scripps College Academy  
1030 Columbia Ave.  
Box 1235  
Claremont, CA 91711  
909-607-0466 (v)  
909-607-7435 (f)  
www.scrippscollege.edu/academy  
Kelly Hewitt, Program Director  
sca@scrippscollege.edu

**PROGRAM DESCRIPTION:** The Scripps College Academy addresses the need for college preparatory support at the middle school level through its College Club program. Working closely with staff or faculty at partner middle schools, SCA staff delivers a series of customizable and age-appropriate workshops. Topics discussed during the College Club series include: a liberal arts education, College admission requirements, Paying for College, How to choose a college, How to apply for college, Career options, Extracurricular activities and leadership, and The importance of a College Education. Additionally, College Club participants are invited to spend a day at the Scripps College campus where they are given the opportunity to meet faculty members and undergraduate students, eat in the dining hall and tour the campus.

**GENERAL INFORMATION:**

- Program began operation in 2006
- This is a University-funded Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Ontario-Montclair Unified School District, West Covina Unified School District
- Urbanicity: Suburban area
- Duration of Program: One semester (or half year)
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 102
  - 2009-10 = 133
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Private Foundation; Individual

**TARGETED POPULATION:** Low income; Historically underrepresented minorities First generation to attend college Female students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students are specifically targeted & selected Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college Increase college awareness (students/parents) Provide exposure to college Improve student self-esteem Provide role models

**INSTRUCTIONAL APPROACHES:** Classroom instruction Role models

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Meetings with college faculty/students
**Scripps College Academy Tutoring**

**Scripps College**
Scripps College Academy
1030 Columbia Ave.
Box 1235
Claremont, CA 91711
909-607-0466 (v)
909-607-7435 (f)
www.scrippscolllege.edu/academy
Kelly Hewitt, Program Director
sca@scrippscolllege.edu

**PROGRAM DESCRIPTION:** The Scripps College Academy’s Tutoring Program provides academic resources and support to Scripps College Academy scholars and community members alike. This cost-free program is open to female students at local middle and high schools as well as relatives of all Scripps College employees. Tutors are current Scripps College students who are carefully selected and trained to work with middle and high school students in a variety of subject areas. Sessions are held on a weekly basis on the Scripps College campus.

**GENERAL INFORMATION:**
- Program began operation in 2006
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: The Tutoring Program is open to all students with access to Scripps College. Most participants reside within a 10 mile radius of the college.
- Urbanicity: Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - ☐ 2008-09 = 34
  - ☐ 2009-10 = 33
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Private Foundation

**TARGETED POPULATION:** Female students High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment); Parents must sign contract before student participation

**PROGRAM GOALS:** Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area (specify subject area); Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Provide role models

**INSTRUCTIONAL APPROACHES:** Tutoring; Mentoring Role models

**ACADEMIC SERVICES:** Reading/Write Instruction; Mathematics/Science instruction; Critical thinking skill development; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); Academic advising; Meetings with college faculty/students
SMART
1345 Mission St.
San Francisco, CA 94103
415-865-5400 (v)
415-865-0505 (f)
thesmartprogram.org

Paul Mann, Director of Community Engagement
paul@thesmartprogram.org

PROGRAM DESCRIPTION: Schools, Mentoring and Resource Team (SMART) is an educational non-profit organization that works with private middle schools in San Francisco to provide a three year scholarship (6th through 8th grade) to motivated students who cannot otherwise afford the opportunities and resources of a private school education (small class sizes; individual attention; high quality arts and athletics programs; access to new and advanced technology; an unprecedentedly safe environment). SMART also provides an array of social supports in order to foster academic excellence and community engagement. It is SMART’s goal that upon graduating from middle school, participants will demonstrate a commitment to intellectual development and a strong sense of values positioning them for personal and professional success in high school, college and beyond.

GENERAL INFORMATION:
- Program began operation in 1997
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☒ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☒ During regular school hours
  - ☒ After school hours
  - ☒ Weekends
- Services students in: San Francisco Independent School Community
- Urbanicity: Urban area,
- Duration of Program: 5th grade through 12th grade
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 4
- Students served:
  - 2008-09 = 160
  - 2009-10 = 160

TARGETED POPULATION: Low income Gifted/talented students; First generation to attend college; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase college awareness (students/parents); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Personal counseling; Placement Services (1)

PROGRAM FUNDING PROVIDED BY: Private Foundation; Individual; Fundraising
**Stanford College Prep**

Stanford University  
Haas Center for Public Service  
562 Salvatierra Walk  
Stanford, CA 0  
650-725-2856 (v)  
650-725-7339 (f)  
http://studentaffairs.stanford.edu/haas/stanfordcollegeprep

Edgar Chavez, Program Director  
eichavez@stanford.edu

**PROGRAM DESCRIPTION:** Stanford College Prep (SCP) is a direct service-tutoring program offered by the Haas Center for Public Service. SCP partners with the charter East Palo Alto Academy High School (EPAAHS), to provide first-generation, low-income minority students with the resources and support to succeed academically in high school and go on to college. Stanford student mentors/tutors work directly with high school students in neighboring East Palo Alto, CA, where ~70% of youth do not graduate. SCP aims to close the achievement gap by promoting and modeling academic success, self-development and access to resources through Stanford student mentors/tutors, after-school curriculum, Saturday workshops, college tours, summer programs and parent education workshops.

**GENERAL INFORMATION:**

- Program began operation in 1981
- This is a Privately-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: East Palo Alto Academy Charter School; Ravenswood School District; East Palo Alto, Ca
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 52
  - 2009-10 = 56

**TARGETED POPULATION:** Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA)

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops; Role models

**ACADEMIC SERVICES:** Reading/ Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
Summer Search
College Access and Bridge Programs
500 Sansome Street
Suite 350
San Francisco, CA 94111
617-510-5310 (v)
617-524-9988 (f)
www.summersearch.org
Emily Edwards, National Post-Secondary Program Director
emily@summersearch.org

PROGRAM DESCRIPTION: Summer Search transforms the educational and life prospects of low-income young people: over 90% qualify for free/reduced lunch and are first generation college students. We support our students’ growth through year-round weekly mentoring, two scholarships to experiential education summer programs and college and financial aid advising, all beginning in sophomore year of high school through the first two years of college. We provide additional support to alumni to reach their highest educational goal, for the vast majority of our students a four year degree. In 2010, we had 369 seniors across 7 sites: Boston, New York, Philadelphia, Seattle and our 3 Bay Area sites-San Francisco (which also serves Oakland), North Bay and Silicon Valley. 95% of seniors matriculated to post-secondary school, 83% to 4-year colleges. We also had 480 Bridge students and over 85% persisted in their first of two years post-secondary school.

GENERAL INFORMATION:
- Program began operation in 1990
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Boston, New York City, Philadelphia, Seattle, and the Bay Area including North Bay, San Francisco and Oakland and San Jose
- Urbanicity: Rural area, Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 10
- Students served:
  - 2009-10 = 1675
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Motivational speakers
- PROGRAM FUNDING PROVIDED BY:
  - Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; High school students; Students are nominated by their public schools on the basis of reflection, altruism and performance (can be in school or in work, extracurricular)

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Develop altruism and civic engagement, aka personally responsible citizens

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Peer learning groups Role models; summer experiential education programs during high school and internships during college

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Career days (e.g. AP); Personal counseling
Talent Search TRiO Program
Humboldt State University
1 Harpst Street
Arcata, CA 95502
707-826-4791 (v)
707-826-5212 (f)
http://humboldt.edu/talentsearch
Adrienne Colegrove-raymond, Director
abc1@humboldt.edu

PROGRAM DESCRIPTION: Talent Search is a pre-college program that provides services to help improve the academic strengths and college readiness of students in the 6th through 12th grades. The free services our counselors provide to eligible students include individual appointments, workshops, campus tours, and information for parents. Objectives: 1) 95% of non-senior secondary school participants served during each budget period will be promoted to the next grade level at the end of each academic school year. 2) 80% of high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency during each budget period. 3) 90% of “college ready” project participants will apply for financial aid during each budget period. 4) 85% of “college ready” project participants will apply for postsecondary school admission during each budget period. 5) 75% of “college ready” participants will enroll in a program of postsecondary education during each budget period (or during the next fall term).

GENERAL INFORMATION:
- Program began operation in 1992
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Humboldt County 18 Schools
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 1000
  - 2009-10 = 1000
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours

PROGRAM FUNDING PROVIDED BY: Federal Government; State Government

TARGETED POPULATION: Low income; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected. Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Critical thinking skill development; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students
TEAM GEAR UP
Imperial County Office of Education
Educational Services
1398 Sperber Road
El Centro, CA 92243
760-312-6114 (v)
760-312-6565 (f)
www.icoe.org
Betsy Lane, Program Director
blane@icoe.org

PROGRAM DESCRIPTION: TEAM GEAR UP: Together Expect and Achieve More, Gaining Early Awareness and Readiness for Undergraduate Programs TEAM GEAR UP, a federally funded grant, was awarded to the Imperial County Office of Education (ICOE) in the fall of 2006. The grant is a collaboration between Imperial County’s P-16 Council, eleven Imperial County school districts, and ICOE. TEAM GEAR UP prepares Imperial County students for post-secondary education. Our mission is not only to prepare students for college, but also to increase the number of students who participate in post-secondary education opportunities. In addition, TEAM GEAR UP works with students and parents to increase their knowledge of post-secondary education options, preparation and financing. TEAM GEAR UP works with 7th grade students in school year 2006-2007 and follows that group of students until they graduate from high school in 2012. For six years, this group of Imperial County students will receive additional services in their schools in order to better prepare them for the rigors of college. Similarly, 7th grade students from school year 2007-2008 will receive TEAM GEAR UP services.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Imperial County
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - ☑ 2008-09 =

○ 2009-10 =

- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academically accelerated courses below the college level; Academic-enrichment courses; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students
The Partners Program

6100 Broadway
Oakland, CA 94608
510-652-0111 (v)
510-652-9467 (f)
www.college-prep.org/partners
John Fanning, Director
johnfa@college-prep.org

PROGRAM DESCRIPTION: For a quarter-century, The Partners Program has provided a tuition-free, 4-week, full-time summer academic program for low-income Oakland Unified School District (OUSD) middle school students, with the goal of helping them prepare for success in high school and beyond. More than 98% of our alumni have graduated on time from high school – and many have gone on to graduate from college and even graduate school, and are now leading successful lives and careers. In the past 5 years, we have doubled our program enrollment, greatly expanded our Leadership Development Programs for high school and college students, created and implemented a High School Transition Program, and will launch a College Transition Program this year.

GENERAL INFORMATION:
- Program began operation in 1986
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - [ ] During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Oakland, CA, and environs;
  - Oakland Unified School District
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 0 2008-09 = 140
  - 0 2009-10 = 140
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills Promote interest/strong in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; Cultural activities and field trips; Academic advising
The Princeton Review Foundation
1 Lower Alcatraz Pl., #5
Mill Valley, CA 94941
415-389-8117 (v) (f)
Jay Rosner, Executive Director
JayR@review.com

PROGRAM DESCRIPTION: The Princeton Review Foundation engages in advocacy on test fairness, and provides admission test preparation information, materials and services, including SAT/ACT test prep courses, targeting low-income students and underrepresented minority students.

GENERAL INFORMATION:
- Program began operation in 1987
- This is a Non-profit Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) national nonprofit program.
- Services students in:
- Urbanicity: Rural area, Urban area,
- Duration of Program: Typically 5-8 weeks
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - ☓ 2008-09 = 1200
  - ☓ 2009-10 = 1200
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Local School System; Community Organization; Individual; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college Improve student self-esteem Improve SAT or ACT scores

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models; Homework

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES:
Transfer Preparation Initiatives

University of California
Education Partnerships
1111 Franklin Street
9th floor
Oakland, CA 94607
510-987-9504 (v) 510-987-9522 (f)
www.ucop.edu/edpartners
Yvette Gullatt, Program Director
yvette.gullatt@ucop.edu

PROGRAM DESCRIPTION: The University of California supports its commitment to California Community Colleges students through selection policies that favor admission of well-prepared upper-division transfer student. UC further demonstrates this dedication through initiatives and programs focusing on increasing the number of student prepared for transfer to UC and other 4-year institutions. These programs and initiatives raise student achievement levels, close achievement gaps and successfully preparing a diverse population of adults for academic and professional success. Transfer preparation programs provide services such as, regular and sustained advising, peer mentoring and early identification models to improve student outcomes.

GENERAL INFORMATION:

- Program began operation in 2000
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
  - Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 27022
  - 2009-10 = 22127
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities Motivational speakers

PROGRAM FUNDING PROVIDED BY: State Government; Private Foundation; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities; First generation to attend college; High school grads (pre-matriculation); High school students; Community College Students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
UC College Prep/Educational Partnership Center

University of California, Santa Cruz
Student Affairs
2155 Delaware Avenue
Suite 100
Santa Cruz, CA 95060
831-460-3081 (v)
831-460-3070 (f)
www.uccollegeprep.org
Rafael Granados, Program Director
rafaelg@uccollegeprep.org

PROGRAM DESCRIPTION: University of California College Prep publishes free high-quality online courses and content to benefit California students, with a special emphasis on helping underserved students gain college eligibility. They make UC-approved Advanced Placement® and college prep courses freely available to California students, teachers and schools. Our courses are aligned to California content standards and are College Board certified.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: California-wide
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 200000
  - o 2009-10 = 323337
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government; Local School System; Business/Industry; Individual

TARGETED POPULATION: Low income; Historically underrepresented minorities; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Districts and schools provide UCCP online courses

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents)

INSTRUCTIONAL APPROACHES: Classroom instruction; Online curriculum

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid)
UCI Certificate in After-school Education - UC Links

UCI and UC Links
Department of Education
2050 Education Building
UCI
Irvine, CA 92697
949-824-5850 (v)
949-824-2965 (f)
http://www.gse.uci.edu/case/program.php
Joseph Mahoney, Associate Professor
joseph.mahoney@uci.edu

PROGRAM DESCRIPTION: Initiated in Fall 2008, The Department of Education Certificate in After-school Education (CASE) provides a combination of classroom instruction and supervised fieldwork across a sequence of courses offered through the Department of Education. Students completing CASE requirements gain: 1) basic knowledge in child or adolescent development; 2) core knowledge in theory, research, and evaluation of after-school programs and activities; and 3) practical skills working with, and developing quality programming for, children and adolescents in after-school settings. This certificate program recognizes the critical need for quality curriculum and well-trained after-school program personnel in order to achieve positive outcomes. After-school education research by Department of Education faculty members Deborah Vandell and Joseph Mahoney informed the design of the certificate program, which seeks to achieve the following goals: Provide UCI undergraduates with foundational knowledge about historical perspectives and policy initiatives in after-school education, as well as current research that identifies the predictors for positive participant outcomes in after-school programs. Develop in UCI undergraduates an understanding of child and adolescent development and the need to match after-school experiences with the interests, needs, and developmental level of program participants. Expose UCI undergraduates to different after-school program models, and develop their practical knowledge about program evaluation so that they can critically assess program strengths and weaknesses. Provide UCI undergraduates with comprehensive fieldwork experiences where they develop their abilities to design and implement high quality after-school program activities for children and adolescents in the programs that they serve. Build UCI undergraduates’ awareness of how this certificate program provides a foundation for career options in after-school education, K-12 teaching, or other education-related careers, as well as graduate study opportunities.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a University-funded Program

- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- This is a(n) blend of university instruction and fieldwork at community programs.
- Services students in: Santa Ana, Irvine, Newport Mesa
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Programs are both school- and community-based
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes Academic classes
- PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income; Low Academic performance

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Encourage parental involvement; Provide exposure to college; Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Promote social-emotional development and physical health

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Peer learning groups

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement
assistance; Employability skills training; Personal counseling; Meetings with college faculty/students
University of San Diego TRiO Upward Bound

US Department of Education
University of San Diego Institute of College Initiatives
Barcelona Suite 301
5998 Alcala Park
San Diego, CA 92110
619-260-4686 (v)
619-260-7468 (f)
http://www.sandiego.edu/upwardbound/index.php
Cynthia Villis, Director, Institute of College Initiatives villis@sandiego.edu

PROGRAM DESCRIPTION: The University of San Diego TRiO Upward Bound (UB) is one of 700 Upward Bounds nationwide that assist eligible high school students to achieve their dreams of persisting in high school, and graduating to higher levels of education. The students that UB serves must come from low-income families (with incomes at or below 150% of poverty as defined by the US Department of Education) and/or are first generation potential college students (neither parent/guardian has earned a bachelor’s degree). UB provides academic and personal support to participants in preparing for college entrance. UB provides opportunities for participants to develop skills in pre-college and college academic performance. UB aims to increase the rates at which participants complete secondary education, enroll in, and graduate from institutions of post-secondary education.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal TRiO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Kearny High Educational Complex
- Urbanicity: Urban area,
- Duration of Program: 5 weeks
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 75
  - 2009-10 = 75
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers

- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Community Organization; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Students in the summer before they begin 9th grade

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students must have academic need, and meet other TRiO eligibility guidelines

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; With UB and UB peers, provide a family/community that is unquestionably interested in each student’s success

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; Guest speakers, collaborative projects (eg, ThinkQuest, US DOS project)

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound
Cañada College
Business and Workforce
4200 Farm Hill Blvd.
Redwood City, CA 94061
650-306-3335 (v)
650-306-3398 (f)
www.canadacollege.edu
Rosalina Mira, Director
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PROGRAM DESCRIPTION: TRIO Upward Bound assists low-income and first-generation students prepare for the rigors of college. Upward Bound serves students in the communities of North Fair Oaks and East Palo Alto. Our goal is to support our pre-college students on their journey to becoming the first in their family through the values of education, community, and diversity.

GENERAL INFORMATION:
- Program began operation in 2003
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: Year-round (academic year and summer)
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 50
  - 2009-10 = 50
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students
We Are Ready: Middle to High School Transition

After-School All-Stars
9255 W. Sunset Blvd
Suite 500
Los Angeles, CA 90069
310-275-3232 (v)
310-275-3230 (f)
www.afterschoolallstars.org
Aaron Dworkin, Executive Vice-President, National Network
aaron@as-as.org

PROGRAM DESCRIPTION: In response to America’s high school dropout crisis, ASAS launched its We Are Ready™ program to better prepare middle school students for success in high school and beyond. Using creative activities to target 8th graders, our curriculum focuses on why high school matters, college options, study skills, and potential careers. To further support students as they enter high school, ASAS created a summer middle to high school transition program: CampUS. ASAS students about to enter 9th grade participate in this intensive program on a college campus. Students live in college dorms for the week, participate in classes on high school, study skills, college, and the application process. The camp also includes nightly career panels, a community service project, and mentoring sessions with successful role models.

GENERAL INFORMATION:
- Program began operation in 2010
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during:
  - ☑ After school hours
  - ☒ During regular school hours
  - ☐ Weekends
- Services students in: Communities in all 12 ASAS chapters
- Urbanicity: Urban area,
- Duration of Program: One week
- Typical number of years students are in the program: 1
- Primary services are provided at: Secondary schools and college campuses.
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 0
  - 2009-10 = 50
- PARENTAL COMPONENT: No

PROGRAM FUNDING PROVIDED BY: Federal Government; Community Organization; Private Foundation; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Workshops; Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Academic advising; Meetings with college faculty/students
COLORADO

Academic Advancement Center (TRIO Student Support Services)

Colorado State University

not applicable
117 Gibbons Building Mail: 8100
Colorado State University
Fort Collins, CO 0
970-491-6129 (v)
970-491-3476 (f)
www.aac.colostate.edu
Andrea Reeve, Director
andrea.reeve@colostate.edu

PROGRAM DESCRIPTION: The Academic Advancement Center is a federal TRIO Student Support Services Program providing academic support for students who meet eligibility criteria (low-income, or first-generation, foster care alumni, or disability) with the goal of increasing participant persistence, GPA, and graduation rates. Services include academic coaching and guidance, tutoring, study strategies instruction, life skills workshops, financial literacy and financial aid information, peer-mentoring, peer academic coaching, supplemental instruction, leadership development, information/preparation for study abroad, academic major and career counseling, and graduate school information. Students who participate meet or exceed the institutional rates for graduation, persistence and GPA.

GENERAL INFORMATION:

- Program began operation in 1979
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity: Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - ○ 2008-09 = 275

- ○ 2009-10 = 287
- ● PARENTAL COMPONENT: No
- ● PROGRAM FUNDING PROVIDED BY: Federal Government; College/University; Fundraising

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college; Students with any documented disability; emancipated foster care or homeless

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA) We give priority to students who are in certain Scholarship programs

PROGRAM GOALS: Improve academic skills Increase likelihood of completing college Encourage long-term financial planning (e.g. financial aid/savings); Provide role models support postsecondary persistence, GPA and graduation

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; supplemental instruction

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Academic advising

Educational Policy Institute  57
AVID
Western Division
5889 Greenwood Plaza Blvd.
Greenwood Village, CO 80111
303-436-2201 (v)
303-741-0135 (f)
www.avidcenter.org
Karen Lewis, Western Division Director
klewis@avidcenter.org

PROGRAM DESCRIPTION: AVID (Advancement Via Individual Determination) is a pre-collegiate non-profit program which has been in existence for 31 years and serves over 400,000 students in 48 states as well as internationally.

GENERAL INFORMATION:
- Program began operation in 1980
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 292891
  - 2009-10 = 327401
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- Participation in student activities
- PROGRAM FUNDING PROVIDED BY:
  - Local School System; Private Foundation; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling; Academic advising
Denver Scholarship Foundation
Denver Scholarship Foundation
303 East 17th Avenue
Denver, CO 80203
303-951-4152 (v)
303-951-4143 (f)
www.denverscholarship.org
Cindy Abramson, Program Director
cabramson@denverscholarship.org

PROGRAM DESCRIPTION: Our mission is to inspire and empower the college dreams of students from Denver Public Schools, where traditionally only 9 percent of incoming high school freshmen graduate from college. The Denver Scholarship Foundation is a 501 (c)(3) public charity formed in 2006 to change the odds for DPS students by providing incentives and financial support to make college a reality. We focus on three program elements: 1. Future Centers at every traditional DPS high school are staffed with full-time, DSF employees who guide students through the college application and financial aid processes. 2. Scholarships are available to low-income DPS graduates who enroll in any one of Colorado’s 39 participating technical, community or four-year colleges and universities. 3. Retention services provided by our college partners ensure that students successfully complete their course of study. Objectives: Our students will persist and graduate from college at rates equal to or higher than the campus-wide persistence and completion rates.

GENERAL INFORMATION:
- Program began operation in 1996
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: High Schools within the district; Denver Public Schools; Denver
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 3400

- 2009-10 = 3800

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Local School System; Community Organization; Business/Industry; Private Foundation; Individual

TARGETED POPULATION: Low income; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Remove financial barriers to college

INSTRUCTIONAL APPROACHES: Workshops; Role models

ACADEMIC SERVICES: Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Meetings with college faculty/students
**Educational Opportunity Center**

**Colorado State University**  
The Access Center  
304 Student Services Building  
Fort Collins, CO 0  
970-491-6473 (v)  
970-491-1077 (f)  
http://accesscenter.colostate.edu/eoc/index.aspx  
Oscar Felix, Program Director  
Oscar.Felix@colostate.edu

**PROGRAM DESCRIPTION:** The Educational Opportunity Center (EOC) disseminates information on educational opportunities to individuals aged 19 and over who are first-generation and low-income. The EOC provides assistance with the admissions and financial aid processes such that 85% of college-ready individuals will apply for college admissions, 85% of college-ready will apply for financial aid, and 50% will enroll in postsecondary education programs. The EOC provides academic, personal, and career counseling. The EOC project also assists individuals who are seeking to re-enter secondary education programs, such that 60% will re-enroll in a secondary education program.

**GENERAL INFORMATION:**
- Program began operation in 1989
- This is a Federal TRIO Program
- This is a community-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Adams, Larimer and Weld Counties
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Off-campus location/site
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 2432
  - 2009-10 = 2481
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; College/University

**TARGETED POPULATION:** Low income; First generation to attend college Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Postsecondary continuing students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students must meet federal eligibility requirements (low-income, first-generation)

**PROGRAM GOALS:** Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents) Improve vocational skills; Provide assistance with the college admissions/financial aid processes

**INSTRUCTIONAL APPROACHES:** Workshops Individual

**ACADEMIC SERVICES:** Study-skills training; Test-taking skills (e.g., SAT/ACT training); connection to academic/GED, ESL, ABE resources - #1

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); Career counseling and information; Personal counseling; Academic advising
Educational Talent Search
Colorado State University
The Access Center
304 Student Services Building
Fort Collins, CO 0
970-491-6473 (v)
970-491-1077 (f)
http://accesscenter.colostate.edu/talentsearch/index.aspx
Oscar Felix, Program Director
Oscar.Felix@colostate.edu

PROGRAM DESCRIPTION: Educational Talent Search is a federally funded TRIO program that provides services to 1000 middle and high school students who are first-generation and low-income. Talent Search provides academic advising, workshops, career exploration, personal counseling, assistance with admissions and financial aid application processes such that 97% of students will be retained through high school graduation, 95% of seniors will graduate, 95% of graduating seniors will apply for college admissions and financial aid, and 75% of graduating seniors will enroll in postsecondary education upon high school graduation.

GENERAL INFORMATION:
- Program began operation in 1988
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Schools in select Colorado Counties (Adams, Larimer, Morgan, Weld)
- Urbanicity: Rural area, Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 1002
  - 2009-10 = 1022
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students must meet federal eligibility requirements (low-income, first-generation)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Provide assistance with the college admissions/financial aid processes

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups Role models; Individual

ACADEMIC SERVICES: Grade and attendance monitoring; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
Excel Pre-Collegiate Program

Metro State
Office of Admissions
P.O. Box 173362
Denver, CO 80217
303-556-2691 (v)
303-556-3045 (f)
http://www.mscd.edu/admissions/firsttime/excel_index.shtml

Cynthia Núñez, Associate Director of Admissions
nunez@mscd.edu

PROGRAM DESCRIPTION: The program was launched in Spring 2010, in five area high schools in the Denver metro area, specifically targeting Adams County. A bilingual counselor and intern provide services at each school for an entire school day, during the academic year. Goals of the program are: • To enrich parent awareness and involvement in their student’s education • To enhance the schools college going culture • To offer a partnership which will provide student and staff support • Support and motivate high school students to attend a higher education institution Student Support • Provide higher education information, resources and options to students • Examples of services o Financial Aid o Scholarship o College Application o College Essay o Campus Visit Day Parent Outreach • Provide parent support and workshops in the following areas o College 101 o Financial Aid Info Session o FAFSA Application Day o Next Steps

GENERAL INFORMATION:
• Program began operation in 2010
• This is a University-funded Program
• This is a school-based program
• This program operates during the:
  ✔ Academic Year
  □ Summer
  □ Both
• Services are provided during
  ✔ During regular school hours
  □ After school hours
  □ Weekends
• Services students in: Adams City, MESA, Skyview, Thornton, Westminster; Adams County
• Urbanicity: Urban area,
• Duration of Program: Full academic year
• Typical number of years students are in the program: 2
• Primary services are provided at: Elementary or secondary schools
• Grade level when students enter the program: 12
• Students served:
  o 2008-09 = 0
  o 2009-10 = 300
• PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours;

Meeting with college/university faculty or students

PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college
Provide role models

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
Federal TRIO Veterans
Upward Bound

Metropolitan State College of Denver
Student Services Division
Denver, CO 80217
303-556-3946 (v)
303-556-6245 (f)
humanmsc.edu/~vub

Leroy Chavez, Project Director, Federal TRIO Veterans Upward Bound
chavezl@mscd.edu

PROGRAM DESCRIPTION: The primary mission of the Metropolitan State College of Denver Veterans Upward Bound Program is to provide eligible military veterans with academic skills refresher training through a core curriculum of subjects that prepares them to learn as well as succeed at the postsecondary educational level. VUB also provides participants a unique pre-collegiate experience that is designed to remove any apprehensions that many veterans, as non-traditional students, may have about entering postsecondary education. This cost-free program also provides veterans, who do not have a high school diploma, an opportunity to prepare for the General Education Development test (GED). As a supplement to the core curriculum VUB participants are also informed of various support services that are available to all students on nearly every college campus. Upon successful completion of the VUB Program, veteran participants are not only familiar with the services and resources that would be available to them as students, more importantly they possess a renewed confidence in their academic abilities. A vital asset that is necessary for success in postsecondary education.

GENERAL INFORMATION:
- Program began operation in 1973
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Seven-county Denver metropolitan area and Mesa County, Colorado
- Urbanicity: Urban area,
- Duration of Program: One semester (or half year)
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program:
  - Students served:
    - 2009-10 = 121

- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college; Honorably discharged military veterans

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Must meet US Department of Education Federal TRIO eligibility criteria, (i.e honorably discharged from active duty military, low-income and/or first generation)

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Computer-skills training; Academically enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Job placement assistance; Personal counseling; Academic advising
Metro Summer Scholars Program

Metro State College
Student Academic Success
Campus Box 70
P.O. Box 173362
Denver, CO 80217
303-352-5071 (v)
303-556-3773 (f)
www.mscd.edu/~sas
Derrick Haynes, Director, Student Academic Success
haynesd@mscd.edu

PROGRAM DESCRIPTION: The mission of the Metro Summer Scholars Program is twofold; to help first time to college students make a successful transition from high school to college and to prepare students for the rigors of college level classes in a learning environment that fosters academic and personal achievement. This is accomplished through an eight-week summer program that consists of remedial and college level classes, college success workshops, and enrichment activities that promote academic success.

GENERAL INFORMATION:
- Program began operation in 1995
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area, Suburban area
- Duration of Program: Summer + activities during the fall
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 57
  - 2009-10 = 68
- PARENTAL COMPONENT: Yes
- PROGRAM FUNDING PROVIDED BY:
  - College/University

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college Female students; Male students High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills Increase likelihood of completing college; Provide exposure to college Improve student self-esteem Provide role models Complete remedial courses

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Personal counseling; Academic advising; Meetings with college faculty/students
Post- Secondary
Goodwill Industries of Denver
School to Work
6850 Federal Blvd.
Denver, CO 80221
303-650-7740 (v)
(f)
www.goodwilldenver.org
Kori Gouge, Program Director
kGouge@goodwilldenver.org

PROGRAM DESCRIPTION: In Goodwill’s Post- Secondary class students learn how to navigate the often overwhelming world of college admissions, from taking the ACT, to securing financial aid and applying to college, to surviving their first year of college. Objectives § To increase student knowledge of career opportunities, college options, admissions requirements, and financing options. § To promote student self-confidence through workshop activities and facilitated field trips, college visits, and service learning. § To empower students to pursue post-secondary education through a facilitated model of college and scholarship application. § To engage students in the school and community. § To create and maintain a college portfolio.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☐ Academic Year
  - ☒ Summer
  - ☐ Both
- Services are provided during:
  - ☒ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity: Urban area, Suburban area
- Duration of Program: One semester (or half year)
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college; Students with learning disabilities; Dropout, stopout, or at-risk students High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring; Workshops; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Grade and attendance monitoring; College-level courses (e.g. AP); Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career days (e.g. AP); Job placement assistance

Educational Policy Institute
Reach Out

Colorado State University
The Access Center
304 Student Services Building
Fort Collins, CO 0
970-491-6473 (v)
970-491-1077 (f)
http://accesscenter.colostate.edu/reachout/index.aspx
Oscar Felix, Program Director
Oscar.Felix@colostate.edu

PROGRAM DESCRIPTION: Reach Out: Colorado State University is a synergistic effort to advance learning opportunities of CSU students and Colorado’s historically underserved secondary students by providing a platform for educational outreach while directly supporting and simultaneously advancing university strategic goals in the areas of outreach, diversity, and curricular innovation: to develop learning and engagement opportunities in a way that historically underserved communities identify as important; to increase access and opportunity to CSU for students of diverse backgrounds; to increase attendance and retention rates of diverse students at CSU; to help improve life chances of students who otherwise would not have them.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federally-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Hanson K-8, Kearney Middle School, Adams City Middle School, Adams City High School; Adams County 14
- Urbanicity: Rural area/Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 1136
  - 2009-10 = 1523
- PARENTAL COMPONENT: Yes; Instructional programs; Campus visits and tours; Meeting with college/university faculty or students; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: AmeriCorps; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students High school grads (pre-matriculation); High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Workshops; Peer learning groups Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Meetings with college faculty/students
**Summer Science Institute**

**Metropolitan State College of Denver**  
Center for Math, Science and Environmental Education  
PO Box 173362  
Denver, CO 0  
303-556-5106 (v)  
303-556-5107 (f)  
mscd.edu/~cfmsae/SSI2010  
Larry Johnson, Director  
johnsonl@mscd.edu

**PROGRAM DESCRIPTION:** The Summer Science Institute (SSI) is a series of summer two week, half-day workshops for middle schoolers in the Denver metropolitan area. Each day's activity is taught by a faculty member at Metropolitan State College of Denver. Topics include human biology, microbiology, math, chemistry, geology, meteorology, aerospace science, and physics. The physics is taught in conjunction with the last day's activities, which happen on campus and at an area amusement park. One of the primary reasons for the existence of the SSI is the need to keep students engaged in STEM throughout their school years. It is particularly important to engage them during the middle school years since a lot of other factors become involved then.

**GENERAL INFORMATION:**
- Program began operation in 1997
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity: Urban area, Suburban area
- Duration of Program: 2 weeks
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 175
  - 2009-10 = 205
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; Private Foundation; College/University

**TARGETED POPULATION:** Low income; Historically underrepresented minorities; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission. Students are selected on a first-come, first served basis

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college; Provide role models

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Role models

**ACADEMIC SERVICES:** Mathematics/Science instruction; Critical thinking skill development; Computer-skills training; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); Meetings with college faculty/students
The College and Career Navigation Initiative

Colorado Community College System
Career and Technical Education
9101 E. Lowry Blvd.
Denver, CO 80230
303-595-1550 (v)
303-620-4094 (f)
www.cccs.edu
Kristin Corash, Program Director
kristin.corash@cccs.edu

PROGRAM DESCRIPTION: Addressing the need to provide post-secondary opportunities to GED completers and academically under-prepared high school graduates and adult learners, the Colorado Success UNlimited (SUN) college-readiness initiative has developed innovative college transition strategies as part of a holistic approach to solving cognitive, affective, and systemic challenges that impede learner success and negatively influence transition to post-secondary education. The College Connection Intensive Transition Program is a key aspect of this holistic approach. Designed to build student confidence and a strong sense of purpose, as well as reduce time and money required for remedial coursework, the program integrates intensive academic skill development, career exploration and planning, college resource and financial aid awareness, and emotional and logistical support.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Federally-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in:
  - Urbanicity: Rural area
  - Urban area
  - Duration of Program: 8 weeks
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 14
  - 2009-10 = 45
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation) College - non-traditional

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models additional: intensive career planning and employability skills

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
TRiO High School Upward Bound

Metropolitan State College of Denver
Enrollment Management/Admissions
1024 Ninth St. Park
Auraria Campus
Denver, CO 80217
303-556-2812 (v)
303-556-2516 (f)
www.mscd.edu/~hsub
Paulette McIntosh, Program Director
mcintosp@mscd.edu

PROGRAM DESCRIPTION: Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and/or high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete high school and enroll in and graduate from institutions of post-secondary education.

GENERAL INFORMATION:
- Program began operation in 1974
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: East, Lincoln, Manual, North, West; Denver Public Schools Selected alternative public schools
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 75
  - o 2009-10 = 73
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Provide opportunities for volunteer and community service

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound
Colorado State University
The Access Center
304 Student Services Building
Fort Collins, CO 0
970-491-6473 (v)
970-491-1077 (f)
http://accesscenter.colostate.edu/upwardbound/index.aspx
Oscar Felix, Program Director
Oscar.Felix@colostate.edu

PROGRAM DESCRIPTION: Upward Bound is a federally funded TRIO program that provides services to first-generation, low-income 9th - 12th grade students in developing the skills and motivation needed to purpose postsecondary education upon high school graduation. The project provides academic advising, tutoring, college visits, cultural activities, six-week summer residential programs, course scheduling and grade monitoring, assistance with completing admissions, financial aid, and scholarship applications. The project seeks to retain 80% of students through high school graduation such that 85% will enroll in postsecondary education programs and 80% will be retained through the first year of postsecondary ed.

GENERAL INFORMATION:
- Program began operation in 1977
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: 9 target high schools in 3 Colorado counties: Adams, Larimer, Weld
- Urbanicity: Rural area, Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 88
  - 2009-10 = 93
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college High school students; Demonstrated academic need - show lack of progress or proficiency on state standards tests

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students must meet federal eligibility requirements (low-income, first-generation, demonstrated academic need)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction;
Tutoring Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction;
Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound
Adams State College
Student Affairs
208 Edgemont Blvd
Alamosa, CO 81102
719-587-7865 (v)
719-587-8193 (f)
www.adams.edu
Angelica Gallegos, Director
agalleg@adams.edu

PROGRAM DESCRIPTION: Pre-collegiate program designed to assist 9 - 12th grade college potential students who come from a low income or 1st generation background.

GENERAL INFORMATION:
- Program began operation in 1972
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: 7 San Luis Valley High Schools
- Urbanicity: Rural area
- Duration of Program: 4 academic years with summers
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 88
  - 2009-10 = 89
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Job placement assistance; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound

Trinidad State Junior College
College of Arts and Sciences
600 Prospect Street
Campus Box 141
Trinidad, CO 81082
719-846-5777 (v)
719-846-5712 (f)
http://www.trinidadstate.edu/upwardbound/
Debra Krumm, Upward Bound Program Director
debra.krumm@trinidadstate.edu

PROGRAM DESCRIPTION: The purpose of our Upward Bound Program is to get low-income first-generation students from our area out of high school and into college. This academic-oriented program serves 80 students a year, grades 9 through 12, from five area high schools in three counties and two states. (The furthest school is 39 miles away.) The student population is from a rural, economically depressed region where higher education is not often a priority. Our program provides many services to accomplish its purpose such as offering tutoring throughout the academic year, offering financial aid workshops, taking the students on college campus visits all over Colorado, New Mexico and even Texas and exposing students to multiple educational and cultural experiences such as museums, plays etc.

GENERAL INFORMATION:
- Program began operation in 1989
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - [] Academic Year
  - [] Summer
  - [✓] Both
- Services are provided during
  - [] During regular school hours
  - [✓] After school hours
  - [✓] Weekends
- Services students in: Raton H.S., Hoehne H.S., Trinidad H.S., John Mall H.S., Holy Trinity Academy Raton, N.M., Walsenburg, CO, Trinidad, CO
- Urbanicity: Rural area
- Duration of Program: Students can be in the program year-round for 4 years (summer and academic year)
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 80
  - o 2009-10 = 87
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities

- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Grade and attendance monitoring; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling
CPEP
Middle and High School
211 South Main St
Middletown, CT 6111
860-638-1220 (v)
860-638-1223 (f)
www.cpep.org
Bruce Dixon, CEO
dixonb@cpep.org

PROGRAM DESCRIPTION: Through innovative after school programs, CPEP serves as a catalyst to significantly change underrepresented students knowledge, attitudes and behaviors associated with the pursuit of careers in Science, Technology, Engineering and Mathematics. Our primary customers are middle and high school students.

GENERAL INFORMATION:
- Program began operation in 1986
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: 10 urban school districts in Connecticut
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 1300
  - 2009-10 = 1500

PARENTAL COMPONENT: Yes Participation in student activities Motivational speakers

PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local Government; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Improve vocational skills; Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring Role models; after school, Saturday and Summer Programs

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; Computer-skills training; 1 exposure to STEM careers, project based learning

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Personal counseling; Meetings with college faculty/students
Higher Heights Youth Empowerment Programs, Inc.

246 Dixwell Ave
New Haven, CT 6511
203-624-9349 (v)
203-624-2789 (f)
www.higherheightsyouth.com
Natalie Thompson, Program Director
natalie@higherheightsyouth.com

PROGRAM DESCRIPTION: Higher Heights Youth Empowerment Programs, Inc. is a 501(c) (3) community-based COLLEGE ACCESS PROGRAM. Higher Heights Youth Empowerment Programs, Inc. (HHYEP), founded in 2004, is a New Haven based community organization that provides college preparation services to high school students, grade 9 thru 12, and their families, throughout the New Haven and Fairfield Counties. We are centrally located in New Haven, Connecticut at the Varick Family Life Center located on 246 Dixwell Avenue. The mission of Higher Heights Youth Empowerment Programs, Inc. is to change the lives of under-represented college bound students and empower, encourage, and equip them to obtain a post-secondary education. We provide a host of services that consist of invaluable youth programs, such as college planning, test preparation, career planning, tutorial services, and seminars

GENERAL INFORMATION:
- Program began operation in 2004
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: State of Connecticut
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 41
  - 2009-10 = 56

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY:
  - Business/Industry; Fundraising

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Grade and attendance monitoring; Computer skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising
Summer Bridge

Goodwin College
Academic Advising
One Riverside Drive
East Hartford, CT 6118
860-913-2018 (v)
860-727-1234 (f)
goodwin.edu
Kim Beebe, Program Director
kbeebe@goodwin.edu

PROGRAM DESCRIPTION: Summer Bridge is a six-week tuition free program for Hartford, CT area students who recently graduated from high school. Over 100 students participate, and the program prepares them with college success skills and runs 5 days/week at Goodwin College. Students learn writing, study and reading skills, and can take college level courses to earn 6-9 college credits. The program also includes a career fair.

GENERAL INFORMATION:
- Program began operation in 2007
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Greater Hartford, CT area
- Urbanicity: Urban area, Suburban area
- Duration of Program: 6 weeks
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - o 2008-09 = 78
  - o 2009-10 = 120
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Local Government; Business/Industry

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college; High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment) write an essay

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Provide exposure to college Improve student self-esteem

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
PROGRAM DESCRIPTION: This program attempts to demystify the college admissions experience by simulating a college application process and then attending the college campus in the summer. This effort is directed at rising 8th graders - but maintains a longitudinal relationship with summer learning and parental workshops for the next 5 years - until the Senior year of high school.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federally-funded Program
- This program operates during the:
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ Weekends
- This is a(n) private-public partnership of school, community and local college.
- Services students in: We are attempting to expand this concept nationally. It fits most communities
- Urbanicity: Urban area, Suburban area
- Duration of Program: 3 weeks (summer)
- Typical number of years students are in the program: 5
- Primary services are provided at: College campus
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 100
  - 2009-10 = 100

PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities

PROGRAM FUNDING PROVIDED BY: Community Organization; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Gifted/talented students; First generation to attend college; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive; Students are selected on a first-come, first served basis Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Academic advising; Meetings with college faculty/students
Upward Bound/ConnCAP
Western Connecticut State University
Pre-Collegiate & Access Programs
151 White Street
Higgins Hall
Danbury, CT 6810
203-837-9861 (v)
203-837-8602 (f)
Isaem Diaz, Director
diazi@wcsu.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☐ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Danbury High School; Danbury; Latino, African American, Asian & White
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 8
- Students served:
  - o 2008-09 = 125
  - o 2009-10 = 150
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
  Participation in student activities; Family counseling
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local School System

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Yale S.C.H.O.L.A.R. (Science Collaborative Hands On Learning And Research)

Yale University
433 Temple Street
New Haven, CT 6511
203-432-4098 (v)
203-432-8622 (f)
www.yale.edu/onhsa

Claudia Merson, Director of Public School Partnerships
claudia.merson@yale.edu

PROGRAM DESCRIPTION: The Yale SCHOLAR Program is a three-week summer science residential program for 60 rising sophomores, juniors, and seniors from Hill Regional Career High School in New Haven Connecticut. The programs goal is to increase the success of Career High School students in attending and completing college and pursuing health and science-related careers. Fifty percent of SCHOLAR students will be first in family to go to college; 25 percent have one parent that completed college; 80 percent of our students return for three consecutive summers. The program aims to increase students’ self-confidence and self-identification as successful, high achieving students.

GENERAL INFORMATION:
- Program began operation in 1998
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Hill Regional Career High School; New Haven
- Urbanicity: Urban area,
- Duration of Program: 3 week residential program for 3 summers
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 60
  - 2009-10 = 60
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; Business/Industry; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities; First generation to attend college; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Mentoring; Workshops; Peer learning groups; Role models

ACADEMIC SERVICES: Remedial instruction; Mathematics/Science instruction; Critical thinking skill development; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Personal counseling; Meetings with college faculty/students
College Summit partners with high schools and school districts to build college-going culture and increase college enrollment rates, so that all students, beginning in 9th grade, experience high school not as a destination, but as a launchpad to college and career success. We assist students and schools leverage the assets they already have to create an affordable, sustainable solution that includes the following elements:

- Training influential students to ignite interest in college among their peers;
- Equipping teachers to serve as change agents;
- Developing a school culture in which college is an expectation;
- Providing a postsecondary planning curriculum, coupled with hands-on web-based technology; and
- Capturing and analyzing data for students, educators, and principals to drive toward the benchmarks.

College Summit produces results: High schools implementing College Summit school-wide achieve an overall increase in college enrollment of 16%. Students not only go to college at higher rates, but they also persist in college at rates comparable to U.S. students from all income levels. In the 2009-10 school year, more than 25,000 students are participating in College Summit programming at 180 schools around the country. We have partnerships with over 20 school districts in 12 states and the District of Columbia.

GENERAL INFORMATION:

- Program began operation in 1995
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Washington, DC; Arlington, VA; Alexandria, VA; Prince George's County, MD, Baltimore City, MD
- Urbanicity: Urban area, Suburban area
- Duration of Program: Full academic year
Higher Achievement

multiple sites
Washington, DC 20006
202-375-7708 (v)
202-861-7755 (f)
www.higherachievement.org
Rachel Gwaltney, Chief of Programs
rgwaltney@higherachievement.org

PROGRAM DESCRIPTION: Higher Achievement’s mission is to develop the academic skills, behaviors, and attitudes in middle school students from underserved communities to improve their grades, test scores, attendance, and opportunities, resulting in placement into college preparatory high school programs. We achieve this by supporting scholars with 650 hours annually of academic learning opportunities after school and during the summer. We work with 7th and 8th grade families to identify and attain high performance high school programs of choice that represent the best fit for each scholar as well as the best opportunity to stay on the college track. A key feature of the program is the annual college trip, where scholars spend three days on a college campus building their awareness of college life.

GENERAL INFORMATION:
- Program began operation in 1975
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: multiple sites in 3 states
- Urbanicity: Urban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 5
- Students served:
  - o 2008-09 = 450
  - o 2009-10 = 600
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; AmeriCorps; Local School System; Business/Industry; Private Foundation; Individual

TARGETED POPULATION: Low income; Historically underrepresented minorities; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is open to any student who completes the application process

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building
Hispanic Youth Institute

A program of the Hispanic College Fund
1300 L St. NW, Suite 975
Washington, DC 20005
202-503-1465 (v)
202-296-3774 (f)
www.hispanicfund.org

Stina Augustsson, National Director of Pre-College Programs
saugustsson@hispanicfund.org

PROGRAM DESCRIPTION: The Hispanic Youth Institute is a national program operating in eight communities that helps students graduate from college, become professionals, and give back to the community. The program kicks off with a four-day, three-night college empowerment program on a college campus where students learn to overcome real and perceived barriers to college access. The students participate in workshops, connect with local professionals, meet college admissions officers, and interact with near-peer mentors. Throughout the program, the students build their confidence and receive practical tools. Upon completion of the kick-off program, students are enrolled into year-round programming that reinforces the key themes of college, career, and community. The Hispanic College Fund works with community organizations to leverage existing resources and fill resource gaps.

GENERAL INFORMATION:
- Program began operation in 2004
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Eastside Union High School District, Los Angeles Unified School District, Dallas ISD, Prince George’s County School District, Chandler Unified School District; Los Angeles, Silicon Valley, Central Valley, Dallas, New Mexico, Arizona, Maryland, Virginia, DC
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: Kick-off program is on a college campus. Year-round programming is offered at secondary schools, community centers, and college campuses. This varies by region.

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive. Admission is competitive, but students with certain factors such as being the first in the family to attend college or on free or reduced lunch receive additional points on their application to target underrepresented students.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Peer learning groups; Role models

ACADEMIC SERVICES: Critical thinking skill development; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Employability skills training; Academic advising; Meetings with college faculty/students

TARGETED POPULATION: Low income; Historically underrepresented minorities

- First generation to attend college
- Female students
- Male students
- Dropout, stopout, or at-risk students
- High school students

- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 786
  - 2009-10 = 912

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Motivational speakers

PROGRAM FUNDING PROVIDED BY: Federal Government; Community Organization; Business/Industry; Private Foundation; Individual; College/University; Fundraising
Office for TRIO and College Preparatory Programs

University of the District of Columbia
Student Affairs
4200 Connecticut Avenue, NW
Building 38, Room 103
Washington, DC 20008
202-274-5032 (v)
202-274-7412 (f)
www.udc.edu/trio
Saundra Carter, Director, TRIO Programs
scarter@udc.edu

PROGRAM DESCRIPTION: The UDC College Preparatory Program (CPP) is an initiative of UDC to offer an opportunity for private, public, public charter, parochial, and other secondary schools to permit academically outstanding seniors to take one or two college courses during the senior year, within the appropriate parameters. The UDC TRIO Programs are Upward Bound and Talent Search and are consistent with Federal TRIO Programs mission, goals and guidelines.

GENERAL INFORMATION:
- Program began operation in 1973
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: D.C. Wards 1, 5, and 8 for TRIO; District of Columbia Public Schools; Metropolitan DC (for Dual Enrollment opportunities)
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Both on campus and at middle and high school sites
- Grade level when students enter the program: 12th
- Students served:
  - 2008-09 = 1263
  - 2009-10 = 1270
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Students are specifically targeted & selected; Admission is competitive; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g. SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Employability skills training; Personal counseling; Academic advising
**Upward Bound**

The George Washington University Medical Center
Office of the Vice President for Medical Affairs
2300 K street, NW
Warwick Building, Suite 336
Washington, DC 20037
202-994-4269 (v)
202-994-7651 (f)
www.gwumc.edu/upwardbound
Ivy DeSheilds, Program Director
mcaixs@gwumc.edu

**PROGRAM DESCRIPTION:** NONE

**GENERAL INFORMATION:**
- Program began operation in 1999
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: DC Public Schools; Wards 5, 6 and 7
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program:
  - 10
- Students served:
  - 2008-09 = 58
  - 2009-10 = 60
- **PARENTAL COMPONENT:** Yes; FAFSA
counseling/guidance; Motivational speakers
- **PROGRAM FUNDING PROVIDED BY:** Federal Government

**TARGETED POPULATION:** Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**PROGRAM GOALS:** Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; response to # 7...math, science, , English composition and literature and foreign language

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models; cultural field trips

**ACADEMIC SERVICES:** Remedial instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Aspiring Teacher Internship

University of Delaware
Delaware Center for Teacher Education
200 Academy Street
Delaware Center for Teacher Education
Newark, DE 19711
302-831-0374 (v)
302-831-2708 (f)
www.aspire.udel.edu
Melva Ware, Director
mware@udel.edu

PROGRAM DESCRIPTION: The Aspiring Teacher Program provides a summer internship for competitive high school juniors and seniors who are interested in careers in teaching or youth development. The primary objective of the program is to increase access to careers in education for underrepresented students.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 3 weeks
- Typical number of years students are in the program: 1
- Primary services are provided at: Campus Component and School Placements--Early Childhood, Elementary, Middle and High Schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 15
  - 2009-10 = 30
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college; Students interested in teaching

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Students must express interest in teaching.

PROGRAM GOALS: Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college Provide exposure to college; Improve vocational skills; Provide role models

INSTRUCTIONAL APPROACHES: Workshops; Peer learning groups Role models; Classroom Teachers Serve as Career Role Models

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Career counseling and information; Meetings with college faculty/students
FLORIDA

Breakthrough Miami
James L. Knight Foundation
NA
3575 Main Highway
Coconut Grove, FL 33133
305-460-8869 (v)
305-460-4351 (f)
www.breakthroughmiami.org
Alicia Rodriguez Bower, Program Director
alicia@breakthroughmiami.org

PROGRAM DESCRIPTION: The mission of Breakthrough Miami is to inspire and encourage talented, motivated middle school students to enter and thrive in top college preparatory high school programs and graduate from college. The program is equally focused on promoting careers in education for the outstanding high school and college students who teach, tutor, and mentor in Breakthrough Miami’s summer institute and school year program. We measure our accomplishments by the success of our students and teachers in reaching three primary goals: 100% of middle school students enroll and succeed in academically rigorous college-preparatory programs. 100% of high school students enroll and succeed in a four-year college or university. 60% of teaching interns pursue careers in education.

GENERAL INFORMATION:
- Program began operation in 1991
- This is a Privately-funded Program
- This is a community-based program
- This program operates during the:
  - ☑️ Academic Year
  - ☐ Summer
  - ☑️ Both
- Services are provided during
  - ☑️ During regular school hours
  - ☑️ After school hours
  - ☑️ Weekends
- Services students in: We serve many students, in many schools; Miami Dade County; Greater Miami
- Urbanicity: Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 5
- Students served:
  - 2008-09 = 450
  - 2009-10 = 550
- ☑️ PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Community Organization; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
College Reach-Out Program

University of Florida
College of Education
G415 Norman Hall 605 SW 13th St
Gainesville, FL 32611
352-273-4366 (v)
352-846-3011 (f)
http://education.ufl.edu/RRMA/crop.html
Bobby Welch, Director
bwelch@coe.ufl.edu

PROGRAM DESCRIPTION: The College Reach-out Program (CROP) is a statewide project designed to increase the number of students who successfully complete a postsecondary education. Its primary objective is to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in grades 6-12 who otherwise would be unlikely to seek admission to a community college, state university or independent postsecondary institution without special support and recruitment efforts.

GENERAL INFORMATION:
- Program began operation in 1983
- This is a State-funded Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: All Alachua County Middle and High Schools; Alachua County; Greater Gainesville Communities
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 200
  - 2009-10 = 125
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: State Government; College/University; Fundraising

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students

Educational Policy Institute
**Educational Talent Search**

**Polk State College**  
999 Avenue H NE  
Winter Haven, FL 33881  
863-292-3696 (v)  
863-297-1060 (f)  
www.polk.edu  
Pedro Rodriguez, Director, Educational Talent Search  
prodriguez@polk.edu

**PROGRAM DESCRIPTION:** To provide services to academically and economically disadvantaged and first generation students who attend middle and high schools in Polk County, increasing successful completion of high school graduation and postsecondary enrollment.  
*Objective 1: 97% of non-senior secondary school participants served during each budget year were promoted to the next grade level at the end of the academic year.  
*Objective 2: 99% of high school seniors (and their equivalents) graduated from secondary school or receive a certificate of high school equivalency during the budget year.  
*Objective 3: 92% of “college ready” participants applied for financial aid during the budget year.  
*Objective 4: 93% of “college ready” participants applied for postsecondary school admission during the budget year.  
*Objective 5: 82% of “college ready” participants enrolled in a program of postsecondary education during the budget year.

**GENERAL INFORMATION:**  
- Program began operation in 1998  
- This is a Federal TRIO Program  
- This is a college/university-based program  
- This program operates during the:  
  - ☑ Academic Year  
  - ☐ Summer  
  - ☐ Both  
- Services are provided during  
  - ☑ During regular school hours  
  - ☑ After school hours  
  - ☑ Weekends  
- Services students in: Polk County School District  
- Urbanicity: Rural area, Urban area,  
- Duration of Program: One semester (or half year)  
- Typical number of years students are in the program: 5  
- Primary services are provided at: Elementary or secondary schools  
- Grade level when students enter the program: 6  
- Students served:  
  - 2008-09 = 700  
  - 2009-10 = 700  
- **PARENTAL COMPONENT:** No  
- **PROGRAM FUNDING PROVIDED BY:** Federal Government

**TARGETED POPULATION:** Low income; Historically underrepresented minorities; First generation to attend college; Female students; Male students; Dropout, stopout, or at-risk students; High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission. Students are specifically targeted & selected. Students are selected on a first-come, first served basis. Parents must sign contract before student participation.

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities.

**INSTRUCTIONAL APPROACHES:** Workshops Assessment & testing

**ACADEMIC SERVICES:** Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career days (e.g. AP); Academic advising.
Freshman Summer Institute
University of South Florida
Undergraduate Studies
4202 E. Fowler Ave
SVC2011
Tampa, FL 33620
813-974-4227 (v)
813-974-3067 (f)
http://www.ugs.usf.edu/fsi/fsi.htm
Mack Davis, III, Director, First Generation Access Programs
mackdavis@usf.edu

PROGRAM DESCRIPTION: The Freshman Summer Institute (FSI) provides access to a university education for students from first generation and/or limited income families and identifies qualified individuals through a review of admission applications, academic records, and family income as determined by the Free Application for Federal Student Aid. Each year a limited number of students enter USF through this program. All students admitted to FSI must enroll in a six-week summer session. Throughout the six weeks, students are required to live in the residence halls where they experience an environment supportive of their academic work. Each student receives a class schedule based on standardized test scores, high school transcript, and intended major. Students typically register for nine credits in general education courses, a rigorous academic schedule over a six-week period. Students attend weekly workshops on a variety of topics relevant to academic success, acclimation to college life, and their growth and development as first-year students. Students must end the summer term in good academic standing in order to continue in the fall semester.

GENERAL INFORMATION:
- Program began operation in 1978
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity:
- Duration of Program: Full academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 138
  - 2009-10 = 224
- PARENTAL COMPONENT: No

PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; College/University

TARGETED POPULATION: Low income; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected; Admission is competitive

PROGRAM GOALS: Increase likelihood of completing college

INSTRUCTIONAL APPROACHES: Tutoring Workshops
Academic advising and counseling

ACADEMIC SERVICES:

SOCIAL SERVICES: Academic advising
Student Outreach Programs

University of Central Florida
Office of Student Outreach Programs
12479 Research Pkwy, OTC 600
Orlando, FL 32816
(407) 823-5580 (v)
(407) 823-6216 (f)
www.reachout.ucf.edu
Rhonda Hall, Director
rchall@mail.ucf.edu

PROGRAM DESCRIPTION: To motivate, attract and assist underrepresented students in grades 4th thru 8th to pursue and complete a college education.

GENERAL INFORMATION:
- Program began operation in 1985
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Orange County
- Urbanicity: Urban area,
- Duration of Program: One month
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 4
- Students served:
  - 2008-09 = 325
  - 2009-10 = 475
- PARENTAL COMPONENT: Yes; Meeting with college/university faculty or students;
  Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; First generation to attend college; Male students high achieving minority students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Classroom instruction;
Workshops

ACADEMIC SERVICES: Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Campus visits and tours
Student Success Programs

University of West Florida
College of Arts and Sciences/ Student Success Programs
11000 University Parkway
18/136
Pensacola, FL 32514
850-474-3266 (v)
850-857-6053 (f)
Fernaundra Ferguson, Assistant Dean/Director
fferguson2uwf.edu

PROGRAM DESCRIPTION: Undergraduate program that provides assistance and services to student who are first generation/low income, low income only, disable and first generation only, 2/3 of which are first generation/low income. The mission of the program is to persistence and graduation.

GENERAL INFORMATION:
- Program began operation in 1994
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☑ Academic Year
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: Full academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: College campus
- Grade level when students enter the program:
- Students served:
  - ○ 2008-09 = 200
  - ○ 2009-10 = 200

PROGRAM ADEMISSIONS AND SELECTION:

PROGRAM GOALS: Improve academic skills Increase likelihood of completing college Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; Academic advising

TARGETED POPULATION: Low income; Low Academic performance
Student Support Services
Federal Department of Educaiton, University of South Florida
Student Support Services
4202 E. Fowler Avenue, SVC 2011
Tampa, FL 33620
813-974-1705 (v)
813-974-8208 (f)
http://www.ugs.usf.edu/SSS/sss.htm
Reba Garth, Director, Student Support Services Program, University of South Florida
rgarth@usf.edu

PROGRAM DESCRIPTION: The Student Support Services Program at USF provides first generation and low-income students with support services identified as best practices to enhance student retention and graduation rates. A comprehensive and intrusive approach to services is utilized and services offered include a Laptop Loan program, computer lab, SSS Scholarship, success seminars, counseling, advising, a residential Summer Program, mid-term assessment, financial aid assistance, early warning system and social and cultural enrichment programs. Our students are recognized for academic success through awards and recognitions, name highlighted on wall plaque in the office for everyone to see and congratulatory letters. Ninety-one percent of our 2010 freshmen class are in good academic standing after one year.

GENERAL INFORMATION:
- Program began operation in 1980
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: 2 years
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - o 2008-09 = 220
  - o 2009-10 = 220
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; First generation to attend college; Students with learning disabilities

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA) Students must sign a contract

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of completing college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Job placement assistance; Personal counseling; Academic advising; Meetings with college faculty/students
Take Stock in Children/College Reach-Out Program

Tallahassee Community College
TCC CROP
444 Appleyard Drive
Tallahassee, FL 32304
850-201-8314 (v)
850-201-8317 (f)
www.tcc.fl.edu/crop

Tadarrayl Starke, Program Administrator
starket@tcc.fl.edu

PROGRAM DESCRIPTION: The College Reach-Out Program (CROP), was created by the Florida Legislature to increase the number of low and lower-middle income potential first generation in-college students in grades 6-12 who are able to successfully complete a college education.

GENERAL INFORMATION:
- Program began operation in 1983
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Gadsden, Leon, & Wakulla Counties
- Urbanicity: Rural area, Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: A combination of school settings and community centers, except students’ homes
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 450
  - 2009-10 = 586
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government; Local Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Scholarship component is competitive

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Employability skills training; Personal days (e.g. AP); Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
**University of Florida Alliance**

**University of Florida**
186 Norman Hall
Gainesville, FL 32611
352-273-4355 (v)
352-392-0017 (f)
education.ufl.edu/Alliance

Diane Archer-Banks, Interim Director
dabanks@coe.ufl.edu

**PROGRAM DESCRIPTION:** The University of Florida Alliance (UF Alliance) channels the resources of various departments within the University of Florida (UF) to provide a holistic approach to college access, awareness, and success for low-income underrepresented high schools students in Florida and the school district of Puerto Rico. The program currently partners with six urban high schools, Jean Ribault and William Raines - Jacksonville; Maynard Evans and Jones – Orlando; and Miami Senior and Miami Carol City Senior – Miami. It also has four affiliate schools Ladilao Maestro, - Puerto Rico, and Eastside High- Gainesville. The UF Alliance partners with the UF Office of Admissions to provide annual scholarships valued at $12,500 over four years, for five students from each of its six partner high schools to attend UF.

**GENERAL INFORMATION:**
- Program began operation in 2000
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 1012
  - 2009-10 = 1148
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance Meeting with college/university faculty or students; Participation in student activities Motivational speakers

**PROGRAM FUNDING PROVIDED BY:**

**TARGETED POPULATION:** Low income; Historically underrepresented minorities First generation to attend college

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment); Students are specifically targeted & selected

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

**INSTRUCTIONAL APPROACHES:** Mentoring; Workshops; Peer learning groups Role models

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips
Upward Bound
Polk State College
Student Services
999 Avenue H NE
Winter Haven, FL 33881
863-292-3707 (v)
863-297-1060 (f)
http://www.polk.edu/currentstudents/studentservices/upwardbound/Pages/default.aspx
Dann Hazel, Director of Upward Bound
DHazel@polk.edu

PROGRAM DESCRIPTION: Upward Bound at Polk State College strives to prepare its participants for college and professional success. We help our participants recognize and tap into their inner talents and strengths to develop resiliency and persistence, regardless of life’s challenges. It is designed to prepare students in grades 9 through 12 for success in post-secondary education. Upward Bound accomplishes this goal by assisting six schools (Auburndale High, Haines City High, Lake Region High, Lake Wales High, Ridge Community High and Winter Haven High) in their efforts to develop the academic and motivational potential of students who are interested in pursuing a college degree.

GENERAL INFORMATION:
- Program began operation in 1998
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: East Side of Polk County in Central Florida
- Urbanicity: Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 50
  - 2009-10 = 50
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected; Admission is competitive. Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
- Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound
University of Central Florida
Student Development and Enrollment Services
4000 Central Florida Blvd.
Howard Phillips Hall, Suite 208
Orlando, FL 0
407-823-0344 (v)
407-823-5597 (f)
http://www.upwardbound.sdes.ucf.edu
Rebekah McCloud, Director
rmccloud@mail.ucf.edu

PROGRAM DESCRIPTION: Through comprehensive, holistic, co-curricular and academic programs, the UCF Upward Bound Program will provide first-generation, low-income high school students with the tools necessary to access postsecondary education as full participants. The Upward Bound Program supports students as they push beyond barriers to college access by engaging them in tutoring, mentoring, academic workshops, academic counseling, academic instruction, assistance with standardized testing, life skills workshops, cultural events, college visits, assistance with the college admissions and financial aid processes, financial literacy, information fluency, career exploration, leadership development, and a summer residential program.

GENERAL INFORMATION:
- Program began operation in 2007
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Colonial High School & University High School; Orange County Public Schools
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 50
  - o 2009-10 = 50
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Private Foundation; Fundraising

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/ Writing instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Personal counseling; Academic advising
Upward Bound
University of South Florida
Undergraduate Studies
4202 E. Fowler Ave.
STOP SVC 1054
Tampa, FL 33620
813-974-3636 (v)
813-974-2022 (f)
www.ugs.usf.edu/upbound/upbound.htm
Sharman McRae, Program Director
smcrae@usf.edu

PROGRAM DESCRIPTION: The mission of USF Upward Bound program is to provide first-generation, low-income high school students with access to post-secondary education as full participants. The program will assist students to overcome barriers by providing tutoring, mentoring, academic workshops, academic counseling, academic instruction, assistance with standardized test, life skills workshops, cultural events, college visits, assistance with college admissions and financial aid process, and a summer residential program. • Provide a comprehensive service plan that includes college preparatory experiences during the academic year and the six-week residential stay on a university campus. The Upward Bound Program serves ten high schools in Hillsborough County. Those schools are Blake, Chamberlain, East Bay, Hillsborough, Jefferson, King, Leto, Middleton, Robinson, and Tampa Bay Tech. The goals of the program: • Provide an individualized academic plan to assist students with improving their academic performance by increasing their grades, test scores and school involvement. • Provide developmental activities that will enhance students’ overall leadership, decision-making, communication, and citizenship skills. • Provide services that are designed to encourage and motivate students to remain in the program and graduate from high school. • Provide guidance to ensure that each graduating senior successfully completes the college application, financial aid application, and ultimately gains entry in a post-secondary institution.

GENERAL INFORMATION:
- Program began operation in 1966
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Hillsborough County School District
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 137
  - 2009-10 = 148

PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities Motivational speakers
PROGRAM FUNDING PROVIDED BY: Federal Government; Business/Industry; Individual; Fundraising

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college; Male students; Dropout, stopout, or at-risk students High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Target specific schools

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career
days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound
Florida International University & USDOE
Student Affairs
11200 SDW 8th Street
GC 331
Miami, FL 33199
305-348-1745 (v)
305-348-1743 (f)
http://www2.fiu.edu/~ubfiuweb/

Sofia Santiesteban, Director
santiest@fiu.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 1995
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Miami-Dade County/ Urban Miami
- Urbanicity: Urban area,
- Duration of Program:
- Typical number of years students are in the program:
- Primary services are provided at: College campus
- Grade level when students enter the program:
- Students served:
  - o 2008-09 =
  - o 2009-10 =
- PARENTAL COMPONENT: Yes

PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)
Talent Search & Upward Bound Math & Science Programs

U.S. Department of Education - TRIO Programs
Office of Educational Opportunity
Georgia State University
One Park Place, South, Room 416
Atlanta, GA 30303
(404) 413-1704 (v)
(404) 413-1708 (f)
www.gsu.edu/oeo/educational_talent_search.html

Dr. Mitchel Haralson, Director, Talent Search & Upward Bound Math & Science
oeomhh@langate.gsu.edu

PROGRAM DESCRIPTION: The Georgia State University ETS Program serves 600 eligible middle and high school level student participants enrolled in the DeKalb County School System, two thirds of which will be low income and potentially first generation participants. The ETS project is designed to identify qualified youth with potential for education at the postsecondary level and to encourage them to complete secondary school and to enter postsecondary education; to publicize the availability of student financial assistance for pursuing a program of postsecondary education; and encourage persons who have not completed programs of education at the secondary or postsecondary level, but who have the ability to complete such programs, to reenter such programs to complete postsecondary education. The program provides a variety of free services such as academic advise, assistance with college admission and financial aid applications, preparing for college entrance examinations, access to high quality tutorial services, exposure to college campuses, cultural events, and academic programs, as well as workshops and counseling for parents of students served.

GENERAL INFORMATION:
- Program began operation in 1982
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Targeted middle and high schools in DeKalb County, GA; DeKalb County GA public School System

- Urbanicity: Suburban area
- Duration of Program:
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
GEAR UP
University of Hawaii - West Oahu
Admissions
96-129 Ala Ike
Pearl City, HI 96782
808-454-4700 (v)
808-453-6075 (f)
www.uhwo.hawaii.edu
Susan Nishida, Program Director
susansyn@hawaii.edu

PROGRAM DESCRIPTION: The University of Hawaii-West Oahu's Gear Up program aims to increase general college awareness to Hawaii high school students. We support students as they strive to prepare themselves for college admissions and ensured successes in their studies.

GENERAL INFORMATION:
- Program began operation in 2007
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: All Title I schools statewide
- Urbanicity:
- Duration of Program:
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - o 2008-09 =
  - o 2009-10 =
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem

INSTRUCTIONAL APPROACHES: College Information sessions and events

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Career days (e.g. AP)
GEAR UP Hawaii

University of Hawaii
2425 Campus Road
Sinclair 504
Honolulu, HI 96822
808-956-3250 (v)
808-956-8037 (f)
gearup.hawaii.edu

Angela Jackson, GEAR UP Hawaii Project Manager
angela.jackson@hawaii.edu

PROGRAM DESCRIPTION: The State of Hawai'i GEAR UP program is a consortium of partners that includes the State of Hawai'i Department of Education, the University of Hawaii's ten-campus system, and many community partners. Together with its partners, GEAR UP inspires hope and improves futures by increasing Hawaii students' access to and success in higher education. Funded by the US Department of Education, GEAR UP's mission is to encourage more of Hawai'i’s teenagers to have high expectations, stay in school, study hard, and take classes that will help them choose and be prepared to go to college. GEAR UP Hawaii's services are designed to prepare students for academic success, facilitate transitions from K-12 to higher education, and increase access to information and financial aid.

GENERAL INFORMATION:
- Program began operation in 2000
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: State of Hawaii
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: current grant cycle is 2005-2011
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Motivational speakers

PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected; students who qualify for FRL or attending a Title 1 school

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Mathematics/Science instruction; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Meetings with college faculty/students
Kamehameha Scholars
Kamehameha Schools
Kamehameha Scholars
567 South King Street
Suite 320
Honolulu, HI 96813
808-534-8354 (v)
808-534-8278 (f)
http://apps.ksbe.edu/kscholars/
Andrea Dias, Program Director
andrias@ksbe.edu

PROGRAM DESCRIPTION: The mission of the Kamehameha Scholars program is to provide proactive guidance and support for Native Hawaiian high school students to successfully prepare for and be admitted to a post-secondary institution. The program’s objectives are to assist students to complete high school on time, complete a college preparatory curriculum and complete a post-high plan during their senior year and apply for financial aid and post-high scholarships. The program provides college and career guidance through group guidance workshops, one to one advising sessions with students and families and civic engagement activities to address students’ personal and social competencies and social responsibility. Kamehameha Scholars employs a merit scholarship incentive for students that have earned points in the program for participation and completion of assignments that will be used to support their first year of post-high education at an accredited institution. Kamehameha Scholars also has a Recognition Diploma incentive for students (starting w/ the class of 2013) that complete a college preparatory curriculum in the Hawaii Department of Education System or through a private school.

GENERAL INFORMATION:
- Program began operation in 2003
- This is a
  - This is a community-based program
  - This program operates during the:
    - Academic Year
    - Summer
    - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Native Hawaiian community
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 9th through 12th grade
- Typical number of years students are in the program: 4
- Primary services are provided at: The program utilizes various and diverse community locations to hold events which include college campuses, community centers, students’ home, etc.
- Grade level when students enter the program:
- Students served:
  - 2008-09 = 416
  - 2009-10 = 479

PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Participation in student activities

PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Historically underrepresented minorities High school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected; Students who participate in earlier programs within our educational pipeline are auto invited to the program

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models; Provide recreational or cultural opportunities; Provide civic engagement opportunities for students to develop leadership skills and affect positive change in their communities.

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops; Peer learning groups; Assessment & testing One to One Advising

ACADEMIC SERVICES: Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Academic advising; Meetings with college faculty/students
Office of Multicultural Student Services

University of Hawaii at Manoa
Office of Student Affairs
Honolulu, HI 96822
808-956-7348 (v)
808-956-4622 (f)
opmanong.ssc.hawaii.edu
Clement Bautista, Director
bautista@hawaii.edu

PROGRAM DESCRIPTION: OMSS focuses on outreach activities encouraging individuals from underrepresented groups and underserved communities to seek higher education, providing university students opportunities to experience Hawai’i’s multicultural contexts, conducting activities promoting cross-cultural understanding and social justice, and promoting the development of and provide a clearinghouse for information and resources related to Hawai’i’s multiethnic groups.

GENERAL INFORMATION:
- Program began operation in 1972
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Oahu
- Urbanicity: Rural area, Urban area,
- Duration of Program: Year-round
- Typical number of years students are in the program: 2
- Primary services are provided at: Combination of university and community activities
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 500
  - 2009-10 = 500

  PARENTAL COMPONENT: Yes; FAFSA counseling/guidance

  PROGRAM FUNDING PROVIDED BY:
  College/University; Fundraising

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college; High school grads (pre-matriculation); High school students; Middle school students College students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Personal counseling; Academic advising; Meetings with college faculty/students
UNI Classic Upward Bound Program

U.S Department of Education & The University of Northern Iowa
Academic Affairs
800 Sycamore Street
Waterloo, IA 50703
319-433-1251 (v)
319-433-0160 (f)
www.uni.edu
Wilfred M. Johnson, Director
Wilfred.Johnson@uni.edu

PROGRAM DESCRIPTION: The UNI Classic Upward Bound Program is designed to assist students from the Waterloo and Cedar Falls communities in acquiring the necessary skills to graduate from high school and enroll in and graduate from a postsecondary institution within six years. The program is a year round and uses a systematic intrinsic approach including assistance from the student, their parents, target school systems, the community, and our program to instill the necessary skills and motivation within each student to achieve their goals of a four year college education. The students are afforded the following services; a summer six-week residential academic program, tutorials, academic advising, personal and career counseling, career exploration, financial assistance, study skills, time management, test preparation, course selection, college application process, just to mention a few.

GENERAL INFORMATION:
- Program began operation in 1986
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Waterloo Community School District
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 129
  - 2009-10 = 117

- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; Business/Industry; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Non

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
ACI's College Readiness Program

The Associated Colleges of Illinois
70 East Lake Street
Ste 1418
Chicago, IL 60601
312-516-2533 (v)
312-263-3424 (f)
www.acifund.org
Alexandria Taylor, Program Director
ataylor@acifund.org

PROGRAM DESCRIPTION: Mission ACI’s College Readiness Program engages Illinois first-generation, minority and low-income high school students in mapping a road to college through year-round campus-based programs designed to provide academic enrichment, college preparation and leadership development. This mission is fulfilled by utilizing our campus resources, faculty, students and the campus itself, to disseminate information needed to successfully obtain a college education and to familiarize students with the college experience while still in high school. This is offered to students throughout their high school careers, making the College Readiness Program a four-year, year-round engagement.

GENERAL INFORMATION:
- Program began operation in 1996
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: State of Illinois
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 9th through 12th grade
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 75
  - 2009-10 = 50
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities Motivational speakers

PROGRAM FUNDING PROVIDED BY:
- Business/Industry; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected; Students are selected on a first-come, first served basis; Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing instruction; Critical thinking skill development; Computer-skills training; Study-skills training; Test-taking skills (e.g., SAT/ACT training); All services offered of equal mark

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Academic advising; Meetings with college faculty/students
Building Roads to Intellectual Diversity and Great Education (BRIDGE)

Wheaton College
Undergraduate Admissions
501 College Ave
Wheaton, IL 60187
630-752-5416 (v)
630-752-5285 (f)
http://wheaton.edu/admissions/UndGrad/bridge/index.htm
Veronica Ponce, BRIDGE Program Coordinator
Veronica.Ponce@wheaton.edu

PROGRAM DESCRIPTION: Building Roads to Intellectual Diversity and Great Education (B.R.I.D.G.E.) is an intensive, four-week residential academic enrichment and leadership program that brings together first-generation college-bound, low-income or African-American or Latino students from the Chicagoland area who are interested in preparing for admission to college. The two-year summer program prepares Christian high school students for college through a curriculum that fosters their intellectual, leadership and spiritual growth. The entire program is free of charge for all participants, and completing it guarantees a scholarship to Wheaton College.

GENERAL INFORMATION:

- Program began operation in 2008
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Chicagoland
- Urbanicity: Urban area, Suburban area
- Duration of Program: One month
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 20
  - 2009-10 = 37
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g., admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Academic advising; Meetings with college faculty/students
Chicago GEAR UP Alliance

Northeastern Illinois University (fiscal agent)
Chicago Teachers’ Center
770 N. Halsted
4th Floor
Chicago, IL 60642
312-563-7232 (v)
312-563-7210 (f)
www.gearupchicago.org

Wendy M. Stack, Program Director
W-Stack@neiu.edu

PROGRAM DESCRIPTION: The Chicago GEAR UP Alliance is in its final year of a 6-year grant to Increase the academic performance and preparation for postsecondary education of over 10,295 GEAR UP students. Goals are to increase the rate of high school graduation and increase the knowledge of students and their families of post-secondary education options, preparation, and financing. GEAR UP Staff begin working with students in the 6th and 7th grades and follow them through high school with a program of support with the ultimate goal of enrolling and being accepted into a higher education institution. Program components include in-school Instruction, AVID, student development seminars, content tutoring, AP coursework, and Saturday activities including early credit, summer programs, college readiness programs, parent workshops, and professional development for teachers. Program Benefits Creates a social context for collaborative learning, performance-based assessments, and work experiences. Develops opportunities for rigorous academic preparation. Develops opportunities for the creation of knowledge and inquiry in the school and community. Supports student learning by enhancing students’ engagement in the creation of their own knowledge. Increases student and parent awareness of post-secondary education and career options to promote college attendance.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) partnership between universities, schools and community organizations to create school change.
- Services students in: Chicago Public Schools District
- Urbanicity: Urban area,

- Duration of Program: 6 years, in-school programs and summer programs. Students could participate year-round
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 19644
  - 2009-10 = 17031
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation

TARGETED POPULATION: Low income; Low Academic performance; Historically underrepresented minorities; ESL students; First generation to attend college; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Participating schools are written into the grant proposal. All students within 2 grade cohorts may participate.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
College Goal Sunday

YMCA of the USA
Urban and Education Development
101 North Wacker Drive
Chicago, IL 60606
336-617-0535 (v)
312-977-1134 (f)
www.collegegoalsundayusa.org

Marcia Weston, Director of College Goal Sunday
marcia.weston@ymca.net

PROGRAM DESCRIPTION: College Goal Sunday is a volunteer-run program that assists, free of charge, students and families from underserved populations in the completion of the FAFSA. Currently 40 states plus the District of Columbia offer the program beginning in January through May of each year. FAFSA completion services are offered at sites throughout the state, at high school financial aid nights, through webinars, at churches, YMCAs, community centers and other locations that are convenient to the target population. An extensive college access marketing campaign is developed in order to reach those populations with the greatest challenges to higher education attainment including, but not limited to, low-income families, first-generation students, racial/ethnic minority populations, homeless and foster youth, adults, and those with disabilities.

GENERAL INFORMATION:

- Program began operation in 1989
- This is a Partnership Program
- ~
- This program operates during the:
  - ☑️ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑️ During regular school hours
  - ☑️ After school hours
  - ☑️ Weekends
- This is a(n) community-, school-, and college/university-based program.
- Services students in: All of the above
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Planning is 9 months; Actual service is within a two-hour block
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus, elementary and secondary school, and community center/agency
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 49000
  - 2009-10 = 52000

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: State Government; Business/Industry; Private Foundation; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college; Students with learning disabilities; High school students; Dislocated adults, homeless and foster youth

PROGRAM ADMISSIONS AND SELECTION: No one is turned away from a CGS event, however, underserved populations are specifically targeted

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Encourage long-term financial planning (e.g. financial aid/savings); Access to financial aid

INSTRUCTIONAL APPROACHES: Workshops One-on-one assistance

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid)
Early Outreach Program - Urban Health Program

University of Illinois at Chicago
Urban Health Program
1101 West Taylor Street
Chicago, IL 60607
312-996-2549 (v)
312-996-9446 (f)
www.uic.edu/dept/uhealth
Deborah Umranl, Director
eopadmin@uic.edu

PROGRAM DESCRIPTION: The UIC UHP Early Outreach Program serves as the K-16 pipeline to the six health sciences colleges at UIC. EOP designs and implements educational and training programs and services that assist students in becoming scholars and leaders who are morally, empowered and prepared academically, socially, ethically, and culturally to excel in health science programs in higher education. The average high school GPA is 3.34. The average ACT score is 23.5. 100% graduate from high school. The average college GPA is 3.06. 45.3% major in pre-health professions majors 10.8% major in STEM disciplines; 7.2% major in business. 13.3% have completed professional/graduate degree programs.

GENERAL INFORMATION:
- Program began operation in 1980
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Chicago Public Schools and Local Suburban Districts
- Urbanicity: Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 893
  - 2009-10 = 813
- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance Meeting with college/university faculty or students;

- Participation in student activities; Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: State Government; Local School System; Individual

TARGETED POPULATION: Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; High school students; Middle school students; Elementary school students; EOP alumni

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis Parents must sign contract before student participation; Teacher recommendation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Provide career awareness in the health sciences

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; field trips

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students

2012 National Survey of Pre-College Outreach Programs
**Educational Talent Search**

**Chicago State University**  
Student Success  
9501 S. King Drive  
Douglas Hall, 2nd Floor Suite K  
Chicago, IL 60628  
773-995-2574 (v)  
773-995-2591 (f)  
www.csu.edu/trio  
Nayshon Mosley, Director  
nmosley@csu.edu

**PROGRAM DESCRIPTION:** The mission of the ETS program is to increase the number of youth from disadvantaged backgrounds to complete high school and enroll in postsecondary education institutions of their choice and qualifications. Our purpose is to identify and encourage completion of high school; identify and encourage entry into post-secondary institutions of students’ choice; encourage reentry into educational system; and publicize financial assistance for education.

**GENERAL INFORMATION:**
- Program began operation in 2006
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Chicago Public Schools, District 299
- Urbanicity: Urban area,
- Duration of Program:
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 600
  - 2009-10 = 600
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government

**TARGETED POPULATION:** Low income; Historically underrepresented minorities First generation to attend college; Students with learning disabilities; Dropout, stopout, or at-risk students High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Publicize financial assistance for enrolling in college

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

**ACADEMIC SERVICES:** Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling; Academic advising
Proyecto Pa'Lante
Northeastern Illinois University
Academic Development
5500 N. St. Louis Avenue
Lech Walesa Hall, Room LWH 4029
Chicago, IL 60625
773/442-5454 (v)
773-442-4929 (f)
http://www.neiu.edu/~ppalante/
Heriberto Justiniano, Assistant Director
h-justiniano@neiu.edu

PROGRAM DESCRIPTION: In September 1972, Proyecto Pa'Lante was established as an educational outreach program for the Latino community, providing academic support services on campus. The program was created by the office of student affairs for Latino students with input from Puerto Rican and Chicano/Mexicano students who comprised the Union for Puerto Rican Students. Proyecto Pa'Lante dedicates its efforts to the development of leadership in the Latino community through education. Proyecto Pa'Lante students are provided with personal and academic support services designed to increase scholastic achievement and persistence towards graduation. The Program is committed to recruiting primarily Latino students who demonstrate academic potential but do not meet standard NEIU admission requirements; accepts students who do meet standard admission requirements and who wish to receive our additional support services; provides support in the areas of academic advisement, tutoring, vocational, career, personal, and financial counseling; provides an environmental support system relevant to the development of a positive self-image and a feeling of belonging.

GENERAL INFORMATION:
• Program began operation in 1972
• This is a University-funded Program
• This is a college/university-based program
• This program operates during the:
  ☑ Academic Year
  ☐ Summer
  ☐ Both
• Services are provided during
  ☑ During regular school hours
  ☐ After school hours
  ☐ Weekends
• Services students in: Chicago Public Schools and surrounding suburbs
• Urbanicity: Urban area, Suburban area
• Duration of Program: Academic advising during the full academic year, seminar 1 during fall semester, seminar 2 for some students during spring semester
• Typical number of years students are in the program:
• Primary services are provided at: College campus

  ▪ Grade level when students enter the program:
    12
  ▪ Students served:
    o 2008-09 = 86
    o 2009-10 = 96
  ▪ PARENTAL COMPONENT: No

  PROGRAM FUNDING PROVIDED BY:

  TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation)

  PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; The program enrolled students who do not meet the University's requirements for general admission, pending upon a personal statement, letter of recommendation and interview process.

  PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

  INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops; Peer learning groups; Assessment & testing; Role models

  ACADEMIC SERVICES: Remedial instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

  SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
R.E.A.C.H. (Retention Efforts for Academic Completion at Harper) Summer Bridge Program

Harper College
Center for Multicultural Learning, Student Development
1200 W. Algonquin Road
Palatine, IL 60067
847-925-6954 (v)
847-925-6074 (f)
www.harpercollege.edu
Laura LaBauve, Associate Dean, Multicultural Learning, Student Development
llabauve@harpercollege.edu

PROGRAM DESCRIPTION: The R.E.A.C.H. Summer Bridge Program was created in order to better transition under-prepared (3rd and 4th quartile in their graduating class), first generation, underrepresented students from high school to college. The desired outcome of the Bridge Program is to better provide under-prepared students with the skill sets needed to succeed in college. Students gain skills in math, reading, writing, computer usage, and the following success strategies: reasons for pursuing college; time management; study skills; stress, health, and wellness; learning styles and communicating with faculty; diversity; career planning; and transfer/educational Planning. The students also receive one-hour credit for Orientation 101/FYE (First Year Experience) 101. In addition to participating in the Bridge Program, the students enroll in Fall as a cohort in Psychology 107 (Understanding self) and receive an additional two-hours of transferable credit. All students meet twice during the semester with one of the faculty counselors in the Center for Multicultural Learning to ensure student progress, to monitor adjustment to college and to receive academic advising leading to the completion a certificate or degree.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: District 211 and 214; Northwest Suburbs of Chicago - Palatine
- Urbanicity: Suburban area
- Duration of Program: 2 weeks during the summer followed by fall semester
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 91
  - 2009-10 = 109
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Private Foundation

TARGETED POPULATION: Low Academic performance Historically underrepresented minorities First generation to attend college; High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Career counseling and information; Job placement assistance; Personal counseling; Academic advising; Meetings with college faculty/students
Research Apprentice Program

University of Illinois at Urbana-Champaign
College of Agricultural, Consumer and Environmental Sciences
1301 West Gregory Dr.
Room 123
Urbana, IL 61801
217-333-3380 (v)
217-244-6537 (f)
http://summerprograms.aces.illinois.edu
Jesse Thompson, Assistant Dean and Program Director
jthomps5@illinois.edu

PROGRAM DESCRIPTION: RAP is a residential career exploration and academic enrichment experience designed to expose urban high school students from ethnic minority grounds to STEM opportunities in the food, human, and environmental sciences. Students engage in laboratories, career seminars, and demonstrations on campus and at industry workplace. The experiences are designed to build interest in studies within the food, human and environmental sciences, and strengthen math and science skills. The program began in 1988 with 952 students have completed it (1988-2009). African Americans have been 63 percent, and females comprised 76 percent of all participants. Ninety two percent attended college with 55% in a STEM field as a college major, with 40% selecting agriculture and related sciences.

GENERAL INFORMATION:

- Program began operation in 1989
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: 4 + 7 weeks
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 10
- Students served:
  - o 2008-09 = 67
  - o 2009-10 = 62
- PARENTAL COMPONENT: Yes; Meeting with college/university faculty or students; Motivational speakers

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation; must have recommendation by counselor and science/math teacher

PROGRAM GOALS: Improve academic skills Promote interest/strength in particular subject area Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models; Provide recreational or cultural opportunities; improve math and science skills

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; hands-on field trips

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Personal counseling; Meetings with college faculty/students

PROGRAM FUNDING PROVIDED BY: State Government; Business/Industry; Private Foundation; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students
Schuler Scholar Program

Schuler Family Foundation
28161N Keith Dr.
Lake Forest, IL 60045
773-320-0302 (v)
847-367-9586 (f)
SchulerFoundation.org
Candace Browdy, Program Director
Candace@Schulerfoundation.org

PROGRAM DESCRIPTION: The Schuler Scholar Program, through enrichment and academic programs, guidance, and scholarships, prepares high potential students to succeed at selective colleges. We believe that if high potential but vulnerable students have access to academic and enrichment programs while in high school, are well informed of college options, receive support from family, friends, teachers and mentors, are motivated, and secure financial assistance, they will be successful in obtaining a college degree.

GENERAL INFORMATION:
- Program began operation in 2001
- This is a Privately-funded Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Round Lake High School, Warren Township High School, Highland Park High School, Waukegan High School, Maine East High School, and St. Martin De Porres High School; 116, 121, 113, 60, 207; Round Lake, IL, Gurnee, IL, Highland Park, IL, Waukegan, IL, Park Ridge, IL; Lake County and Northern Cook County, IL
- Urbanicity: Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 400
  - 2009-10 = 460
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling

PROGRAM FUNDING PROVIDED BY: Private Foundation

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training); One on One Tutoring in Reading and Academic Subjects 1

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Personal counseling; Academic advising; Meetings with college faculty/students
Talent Search Program

ASPIRA
3909 W. Fullerton
Chicago, IL 60647
773-252-0970 (v)
773-770-1942 (f)
www.aspirail.org
iVETTE Nieves, Director
inieves@aspirail.org

PROGRAM DESCRIPTION: Our program’s goal is to prepare

GENERAL INFORMATION:
- Program began operation in 1969
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: 299
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =

PARENTAL COMPONENT: No

PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Teen Connection

Gads Hill Center
Teen Services
1919 W. Cullerton
Chicago, IL 60608
312-226-0963 (v)
312-226-2248 (f)
www.gadshillcenter.org
Xavier Salvado, Program Director
xsalvado@gadshillcenter.org

PROGRAM DESCRIPTION: Teen Connection is a college preparatory program that provides academic support to students from the 7th grade through the 12th grade. Our program empowers and encourages youth to improve educational performance, strengthens self-esteem, and inspires character development so that they may achieve more than they thought possible. We provide the following services: Tutoring ACT/SAT Preparation College Visits Career Exploration Community Service Projects Summer Internships

GENERAL INFORMATION:
- Program began operation in 2001
- This is a State-funded Program
- This is a community-based program
- This program operates during the:
  - ☑ academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Chicago’s lower west side
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 8
- Students served:
  - ○ 2008-09 = 45
  - ○ 2009-10 = 54
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: State Government; Community Organization; Private Foundation; Individual

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Academic advising; Meetings with college faculty/students

Educational Policy Institute 116
TRIO Upward Bound

Department of Education - Illinois Central College
Diversity Department
ICC North Campus Arbor Hall 254
Peoria, IL 61615
309-690-6895 (v) 309-690-6885 (f)
www.icc.edu/upwardbound/

Marcia Bolden, TRIO Upward Bound Director
Mbolden@icc.edu

PROGRAM DESCRIPTION: TRIO Upward Bound is a federally funded program sponsored by the U.S. Department of Education. The program provides support services (such as tutoring, mentoring, and work study opportunities), cultural enrichment, college visits, and community service components to qualifying District 150 students. Upward Bound aims to increase high school graduation rates as well as increase the rates at which participants enroll in and graduate from college. Program Objectives: Objective Percentage (a) Academic Improvement on Standardized Test 60% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math. (b) Project Retention 80% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year. (c) Postsecondary Enrollment 85% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. (d) Postsecondary Persistence 70% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year. Program Services § Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school § Academic, financial, or personal advisement § Exposure to academic programs and cultural events § Tutorial services § Mentoring programs § Information on postsecondary education opportunities § Assistance in completing college entrance and financial aid applications § Assistance in preparing for college entrance exams § Financial Literacy and Money Management Curriculum § Work study positions to expose participants to careers requiring a postsecondary degree

GENERAL INFORMATION:
▪ Program began operation in 1992
▪ This is a Federal TRIO Program
▪ This is a school-based program
▪ This program operates during the:
☐ Summer
☒ Both
▪ Services are provided during
☒ During regular school hours
☒ After school hours
☐ Weekends
▪ Services students in: Peoria Public Schools District 150
▪ Urbanicity: Urban area,
▪ Duration of Program: More than one academic year
▪ Typical number of years students are in the program: 4
▪ Primary services are provided at: College campus
▪ Grade level when students enter the program: 9
▪ Students served:
  ○ 2008-09 =
  ○ 2009-10 =
▪ PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students; Motivational speakers
▪ PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP);
Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound

Southern Illinois University Carbondale
Upward Bound
Woody Hall C-310
M.C. 4706
Carbondale, IL 62901
618-453-3354 (v)
618-453-5208 (f)
Antyne Lester, Director
askak@siu.edu

PROGRAM DESCRIPTION: Project Upward bound is an educational enrichment program funded by the Dept. of Education. Upward Bound is funded to help low income, first generation high school students. The mission of Upward Bound is to prepare and develop qualifying high school students with the skills and motivation necessary for successful completion of post-secondary education or training.

GENERAL INFORMATION:
- Program began operation in 1979
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: 3 southern Illinois counties (Jackson, Alexander, & Pulaski)
- Urbanicity: Rural area
- Duration of Program: Year round until completion of program
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 80
  - 2009-10 = 81
- PARENTAL COMPONENT: Yes Campus visits and tours Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops; Role models

ACADEMIC SERVICES: Reading/ Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
**Upward Bound**

Northeastern Illinois University  
College of Education/Chicago Teachers' Center  
770 N. Halsted, 4th Floor  
Chicago, IL 60662  
312-563-7146 (v)  
312-563-7210 (f)  
Troy Norman, Director  
t-norman@neiu.edu

**PROGRAM DESCRIPTION:** Upward Bound serves 72 high students in the city of Chicago. The primary mission of the program is to prepare these students for post secondary enrollment and degree completion. We offer a number of services including tutoring, enrichment classes, service learning hours, college campus visits, cultural enrichment, ACT test preparation, academic advisements and financial aid counseling.

**GENERAL INFORMATION:**
- Program began operation in 1989
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ✔ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Chicago
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 =
  - o 2009-10 =
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government

**TARGETED POPULATION:** Low income; Low Academic performance First generation to attend college

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Household income must be verified.

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring Assessment & testing

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:**
Upward Bound
Family Centered Educational Agency
South Holland, IL 60473
708-210-1771 (v)
708 210-1771 (f)
www.fceainc1.com
Jonathan McKenzie, Associate Director
jmcken8927@comcast.net

PROGRAM DESCRIPTION: Upward Bound is a college preparatory program that prepares students for entry and success at the college level. Students must possess a desire to attend a college or university and a willingness to do whatever it takes to make this dream come true.

GENERAL INFORMATION:
- Program began operation in 1997
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: John Hope College Prep, Harper High School
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 67
  - 2009-10 = 54
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Reading/ Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound
Family Centered Educational Agency
16241 Wausau Avenue
South Holland, IL 60473
708-210-1771 (v)
708 210-1771 (f)
www.fceainc1.com
Johnathon McKenzie, Associate Director
Jmcken8927@comcast.net

PROGRAM DESCRIPTION: Upward Bound is a college preparatory program that prepares students for entry and success at the college level. Students must possess a desire to attend a college or university and a willingness to do whatever it takes to make this dream come true.

GENERAL INFORMATION:
- Program began operation in 1997
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: District 205
- Urbanicity: Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 61
  - o 2009-10 = 60
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
INDIANA

Educational Opportunity Center

US Department of Education - Trio
3000 South Wayne
Fort Wayne, IN 46807
260-745-5421 (v)
260-744-1363 (f)
Willa Kline, Executive Director
WillaKKlin@aol.com

PROGRAM DESCRIPTION: The staff of the Educational Opportunity Center assists and encourages people of northeast Indiana to improve their lives through education. Services are free, are provided to youth and adults, low-income/first-generation to college are targeted (but all served), and are focused on assisting client to graduate from high and college (ultimately with a bachelor's degree). Specific services include assistance with college admissions and financial aid forms (loan information and scholarships), tutoring (GED, English, college prep, after-school academic tutoring, SAT/ACT prep), college visits, career advising, financial literacy, and academic advising.

GENERAL INFORMATION:
- Program began operation in 1981
- This is a Federal Trio Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Fort Wayne, Indiana - city and MSA
- Urbanicity: Urban area,
- Duration of Program: May enroll in middle school and continue until student earns bachelor's degree
- Typical number of years students are in the program: 4
- Primary services are provided at: Worksite, although work with agencies and schools at their sites
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 2000
  - 2009-10 = 2000

- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students We serve elementary, but with small grant from other source (30 students)

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
Educational Talent Search
Purdue University Calumet
Student Affairs
2200 169th Street
Hammond, IN 46323
219-989-2460 (v)
219-989-2094 (f)
purduecal.edu/talent
Melvyn Harding, Director
harding@purduecal.edu

PROGRAM DESCRIPTION: Educational Talent Search is a federally funded TRIO program via the U.S. Department of Education, which assists in providing mainstream educational opportunities to persons from income eligible backgrounds and/or potential first generation student to complete secondary education and subsequently enroll in postsecondary institutions. Our efforts are coordinated with teachers, school counselors, parents, various community agencies and existing support system peers. The mission of the Purdue University Calumet Educational Talent Search Program is “to enable targeted individuals an opportunity to enhance their overall quality of life by providing comprehensive intervention academic and career-related services.”

GENERAL INFORMATION:
- Program began operation in 1986
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: School city of Hammond, East Chicago school city, Lake Ridge schools (IN)
- Urbanicity: Urban area,
- Duration of Program: Varies
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 700
  - 2009-10 = 700
- PARENTAL COMPONENT: Yes; FAFSA
counseling/guidance; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing

ACADEMIC SERVICES: Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
Notre Dame Extended Research Community

National Science Foundation
Graduate Stems Fellows in K-12 Education
225 Nieuwland Science Hall
University of Notre Dame
Notre Dame, IN 0
574-631-1759 (v)
574-631-3977 (f)
http://erc.nd.edu/

Patrick Mooney, Project Coordinator
pmooney@nd.edu

PROGRAM DESCRIPTION: The aim of the Notre Dame extended Research Community, an NSF GK-12 project, is to foster a vibrant integrated STEM community with a rich STEM culture in Michiana (SW Michigan & North Central Indiana). The community is integrated in the sense that members can be from any STEM field and of any age. We would like to create a community of, by and for STEM professionals. Members become STEM professionals, mature members of the community, by recognizing the members of the community and by exercising care for them - providing opportunities for growth in STEM endeavors. Providing a vision and model for STEM community to STEM graduate students, STEM university faculty and K-12 STEM teachers is one of our major activities. We also provide STEM learning and research opportunities to K-12 STEM teachers. With our weeklong K-12 STEM classroom activities in embryology, genetics, environmental science, nanotechnology and astronomy we have impacted about 15,000 K-12 students over the past 3 years.

GENERAL INFORMATION:
- Program began operation in 2007
- This is a Federally-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Michiana (SW Michigan and North Central Indiana)
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Continuous for 5 years
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus and K-12 Schools
- Grade level when students enter the program: 0
- Students served:
  - 2008-09 = 2200
  - 2009-10 = 3400

- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students participate if their teacher participates

PROGRAM GOALS: Promote interest/strength in particular subject area; Encourage parental involvement Provide exposure to college Provide role models Promote interest/strength in STEM

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops; Role models; Invite into STEM Community

ACADEMIC SERVICES: Mathematics/Science instruction; Computer-skills training

SOCIAL SERVICES: Campus visits and tours; Cultural activities and field trips; Meetings with college faculty/students
Science Rocks!  IU
Kokomo Science Summer Camp for Underrepresented Middle School Students
Indiana University Kokomo
Natural, Information, and Mathematical Sciences
2300 South Washington Street
SM 139C
Kokomo, IN 46904
765-455-9371 (v)
765-455-9310 (f)
www.iuk.edu/nims
Christian Chauret, Program Director
cchauret@iuk.edu

PROGRAM DESCRIPTION: In 2009 the NIMS department was awarded a two-year grant funded by the IU President’s University Diversity Initiative for the establishment on campus of a Science Summer Camp (nicknamed Science Rocks!) for Middle School underrepresented minority students. During the first two summers (June 2009 and June 2010), a total of 31 middle school students selected from underrepresented populations worked in groups on mini-projects in three different scientific areas (biology, chemistry, and physics) for a period of two weeks. The goals are: § Foster partnerships between the university and underrepresented populations. § Increase the participation of underrepresented minorities in the sciences and to develop a local “pipeline” of young students who may consider pursuing a career in a science-related field. § Foster an understanding and appreciation of the sciences in young people.

GENERAL INFORMATION:
- Program began operation in 2009
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Underrepresented middle school students in Howard County, IN
- Urbanicity: Rural area, Urban area,
- Duration of Program: 2 weeks
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 6
- Students served:
  - 2009-10 = 15
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: College/University

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities Female students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills Promote interest/ strength in particular subject area; Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Assessment & testing; Role models

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; Campus visits and tours; Meetings with college faculty/students

Educational Policy Institute
Sensing Our World 2010: Global Health Science Program
University of Notre Dame and Siemens Foundation
Department of Physics
225 Nieuwland Science Hall
Notre Dame, IN 46556
574-234-2896 (v)
574-631-5952 (f)
http://www.nd.edu/~nismec/2010_info2.pdf
Mary DeWitt, Director, Summer Science Program
mdewitt@nd.edu

PROGRAM DESCRIPTION: According to the Third International Mathematics and Science Study (TIMSS) report, U.S. school children start out at the same level as their international peers in elementary grades. However, they fall behind in science and math by the time they reach the middle grades. When they reach high school, they score below the international average. In response to this finding, Sensing Our World was designed to expose middle-school students to the exciting world of science, mathematics, and technology in an intensive hands-on environment.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: One week
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 20
  - 2009-10 = 20
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Private Foundation; College/University

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Classroom instruction; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES:
Starfish Initiative

814 N. Delaware
Indianapolis, IN 46204
317-955-7913 (v)
317-955-7916 (f)
www.starfishinitiative.org
Joyce Johnson, Program Director
joyce@starfishinitiative.org

PROGRAM DESCRIPTION: Starfish Initiative is a mentoring program for low-income high school students with the singular goal of preparing students to access and succeed in postsecondary education. Starfish matches promising students who qualify for Indiana’s 21st Century Scholars Scholarship with college-educated volunteer mentors. Students’ entire high school career. Mentors develop in students the social, civic and cultural capital that will help them succeed in high school and postsecondary education. In addition to mentoring, Starfish provides wrap-around programming focused on “college knowledge,” leadership development, career exploration and social development.

GENERAL INFORMATION:
- Program began operation in 2003
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Marion County, Indiana
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 170
  - o 2009-10 = 265
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Community Organization; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected; Admission is competitive. Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Meetings with college faculty/students
The University of Kansas
Veterans Upward Bound

The University of Kansas
Educational Opportunity Programs
Gateway Tower II, Suite 105
400 State Avenue
Kansas City, KS 66101
913-321-5512 (v)
913-321-5564 (f)
www.ku.edu/~vub
Ngondi Kamatuka, Program Director
kamatuka@ku.edu

PROGRAM DESCRIPTION: The University of Kansas Veterans Upward Bound is an intensive educational and skills program designed specifically to serve the needs of today’s veterans. A unique range of services are offered which are designed to prepare eligible veterans for success when they enter their chosen educational program. All services, including instruction, textbooks, advising, and supplies are provided free of charge. VUB serves 120 veterans each year from Lawrence, Leavenworth, and the Kansas City metropolitan area. The veterans served by the program are low-income by federal guidelines and/or potential first generation college students, and have active duty service with any discharge other than dishonorable.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Kansas City metropolitan area
- Urbanicity: Urban area,
- Duration of Program: Open entry/open exit
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: Off-campus location
- Grade level when students enter the program: 12
- Students served:
  - o 2008-09 = 120
  - o 2009-10 = 120
- PARENTAL COMPONENT: No

PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college; Veterans

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings) Improve vocational skills; Referral to other agencies providing services to veterans

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Career counseling and information; Job placement assistance; Employability skills training; Personal counseling; Academic advising
TRIO Upward Bound Math Science Regional Center
Wichita State University
1749 N. Yale
Wichita, KS 67208
316-978-3316 (v)
316-978-5411 (f)
web.wichita.edu/ubms
V. Kaye Monk-Morgan, Program Director
kaye.monkk@wichita.edu

PROGRAM DESCRIPTION: The Upward Bound Math Science Regional Center (UBMS) is federally funded and hosted by Wichita State University. With the support of the university and the cooperation of schools throughout Kansas, the program is designed to serve 50 students entering grades 9 through 12 that have limited family incomes and have the potential to be the first in their families to complete a four-year degree. Mission of the UBMS Center is to: • Educate students with an interest and propensity for science, technology, engineering and math (STEM) • Stimulate interest in STEM studies and careers and realistically • Motivate students to consider obtaining a degree in a STEM field

GENERAL INFORMATION:
- Program began operation in 1992
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: State of Kansas
- Urbanicity:
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 52
  - 2009-10 = 52
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities; Family counseling
- PROGRAM FUNDING PROVIDED BY: Federal Government; Community Organization; Business/Industry

TARGETED POPULATION: Low income; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training); Research

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Adelante Hispanic Achievers
Jefferson Country Public Schools
4801 Southside Drive
Louisville, KY 40214
(502)366-7813 (v)
http://www.adelanteky.org
Mara Maldonado, Program Director
oleguapa@insightbb.com

PROGRAM DESCRIPTION: Adelante Hispanic Achievers was founded in 2004 with a mission to provide opportunities for Hispanic youth and their families to gain the skills and knowledge necessary to function cross-culturally and to contribute to society as informed and pro-active citizens. We help students with educational, personal, social, and cultural growth. Our services include: Academic tutoring, Mentoring and Enrichment, College Readiness, ACT Prep courses and Parent Involvement. Our “College Readiness” initiative includes a multi-part workshop offered during our Saturday Mentoring and Enrichment program. The students take part in structures activities to help them determine their career interests and goals and prepare them to reach their goals. In addition to our workshops, the students also participate in college visits and college fairs starting at the middle school level.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Jefferson Country Public Schools; Metro Louisville
- Urbanicity:
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 68
  - 2009-10 = 74

PARENTAL COMPONENT: Yes Campus visits and tours Participation in student activities
PROGRAM FUNDING PROVIDED BY: Community Organization; Business/Industry; Private Foundation; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students are selected on a first-come, first served basis. Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Employability skills training; Personal counseling
PROGRAM DESCRIPTION: Big Sandy Community and Technical College (BSCTC) is involved in the Governor’s Minority Student College Preparation Program (GMSCPP) to prepare minority students for college. Purpose of the program The GMSCPP seeks to: Provide academic enrichment activities that encourage minority students to stay in school and enter college, Enable young minority students especially African American to be aware of the benefits and values of college and consider college as an achievable option, and Prepare these students to be successful in college-level work and persist to college graduation. Who can be involved? 6th, 7th and 8th grade minority students in the Floyd, Johnson, Martin, Pike and Magoffin Counties. Activities BSCTC will plan fun and educational monthly activities (one Saturday each month on Pikeville or Prestonsburg campus) to help students in Reading, Math, Science and English lessons.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a State-funded Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Pikeville High, Pikeville Elementary, Allen Elementary, Allen Middle/HS, Pike central, Betsy Layne schools, Virgie Middle/HS; All of Pike and Floyd county Schoold
- Urbanicity:
- Duration of Program: One month
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program:
- Students served:
  - 2008-09 = 15
  - 2009-10 = 15
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY:
Governors Minority Student College Preparation Program

Elizabethtown Community & Technical College/CPE
Cultural Diversity
600 College Street Rd.
Elizabethtown, KY 42701
270-706-8438 (v)
270-769-0736 (f)
elizabethtown.kctcs.edu
Gail Demery, Program Director
Unavailable

PROGRAM DESCRIPTION: The GMSCPP is a summer academic enrichment program that aims to:
- promote post-secondary education as an achievable option to middle to high school students for the
- provide an atmosphere conducive to the participants’ development and positive self-concept, enhance understanding of cultural history and other cultures, explore conflict resolution, leadership, and team building skills, assess and improve science, math, and reading skills, and improve technology skills.

GENERAL INFORMATION:
- Program began operation in 2000
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Hardin County focused; Elizabethtown Community & Technical College service area (12 counties)
- Urbanicity: Rural area
- Duration of Program: One week
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 8
- Students served:
  - ○ 2008-09 = 25
  - ○ 2009-10 = 20
- PARENTAL COMPONENT: Yes Campus visits and tours
- PROGRAM FUNDING PROVIDED BY: State Government

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Computer-skills training; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students
KHEAA Outreach Programs
Kentucky Higher Education Assistance Authority (KHEAA)
Customer Relations Division/Outreach Area
100 Airport Road
Frankfort, KY 40601
502-696-7379 (v)
502-696-7230 (f)
www.kheaa.com
Susan Hopkins, Outreach Services Manager
shopkins@kheaa.com

PROGRAM DESCRIPTION: The Kentucky Higher Education Assistance Authority (KHEAA) is a public corporation and governmental agency and instrumentality of the Commonwealth created in 1966 to improve access to college and technical training. KHEAA provides state student financial aid and administers a comprehensive outreach program to provide information to Kentucky students and families about college opportunities. Kentucky ranks 48th in per-capita income and has the 5th highest poverty rate in the nation. This environment breeds a social culture that does not often see the value of higher education. It is the goal of our outreach program to increase Kentucky’s college-participation rate by:
- Informing students about the benefits of higher education and the many opportunities to continue their education beyond high school.
- Giving free information to students and parents to assist them in making informed decisions on planning and paying for college or technical school.
- Familiarizing Kentuckians with our financial aid programs and services.

GENERAL INFORMATION:
- Program began operation in ~
- This is a Federal GEAR UP Program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) governmental agency providing statewide college access outreach services to students and families, and resources for school counselors and other program providers.
- Services students in: Statewide outreach programs
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 5

- Primary services are provided at: All over the community, including middle and high schools, adult education centers, community centers, churches, public libraries, etc.
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 151832
  - 2009-10 = 142161
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government; Fundraising

TARGETED POPULATION: High school students; Middle school students Adults returning to school

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Mentoring; Workshops

ACADEMIC SERVICES: Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Career counseling and information; Career days (e.g. AP); Academic advising
Project ASPIRE

**Governor Minority Student College Preparation Program**

100 Nunn Drive (AC 400)

Highland Heights, KY 41099

859-572-5752 (v)

859-572-6665 (f)

Jennifer Mimms, Admissions Counselor

mimmsj1@nku.edu

**PROGRAM DESCRIPTION:** Project ASPIRE is a program that brings 6-8th grade Multicultural students from the Northern Kentucky and Cincinnati Tri-State area on to NKU's campus for educational, cultural, and fun activities. The purpose of the program is to enhance the learning opportunities of our students and expose them to higher education at an early age in hopes that they will in turn persist on to attend and acquire a college degree. The program is funded by a state grant and is therefore offered at no cost to students and their parents.

**GENERAL INFORMATION:**

- Program began operation in 1999
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Northern Kentucky & Cincinnati Tri-state
- Urbanicity: Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 27
  - 2009-10 = 24

**PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance; Participation in student activities

**PROGRAM FUNDING PROVIDED BY:** State Government

**TARGETED POPULATION:** Low income; Low Academic performance; Historically underrepresented minorities; ESL students; First generation to attend college; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; All students may participate (open enrollment); Students are selected on a first-come, first served basis

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

**ACADEMIC SERVICES:** Reading/ Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Meetings with college faculty/students
**South Central Kentucky GEAR UP**

Clinton County Board of Education  
312 King Drive  
Albany, KY 42602  
606-387-8140 (v)  
606-387-9725 (f)  
Jeffrey Pharis, Program Director  
Jeff.Pharis@clinton.kyschools.us

**PROGRAM DESCRIPTION:** GEAR UP is a federally funded initiative that encourages young people to stay in school, study hard, and take the right courses for college. The program is focused on improving the skills of students and influencing their educational choices through enhanced guidance and support. GEAR UP also helps students prepare and plan for college and become aware of financial aid opportunities.

**GENERAL INFORMATION:**
- Program began operation in 2000
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Clinton, McCreary, and Wayne Counties; Clinton, McCreary, and Wayne County School Districts
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 2149
  - 2009-10 = 2775
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government

**TARGETED POPULATION:** Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment)

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

**ACADEMIC SERVICES:** Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g., AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g., problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g., AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
South Central Kentucky
GEAR UP

Clinton County Board of Education
312 King Drive
Albany, KY 42602
606-387-8140 (v)
606-387-9725 (f)
Jeffrey Pharis, Program Director
Jeff.Pharis@clinton.kyschools.us

PROGRAM DESCRIPTION: GEAR UP is a federally funded initiative that encourages young people to stay in school, study hard, and take the right courses for college. The program is focused on improving the skills of students and influencing their educational choices through enhanced guidance and support. GEAR UP also helps students prepare and plan for college and become aware of financial aid opportunities.

GENERAL INFORMATION:
- Program began operation in 2000
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Clinton, McCreary, and Wayne Counties; Clinton, McCreary, and Wayne County School Districts
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 2149
  - 2009-10 = 2775
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; College visits

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students

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Educational Policy Institute

2012 National Survey of Pre-College Outreach Programs

137
Student Support Services
Western Kentucky University
1906 College Heights Blvd.
#11098
Bowling Green, KY 42101
270-745-4308 (v)
270-745-6850 (f)
http://www.wku.edu/Dept/Academic/Education/EdLead/TRIO/sss/
Michael Johnson, Program Director
michael.johnson@wku.edu

PROGRAM DESCRIPTION: Mission Statement: Student Support Services at Western Kentucky University is a federally funded program which provides academic advisement, personal counseling, tutoring and other services designed to help students adjust to campus life, succeed academically and graduate from a post-secondary institution. Operational and Unifying Principles: Promote academic achievement and personal responsibility; Respect people of all cultures; Foster growth in self-esteem; Encourage campus involvement.

GENERAL INFORMATION:
- Program began operation in 1980
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Western Kentucky University
- Urbanicity:
- Duration of Program:
- Typical number of years students are in the program:
- Primary services are provided at: College campus
- Grade level when students enter the program:
- Students served:
  - ☑ 2008-09
  - ☑ 2009-10
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: financial aid/savings; Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Personal counseling; Academic advising

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g.
Upward Bound
University of Louisville
Community Engagement
205 Strickler Hall (West)
Louisville, KY 40229
502-852-6719 (v)
502-852-8133 (f)
louisville.edu/upwardbound
Mary Thorpe, Program Director
mdthor01@louisville.edu

PROGRAM DESCRIPTION: The goal of the Upward Bound program is to increase the rate at which its student participants enroll in and graduate from institutions of postsecondary education.

GENERAL INFORMATION:
- Program began operation in 1966
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Jefferson County Public School System Louisville Metro
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 145
  - o 2009-10 = 145
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; Fundraising

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Mathematics/Science instruction

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid)
Upward Bound Program

Kentucky State University
400 East MainStreet
Frankfort, KY 40601
502-597-6935 (v)
502-597-5502 (f)
kysu.edu
Gill Finley, Director
Gill.Finley@kysu.edu

PROGRAM DESCRIPTION: To motivate, assist, and promote qualified high school students to pursue a four-year college degree by building their academic skills and social development through exposure to a variety of career, culture and social exposure.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Franklin County Schools and Independant School System; Franklin County
- Urbanicity: Suburban area
- Duration of Program: Year-round (academic year and summer)
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 50
  - 2009-10 = 53
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college; Students with learning disabilities; Female students; Male students; High school students; 8th graders going to 9th grade

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected; Admission is competitive: Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; Ranking being 1 lowest 10 highest

ACADEMIC SERVICES: Grade and attendance monitoring; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
LOUISIANA

Educational Opportunity Center
Southeastern Louisiana University
TRIO Programs
900 West University Avenue
Hammond, LA 70402
(985) 549-3384 (v)
(985) 549-2024 (f)
http://www.selu.edu/acad_research/programs/eoc/
Andrea Dangerfield, Program Director
adangerfield@selu.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
▪ Program began operation in 1991
▪ This is a Federal TRIO Program
▪ This is a college/university-based program
▪ This program operates during the:
  □ Academic Year
  □ Summer
  ☑ Both
▪ Services are provided during
  ☑ During regular school hours
  ☑ After school hours
  ☑ Weekends
▪ Services students in:
▪ Urbanicity: Rural area
▪ Duration of Program: More than one academic year
▪ Typical number of years students are in the program: 1
▪ Primary services are provided at: College campus
▪ Grade level when students enter the program: 12
▪ Students served:
  o 2008-09 = 1000
  o 2009-10 = 1000
▪ PARENTAL COMPONENT: No
▪ PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission

PROGRAM GOALS: Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings) Improve vocational skills

INSTRUCTIONAL APPROACHES: Workshops Assessment & testing

ACADEMIC SERVICES: Critical thinking skill development; Computer-skills training; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
GEAR UP Case Managed Program

LSU
College of Education
118 Hatcher Hall
LSU
Baton Rouge, LA 70803
225-578-1751 (v)
225-578-4994 (f)
http://www.gearup.lsu.edu
Suzan Gaston, Director of At-Risk Initiatives
sgaston@lsu.edu

PROGRAM DESCRIPTION: The model of this program consists of a full year of case-managed relationship driven services each year from 7th grade to high school exit. It does not have a residential component. At present 1000 students are being served in this model. The model utilizes the GUPPES data based system developed by Dr. Gerald Knapp, Industrial Engineering at LSU. The introduction of this database allows for the real time delivery of incremental outcome data, such as weekly absences, and discipline issues from participating school systems for immediate interventions. It also has a component for keeping track of all services that a student receives, such as tutoring, mentoring, credit recovery etc. Additionally progress reports, report cards and state test scores can be received electronically for intervention and for research purposes including comparisons of treatment and control groups. Funding for both models come from a variety of public and private funds.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Multiple; East Baton Rouge and Baker School Systems
- Urbanicity: Urban area,
- Duration of Program: Full Academic Year and summer
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 1390

- 2009-10 = 1394

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities; Family counseling
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation) Students began in middle school and are currently in high school

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Credit Recovery

ACADEMIC SERVICES: Reading/Writing instruction; Mathematics/Science instruction; Grade and attendance monitoring; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Personal counseling; Academic advising
Talent Search 1
University of Louisiana at Lafayette
Special Services
110 Hebrard Blvd.
Lafayette, LA 70504
337-482-5104 (v)
337-482-6833 (f)
Donald Doffoney, Project Director - Talent Search
doffoney@louisiana.edu

PROGRAM DESCRIPTION: Project is designed to have 1000 students prepare for and enter into Post Secondary Education by offering services designed to do so.

GENERAL INFORMATION:
- Program began operation in 1979
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Acadiana area
- Urbanicity: Rural area Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 1001
  - 2009-10 = 1061
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college
Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising

Educational Policy Institute
PROGRAM DESCRIPTION: ACCESS works to ensure that all young people have the financial information and resources necessary to find an affordable path to - and through - a postsecondary education. To accomplish this mission, ACCESS provides free financial aid advice and advocacy to all the students of Boston and Springfield to help them overcome the financial barriers to higher education. Our programs work with students and their families from middle school to high school through college graduation, ensuring that finances never get in the way of potential. ACCESS has helped students secure more than $150 million in financial aid in the last three years alone and has awarded more than $5 million in need-based last dollar scholarships since our founding, maintaining a 75% college graduation rate for the students we serve.

GENERAL INFORMATION:
- Program began operation in 1985
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑️ Academic Year
  - ☑️ Summer
  - ☑️ Both
- Services are provided during
  - ☑️ During regular school hours
  - ☑️ After school hours
  - ☑️ Weekends
- Services students in: Boston Public Schools, Springfield Public Schools
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 2329
  - 2009-10 = 4169

PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
PROGRAM FUNDING PROVIDED BY: Private Foundation; Individual; College/University

TARGETED POPULATION: Low income; First generation to attend college; High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Mentoring; Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Career counseling and information; Personal counseling
Admission Guaranteed Program

University of Massachusetts Boston
Academic Support Services
100 Morrissey Blvd.
Boston, MA 2125
617-287-5868 (v)
617-287-5844 (f)
www.agp.umb.edu
Andrea Dawes, Program Director
andrea.dawes@umb.edu

PROGRAM DESCRIPTION: The Admission Guaranteed Program offers in-school and after-school tutoring, college and financial aid counseling and college visits to enrolled students. The program serves students in grades 9-12 at Dorchester Education Complex (Dorchester Academy and Tech Boston Academy), Jeremiah E. Burke High School and South Boston Education Complex (Excel, Monument and Odyssey High Schools). AGP also guarantees admission to the UMass Boston for students enrolled in the program and who take courses in the required subject areas and meet specific program criteria.

GENERAL INFORMATION:
- Program began operation in 1989
- This is a University-funded Program
- This is a school-based program
- This program operates during the:
  - ✔ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ✔ During regular school hours
  - ✔ After school hours
  - ☐ Weekends
- Services students in: Jeremiah E. Burke/Dorchester Education Complex/South Boston Education Complex; Boston Public Schools
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - ○ 2008-09 = 688
  - ○ 2009-10 = 700
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: College/University

TARGETED POPULATION: Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling; Academic advising
**Bottom Line**

500 Amory Street  
Jamaica Plain, MA 2130  
617-524-8833 (v)  
617-524-9559 (f)  
www.bottomline.org  

Greg Johnson, Executive Director  
greg@bottomline.org

**PROGRAM DESCRIPTION:** Bottom Line helps low income and first generation students get into college and stay in college until they graduate. We currently help students from Boston and Worcester MA and will be opening a NYC office in 2011. Our goals are to see that at 100% of our students get accepted to college and that at least 80% graduate from college within 6 years.

**GENERAL INFORMATION:**
- Program began operation in 1997
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Boston, Worcester, soon NYC
- Urbanicity: Urban area
- Duration of Program: One academic year (HS Seniors). Up to 6 years for college students
- Typical number of years students are in the program: 5
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 1400
  - 2009-10 = 1600
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Community Organization; Business/Industry; Private Foundation; Individual; College/University; Fundraising

**TARGETED POPULATION:** Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA)

**PROGRAM GOALS:** Increase likelihood of attending college; Increase likelihood of completing college
Increase college awareness (students/parents) Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

**INSTRUCTIONAL APPROACHES:** Mentoring Peer learning groups

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); Personal counseling
Breakthrough Cambridge

158 Spring Street
Cambridge, MA 2141
617-349-6647 (v)
617-349-6810 (f)

www.breakthroughcambridge.org
Amee Naik, High School Program Director
anaik@breakthroughcambridge.org

PROGRAM DESCRIPTION: Founded in 1992 as Summerbridge Cambridge, Breakthrough Cambridge (BTC) is the only year-round, tuition-free academic program in Cambridge, MA that serves at-risk and under-resourced middle and high school students. Breakthrough Cambridge is a six-year program comprised of an academically intensive two-year middle school program and a high school support program that works with students until college matriculation. Unique to Breakthrough is the “students teaching students” model that inspires the next generation of educators by offering talented high school and college students the opportunity to teach. Our mission is to inspire excitement for learning, create paths to college, and promote careers in education.

GENERAL INFORMATION:
- Program began operation in 1992
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - [☐] Academic Year
  - [☐] Summer
  - [☑] Both
- Services are provided during:
  - [☐] During regular school hours
  - [☑] After school hours
  - [☑] Weekends
- Services students in: Cambridge Public School District
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- PROGRAM FUNDING PROVIDED BY:
  - Business/Industry; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities; First generation to attend college; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Workshops; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academic-enrichment courses; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Personal counseling
Choice Upward Bound
Choice Thru Education, inc.
140 Pearl
Chelsea, MA 2150
617 884-4706 (v)
(f)
choice@choicethrueducation.org
Susan Clark, Executive Director
susan@choiceeducation.org

PROGRAM DESCRIPTION: For the past 4 years, CTE has reached thousands of multi racial, multi ethnic, low-income families through its programs, services, and activities. Since inception in 1966, the mission of the organization has been to assist Chelsea youth and families in breaking away from the cycle of poverty through educational achievement. Our goal is to provide access to opportunity by creating holistic educational programming addressing the needs of the traditionally underrepresented. The objectives are to increase motivation, to reengage our youth and to improve academic performance culminating in a high school diploma or its equivalent and pursuing post high school.

GENERAL INFORMATION:
- Program began operation in 1966
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☐ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Chelsea High school; Chelsea; Chelsea, ma.
- Urbanicity: Urban area,
- Duration of Program: 6 week summer residential; academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus (summer); community-based agency (academic year)
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 85
  - 2009-10 = 65
- PARENTAL COMPONENT: Yes Academic classes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local School System; Community Organization; Business/Industry; Private Foundation; Individual

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
Health Careers Opportunity Program
Tufts Medical School and UMass Boston
Pre-Collegiate and Academic Support Services
100 Morrissey Blvd.
Boston, MA 2125
617-287-5843 (v)
617-287-5844 (f)
www.hcop.umb.edu/
Kunthary Thai-Johnson, Program Director
kunthary.thai@umb.edu

PROGRAM DESCRIPTION: Located on the University of Massachusetts Boston campus, the Health Careers Opportunity Program (HCOP) is an educational program funded through the federal Health Resources and Services Administration (HRSA). HCOP is a partnership among UMass Boston, Tufts University, Tufts University School of Medicine, and the Center for Community Health Education, Research and Service (CCHERS). The mission of the program is to create a "pipeline" that starts at the middle and high schools in Boston, continues through the undergraduate programs at Tufts University and UMass Boston, and culminates in the graduate-level public health and medical programs at Tufts University School of Medicine.

GENERAL INFORMATION:
- Program began operation in 2009
- This is a Federally-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Boston Public School and UMass Boston; Boston Public School; Boston
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 =
  - o 2009-10 = 46
- PARENTAL COMPONENT: Yes
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models promote interest in the Medicine and Public Health

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Latino/a Student Cultural Center
Northeastern University
360 Huntington Avenue, Northeastern University
120FA Latino/a Student Cultural Center
Boston, MA 2115
617-373-5845 (v)
617-373-7888 (f)
www.neu.edu/latino
Rosa Williams, Director, Latino/a Student Cultural Center
ros.williams@neu.edu

PROGRAM DESCRIPTION: The Latino/a Student Cultural Center (LSCC) and Northeastern Latino/a Community seek to empower Latino/a leaders of tomorrow in an increasingly global environment through their academic, personal and professional development.

GENERAL INFORMATION:
- Program began operation in 1997
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 150
  - 2009-10 = 150
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: College/University

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Improve academic skills; Increase likelihood of completing college; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling
LEAD (Leadership Exploration and Academic Development)

Boston University Academy
1 University Road
Boston, MA 2215
617-358-5452 (v)
617-353-8999 (f)
http://www.bu.edu/academy/summerprograms/lead/
Maureen Hurley, Director of Student Life
maureen_hurley@buacademy.org

PROGRAM DESCRIPTION: LEAD was created in response to the challenges that many Boston-area children face today. Whether due to socioeconomic status, limited access to information, or large class sizes, these students are in need of individual attention and supplemental learning experiences that can help them fully realize their potential and develop in them a lifelong love for learning and expectation of college completion. Combining academic experiences with leadership development and self-advocacy skills, LEAD prepares students for successful high school and college careers.

GENERAL INFORMATION:
- Program began operation in 2009
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Boston-area (not limited to the city proper)
- Urbanicity: Urban area,
- Duration of Program: 2 summers
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 7
- Students served:
  - o 2008-09 = 37
  - o 2009-10 = 37
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - College/University

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive; Parents must sign contract before student participation; Students must be eligible for free or reduced school lunch program.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models Leadership Development

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring Peer learning groups Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Academically accelerated courses below the college level; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Meetings with college faculty/students

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college; Middle school students
LEAD (Linking Education and Diversity)

Northeastern University
Opportunity Scholarships and Outreach Programs
360 Huntington Avenue
228 Curry Student Center
Boston, MA 2115
617-373-7705 (v)
617-373-4213 (f)
www.northeastern.edu/admissions/lead
Jana McCarthy, Director, Opportunity Scholarships and Outreach Programs
jg.mccarthy@neu.edu

PROGRAM DESCRIPTION: LEAD at Northeastern University (Linking Education and Diversity) offers consistent support and mentoring throughout the college admission process for Boston resident students. LEAD’s mission is to empower high school students from Boston to realize their potential beyond high school as capable college students through motivation and outreach throughout the college admission process. Recognized by parents and students as a fundamental ingredient to senior year success with college motivation, planning, and transition, LEAD is especially designed to fit the diverse needs of Boston resident students within the Boston Public School system, as well as Boston charter, parochial, and METCO schools. Many LEAD participants are first-generation college students who rely on the guidance and structure of the LEAD curriculum to meet their college goals. Designed to foster mentor relationships that promote a college-going culture and positive role modeling, LEAD provides 1:1 mentoring with current trained Northeastern students who volunteer their time to give back to the Boston community. More than sixty percent of LEAD mentors are first-generation college students and graduates of Boston Public Schools and offer invaluable first-hand experience and positive peer support to ensure success throughout the admissions process. LEAD mentors receive extensive training from NU Admissions and Outreach Directors, before the Program starts and throughout the duration of LEAD in order to provide accurate and professional college coaching. LEAD accepts 40 applicants from high school juniors across Boston, bringing together students from different high school settings to work in LEAD LABS and LEAD RETREATS over an eight-month program period. LEAD encourages a partnership with parents/guardians through a Parent/Student orientation to the college campus as well as a Financial Aid retreat for families. With LEAD’s consistent mentoring structure and extensive college admission curriculum, Boston high school students learn tools to achieve a successful high school-to-college transition. Each 2-hour LEAD LAB, held weekly on Northeastern’s campus throughout the students’ senior year, provides structured workspace with computers, internet, and personal college advising. From completing an application and writing a successful college essay, to applying for financial aid and searching scholarships, LEAD LABS are an important resource to support college admission for each student. LEAD Retreats, held once a month, offer training to high school students in areas of self-advocacy, college essay writing, scholarship searches, stress management, and research skills to support the college admissions process. The LEAD 2010-2011 class applied to 8-12 colleges per student, many students sought and won scholarships with LEAD’s assistance, and in 2010, all students were accepted into a college program for fall 2010. Working with program alums, LEAD offers social networking and e-mentoring and provides strategies for first-year college success. “Lead gives you personal attention. LEAD was an important part of my schedule throughout senior year.” “Without LEAD, I wouldn’t have been this organized or on top of things for college.” -- LEAD graduates, 2010

GENERAL INFORMATION:
• Program began operation in 2005
• This is a University-funded Program
• This is a college/university-based program
• This program operates during the:
  □ Academic Year
  □ Summer
  ☑ Both
• Services are provided during
  □ During regular school hours
  ☑ After school hours
  ☑ Weekends
• Services students in: Boston Public Schools, METCO; Boston Public Schools; Boston; METCO
• Urbanicity: Urban area,
• Duration of Program: June of Junior year through February Senior year of high school.
• Typical number of years students are in the program: 1
• Primary services are provided at: College campus
• Grade level when students enter the program: 11
• Students served:
  □ 2008-09 = 25
  □ 2009-10 = 40
• PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students
• PROGRAM FUNDING PROVIDED BY: College/University

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students
PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive; Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models Promote self-advocacy skills

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Critical thinking skill development; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling; Meetings with college faculty/students
Math/Science Upward Bound

University of Massachusetts, Boston
10 Campus Drive
Dedham, MA 2026
781-320-7246 (v)
781-320-1329 (f)
www.nobles.edu
Marcela Maldonado, Director
maldonado@nobles.edu

PROGRAM DESCRIPTION: The UMass Boston-Noble and Greenough School Math/Science Upward Bound Program (MSUB) is a six-week residential program, serving 50 high school students with promising academic records and a desire to improve their future prospects. MSUB specifically identifies students interested in math and science who wish to pursue advanced study and careers in related fields. Our students come from the greater Boston and Lawrence areas, primarily from the John D. O'Bryant High School in Boston and Lawrence High School. We have met each of our objectives on a persistent basis, and we traditionally maintain a 100% graduation rate.

GENERAL INFORMATION:
- Program began operation in 1990
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Lawrence High School in Lawrence, and John D. O'Bryant in Roxbury
- Urbanicity: Urban area,
- Duration of Program: 6 wks full-time residential in summer; 1 Saturday per month for 9 month during academic year (part-time program during school year)
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
  - Students served:
    - 2008-09 = 67
    - 2009-10 = 68
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/强度 in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Math and Science based

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
Native Tribal Scholars Program

University of Massachusetts Boston
Pre-collegiate and Educational Support Programs
100 Morrissey Blvd.
Boston, MA 02125
617-287-5784 (v)
617-287-5786 (f)
Terri Slater Morgan, Director of Programs
nativetribalscholars@umb.edu

PROGRAM DESCRIPTION: The goal of Native Tribal Scholars (NTS) is to provide participants with the skills and motivation necessary for access to and success in post-secondary education. NTS provides a year-round program for 60 Native American high school students, grades 9-12, aimed at increasing the number of Native students who successfully complete challenging core courses in high school, graduate with their ninth grade cohort, and enroll in and graduate from college. Participants receive rigorous academic instruction; individual and small-group tutoring; individualized academic, college, and career awareness activities and counseling; assistance with college and financial aid application; and cultural enrichment activities. Native Tribal Scholars is comprised of an intensive summer component on a residential campus with follow-up services, including monthly Saturday workshops, during the academic year at three sites: Mashpee Wampanoag Tribal Offices, UMass Boston, and the North American Indian Center of Boston (NAICOB).

GENERAL INFORMATION:
- Program began operation in 2010
- This is a Federally-funded Program
- ~
- This program operates during the:
  - [ ] Academic Year
  - [x] Summer
  - [x] Both
- Services are provided during:
  - [ ] During regular school hours
  - [x] After school hours
  - [x] Weekends
- This is a(n) partnership among the Mashpee Wampanoag Tribe, the North American Indian Center of Boston, and the University of Massachusetts Boston.
- Services students in:
- [ ] Mashpee and Boston Public School Districts
- [ ] Urbanicity: Rural area, Urban area,
- [ ] Duration of Program: 9th through 12th grades
- [ ] Typical number of years students are in the program: 4
- [ ] Primary services are provided at: College campus
- [ ] Grade level when students enter the program: 9
- Students served:
  - [ ] 2008-09 = 0

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected. Parents must sign a contract before student participation.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide college exposure; Encourage college awareness (students/parents); Provide financial aid/savings; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities; Foster pride in Native heritage; and develop tribal leadership skills.

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Workshops; Assessment & testing; Role models.

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically-accelerated courses below the college level; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g. SAT/ACT training).

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College visits; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students.
Project REACH
University of Massachusetts Boston
Academic Affairs-Precollegiate
100 Morrissey Blvd.
Dorchester, MA 02124
617-287-7390 (v)
617-287-5844 (f)
ProjectREACH@umb.edu
William Pollard, Program Director
bill.pollard

PROGRAM DESCRIPTION: Project REACH (Realizing Educational And Career Hopes) is a program designed to enhance the educational opportunities for individuals who receive Special Education services within the Boston Public Schools. Project REACH: Realizing Educational And Career Hopes Mission Statement; Encourage students who receive Special Education services to complete secondary education and undertake a program of postsecondary study; Identify those individuals with potential for enrolling in and benefiting from additional education after high school; Encourage persons who have not completed programs of study at the secondary level, but have the ability to complete these programs, to re-enter them; Inform persons with disabilities of the existing community resources.

GENERAL INFORMATION:
- Program began operation in 1985
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Metro Boston
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - 2008-09 = 600
  - 2009-10 = 600

PARENTAL COMPONENT: Yes Participation in student activities

PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops Assessment & testing

ACADEMIC SERVICES: Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Career days (e.g. AP); Personal counseling
STEM Summer Institute
Office of Engineering Outreach
MIT - School of Engineering
77 Mass Ave
Cambridge, MA 2139
617-253-8051 (v)
(f)
web.mit.edu/stem
Kate Youmans, Manager, Middle School Programs
kyoumans@mit.edu

PROGRAM DESCRIPTION: During the summer, STEM offers a five-week Summer Institute on MIT's campus for students entering sixth, seventh, eighth or ninth grade. Taught by MIT undergraduates, the Summer Institute courses combine lectures, projects and experiments to support learning. Participants learn college-level material, get to play a racquet sport, take field trips to places like the Museum of Science and meet some very interesting people. During the academic year, STEM offers a nine-month Mentoring Program, which matches each of our middle school participants with an MIT student mentor, who shares similar interests. One Saturday each month, the mentors and mentees gather on MIT’s campus for brunch and a series of structured and unstructured social and academic exchanges. Parents of STEM participants are also invited to participate in regular Parents’ Programming seminars, which provide useful information about the navigating the public school system and applying to high school, college and beyond.

GENERAL INFORMATION:
- Program began operation in 2004
- This is a University-funded Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Boston, Cambridge, Lawrence
- Urbanicity: Urban area, Suburban area
- Duration of Program: 5 Weeks during the summer, 8 Saturday sessions during the academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 85
  - 2009-10 = 89

PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours

PARTICIPATION IN STUDENT ACTIVITIES:
- Motivational speakers

PROGRAM FUNDING PROVIDED BY:
- Community Organization; Business/Industry; Private Foundation; College/University

TARGETED POPULATION:
- Low income Gifted/talented students; Historically underrepresented minorities Female students; Middle school students

PROGRAM ADMISSIONS AND SELECTION:
- Students must apply for admission; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS:
- Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES:
- Classroom instruction
- Role models

ACADEMIC SERVICES:
- Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES:
- Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Personal counseling; Academic advising; Meetings with college faculty/students
Step Up to Excellence

Piecework Partners Foundation
115 A Street
Framingham, MA 101
781-344-0088 (v)
781-259-1003 (f)
www.stepuptoexcellence.org
Al McNeill, Coordinator of Programs
beomac@aol.com

PROGRAM DESCRIPTION: Step Up to Excellence is a three-year, school-based, teacher-student mentoring program that challenges its student to reach ambitious goals. Highly-motivated students from working, low-income families are selected through an open, competitive process to be paired with educators in their schools; these educators serve as mentors for the students year-round from sophomore through senior year. The program operates in partnership with Clinton, Fitchburg, Framingham, and Stoughton High Schools. During weekly meetings, program events, and individualized summer programs, the student-mentor teams establish strong relationships that foster success, responsibility, and leadership. Mentors help students meet the following program requirements: complete at least 90 hours of community service; engage in extracurricular activities and job shadowing; participate in group service projects and events; and strive for academic excellence.

GENERAL INFORMATION:
- Program began operation in 1997
- This is a Privately-funded Program
- This is a school-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Framingham High School, Clinton High School, Fitchburg High School, Stoughton High School; Framingham, Clinton, fitchburg, Stoughton
- Urbanicity: Urban area, Suburban area
- Duration of Program: 3 years
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 74
  - 2009-10 = 73
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance

PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment) Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Interviews, teacher recommendations are required

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; remove previous established, limitations

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups Role models; enrollment in academic programs, summer ventures, community service

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Academic-enrichment courses

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
**Summer PAL**

Curry College  
Program for Advancement of Learning (PAL)  
1071 Blue Hill Ave  
Milton, MA 2186  
617-333-2214 (v)  
617-333-2018 (f)  
www.curry.edu  
Diane Webber, Program Director  
dwebber@curry.edu  

PROGRAM DESCRIPTION: Summer PAL is a strongly recommended program for high school graduates with diagnosed, language-based learning disabilities. It provides a structured transition to college in a supportive environment that allows students to begin their college with increased confidence and self-awareness. Students earn 3 academic credits for completion of this 3-week intensive session that lays the foundation for developing self-understanding and effective learning habits. Summer PAL assists students in thinking metacognitively about learning, provides opportunities to sample assistive technologies that enhance reading and writing, and allows students to explore ways to improve time management, creative thinking/problem-solving, and executive function skills. Students participate in an outdoor leadership program, experience many social events, take an academic mini-class, learn about stress management, and complete several college reading and writing assignments.

GENERAL INFORMATION:  
- Program began operation in 1975  
- This is a  
- This is a college/university-based program  
- This program operates during the:  
  - ☑ Summer  
  - ☐ Academic Year  
  - ☐ Both  
- Services are provided during  
  - ☑ During regular school hours  
  - ☑ After school hours  
  - ☑ Weekends  
- Services students in:  
- Urbanicity:  
- Duration of Program: Three weeks  
- Typical number of years students are in the program: Less than a year  
- Primary services are provided at: College campus  
- Grade level when students enter the program: 12  
- Students served:  
  - o 2008-09 = 60  
  - o 2009-10 = 60  
- PARENTAL COMPONENT: Yes; Instructional programs; Campus visits and tours; Meeting with college/university faculty or students  
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Students with learning disabilities High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission

PROGRAM GOALS: Improve academic skills Increase likelihood of completing college  
Increase college awareness (students/parents); Provide exposure to college  
Improve student self-esteem; Provide recreational or cultural opportunities; Increase self-understanding and metacognition

INSTRUCTIONAL APPROACHES: Classroom instruction  
Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/ Writing Instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
TRiO Upward Bound, Talent Search and Gear Up

Middlesex Community College
33 Kearney Square
Lowell, MA 01852
978-656-3401 (v)
978-656-3510 (f)
www.middlesex.mass.edu
Colleen Winn, Director, PreCollegiate TRiO Programs
winnc@middlesex.mass.edu

PROGRAM DESCRIPTION: The Precollegiate TRiO Programs and Gear Up Massachusetts serve low-income potential first generation college students. We foster a college going climate and provide academic enrichment programs to help students succeed in postsecondary education.

GENERAL INFORMATION:

- Program began operation in 1989
- This is a Federally-funded Program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a school and college-based program.
- Services students in: Lowell High School, Pyne Arts Middle School, Stokloas and Butler Middle Schools; Lowell
- Urbanicity: Urban area,
- Duration of Program:
- Typical number of years students are in the program:
- Primary services are provided at: Secondary Schools and College campus
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g. SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound
University of Massachusetts Boston
Pre-Collegiate Programs of UMass Boston
100 Morrissey Blvd
Boston, MA 02125
617-287-5847 (v)
617-287-5815 (f)
www.upwardbound.umb.edu
Robert Blaney, Director of Upward Bound UMass Boston
Robert.Blaney@umb.edu

PROGRAM DESCRIPTION: The University of Massachusetts Boston Upward Bound Program is an intensive, year-round academic program whose mission is to assist students in grades 9 thru 12 in the successful completion of high school and to prepare them for post-secondary education by providing them with rigorous and nurturing academic courses as well as culturally enriching activities. UMASS Boston Upward Bound students attend workshops, seminars and academic classes in M.C.A.S.- and S.A.T.- preparation, literature, composition, mathematics, history, science, computer science, and foreign language after school and during the six-week, residential summer session. Other Program services include: one-on-one and small-group tutoring; assistance in applying to college and for financial aid; personal, academic, career and financial counseling; and workplace and college visits. College Enrollment Objective: Objective: 85% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected high school graduation date. Postsecondary Persistence Objective: Objective: 70% of participants who enroll in postsecondary education during each budget period will be enrolled for the fall term of the second academic year.

GENERAL INFORMATION:
- Program began operation in 1965
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Jeremiah E. Burke, Madison Park, South Boston Education Complex, West Roxbury Education Complex, Dorchester Academy; Boston Public Schools; Dorchester, Mattapan, South Boston, Roxbury, Jamacia Plain
- Urbanicity: Urban area,
- Duration of Program: Full academic year and 6 week summer residential programs
- Typical number of years students are in the program: 3
- Primary services are provided: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 125
  - 2009-10 = 127
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students are referred by school administrators. However, any eligible student can apply

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities; Promote Community Service learning projects

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

2012 National Survey of Pre-College Outreach Programs
SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
**Urban Scholars**

**Umass Boston**
Pre-Collegiate
100 Morrissey Blvd.
Boston, MA 2125
617-287-5665 (v)
617-287-5818 (f)
www.urbanscholars.umb.edu
David Lemmel, Urban Scholars Program Director
david.lemmel@umb.edu

**PROGRAM DESCRIPTION:** In 1983, the UMass Boston established the Urban Scholars Program to provide talented and gifted students—especially those from low income and minority backgrounds—with the resources to develop the skills and self-motivation needed to enter and successfully complete post secondary education. Our mission is to identify and develop the talent and potential of urban youth, especially those who come from low-income families. We provide students with the skills and attitudes necessary to achieve their full potential through a structured sequence of after-school and summer academic courses and activities designed to build a strong repertoire of basic and higher level skills, task commitment and self-motivation.

**GENERAL INFORMATION:**
- Program began operation in 1983
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☒ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☒ After school hours
  - ☐ Weekends
- Services students in: Dorchester Educational Complex, South Boston Educational Complex, J.E Burke, Rogers Middle school, McCormack Middle school, Young Achievers Middle School, Gavin Middle School; Boston Public Schools
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 218
  - o 2009-10 =
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** State Government; Private Foundation; Individual

**TARGETED POPULATION:** Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students For answer #36 we provided rounded percentages for students served

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

**PROGRAM GOALS:** Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups
Role models

**ACADEMIC SERVICES:** Reading/ Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Veterans Upward Bound
University of Massachusetts-Boston
Pre-Collegiate
100 Morrissey Blvd.
Boston, MA 2125
617-287-5870 (v)
617-287-3073 (f)
http://www.veterans-ub.umb.edu/
Barry Brodsky, Director
Barry.Brodsky@umb.edu

PROGRAM DESCRIPTION: Provide classes, tutoring, and educational counseling to eligible veterans to prepare them for post-secondary education.

GENERAL INFORMATION:
- Program began operation in 1973
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: One semester (or half year)
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 122
  - 2009-10 = 123
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college; military veterans

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected. Students are selected on a first-come, first served basis.

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities.

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students.
Access2College
Walter Johnson High School
6400 Rock Spring Drive
Bethesda, MD 20814
301-493-6896 (v)
301-571-6986 (f)
http://www.montgomeryschoolsmd.org/schools/wjhs/access2college/
James Lipton, Program Coordinator
jameslipton@comcast.net

PROGRAM DESCRIPTION: Walter Johnson High School (WJHS) is committed to advancing college access for all students. Members of the WJHS Guidance Advisory Committee developed an initiative in the Fall of 2006, Access2College, to provide recommended students who are first-generation U.S. college applicants with mentoring and assistance during the college application process. This is accomplished in conjunction with existing WJHS staff and resources. A fundamental belief of Access2College is that there is a four-year college or university for every individual who is committed to obtaining a postsecondary education. Access2College mentors students through an approach that is structured to assure that all required steps for the college application process and the search for financial assistance are finished on time. These include identifying potential colleges, preparing materials required for all applications, and completing necessary documents for financial aid during the initial year in college.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Walter Johnson High School; Montgomery County, MD
- Urbanicity: Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:

- 2008-09 = 50
- 2009-10 = 45

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Local School System

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem

INSTRUCTIONAL APPROACHES: Mentoring Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours
CollegeBound Foundation

CollegeBound Foundation
300 Water Street
Suite 300
Baltimore, MD 21202
410-783-2905 (v)
410-727-5786 (f)
www.collegeboundfoundation.org
Jimmy Tadlock, Program Director
jtadlock@collegeboundfoundation.org

PROGRAM DESCRIPTION: The CollegeBound Foundation places College Access Program Specialists (CAPS) in Baltimore City public high schools. We encourage students to take college entrance exams, assist students through the college application process, provide fee waivers for college entrance exams and college applications, help fill out financial aid and scholarship forms, award eligible students Last-Dollar grant funding. In 2006, CollegeBound began to operate a college advising retention program for grant recipients attending four-year colleges and universities in Maryland. Graduates of Baltimore City public high schools that enroll in four-year college have a 17% graduation rate after six years. Prior to 2006 (without college retention efforts), Last-Dollar grant recipients graduated from college at a 54% rate within six years. We hope to raise that rate to about 63% within six years.

GENERAL INFORMATION:
- Program began operation in 1988
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☐ Academic Year
  - ☒ Summer
  - ☒ Both
- Services are provided during
  - ☒ During regular school hours
  - ☒ After school hours
  - ☐ Weekends
- Services students in: Baltimore City public schools
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 300
  - 2009-10 = 300
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college; High school grads (pre-matriculation); High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Personal counseling; Academic advising
2012 National Survey of Pre-College Outreach Programs

CollegeTracks
B-CC and Wheaton High Schools
Bethesda, MD 20814
301-986-4124 (v)
301-654-6614 (f)
www.collegetracksusa.org
Nancy Leopold, Executive Director
nleopold@collegetracksusa.org

PROGRAM DESCRIPTION: CollegeTracks gives low-income, first-generation-to-college students the opportunity to go to college and succeed there. We provide the following services to 550 high school students and 100 college students each year; College admissions advising to illuminate students’ college and career options, identify colleges that fit each student, make sure students hit every critical admissions milestone, advise on their college decisions, and engage their parents in the college process; Financial aid advising to expand students’ awareness of financial aid options, offer hands-on help with federal student aid forms and other scholarships, advocate with colleges, and help analyze financial aid packages; College success advising to teach critical college success skills, create four-year plans for each student, monitor/support academic performance in college, help with financial aid, set up Buddy programs and campus cohorts and coach students individually.

GENERAL INFORMATION:
- Program began operation in 2003
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Wheaton High School and Bethesda-Chevy Chase High School; Montgomery County Public Schools; Montgomery County, Maryland
- Urbanicity: Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 550
  - 2009-10 = 569

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Local Government; Community Organization; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Encourage rigorous course-taking
Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Personal counseling
**Program Description:** This program offers services and programs for students who are first-generation and low income. The main objective is for students to complete high school and enter a post-secondary program of study. All services are free and open to participants who are ages 11-27 and all veterans.

**General Information:**
- Program began operation in 1991
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Charles County Public School
- Urbanicity: Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 904
  - o 2009-10 = 951

**Parental Component:** Yes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers

**Program Funding Provided By:** Federal Government

**Targeted Population:** Low income; First generation to attend college Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students Veterans, Homeless students, teen parents

**Program Admissions and Selection:** Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**Program Goals:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

**Instructional Approaches:** Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

**Academic Services:** Remedial instruction; Reading/ Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

**Social Services:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising
Horizons at Radcliffe Creek School

Radcliffe Creek School
201 Talbot Boulevard
Chestertown, MD 21620
410 810-1695 (v)
410-810-1695 (f)
cschroth@radcliffecreekschool.org
Connie Schroth, Executive Director
cws55@mac.com

PROGRAM DESCRIPTION: Horizons provides academic support, sports and enrichment to low-income public school children grades K-5 during a six-week summer learning program. Our goal is to prevent students from losing what they’ve learned during the preceding school year, build confidence and create productive citizenship behaviors.

GENERAL INFORMATION:
- Program began operation in 1995
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Garnett, Rock Hall, Worton Elementary Schools; Kent County Public Schools; Kent County, MD
- Urbanicity: Rural area
- Duration of Program: 6 days in summer, 1 day per week during school year
- Typical number of years students are in the program: 5
- Primary services are provided at: Radcliffe Creek School (independent)
- Grade level when students enter the program: 0
- Students served:
  - 2008-09 = 56
  - 2009-10 = 62
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Local School System; Community Organization; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; Female students; Male students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Students are selected on a first-come, first served basis Parents must sign contract before student participation; all students must be eligible for Federal free/reduced lunch program

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; increase school attendance

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Study-skills training

SOCIAL SERVICES: Cultural activities and field trips; Employability skills training; Personal counseling; Academic advising
Opportunity Scholars

Center for Student Opportunity
4903 Auburn Avenue
Bethesda, MD 20814
301-951-7101 (v)
301-951-7104 (f)
www.csopportunity.org
Cara Martin, Associate Executive Director
cmartin@csopportunity.org

PROGRAM DESCRIPTION: Center for Student Opportunity's Opportunity Scholars program assists highly motivated and qualified first-generation, low-income and minority college-bound students through the college process to identify and enroll in four-year, student-centered colleges and universities that seek to serve and support them. A free service for students, Opportunity Scholar benefits include: Connections with colleges active in the recruitment of first-generation, low-income, and minority students through www.CSOCollegeCenter.org; Monthly Opportunity Scholars e-newsletters, college admissions guidance and support; Eligibility for CSO Opportunity Scholarships and a chance to blog on CSO’s Opportunity Scholars Blog

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Non-profit Program
- ~
  - This program operates during the:
    - ☑ Academic Year
    - ☑ Summer
    - ☑ Both
  - Services are provided during
    - ☑ During regular school hours
    - ☑ After school hours
    - ☑ Weekends
- This is a(n) independent nonprofit program.
- Services students in: national.
- Urbanicity:
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: Online
- Grade level when students enter the program: 11
- Students served:
  - o 2008-09 =
  - o 2009-10 = 1000
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Private Foundation; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Mentoring Peer learning groups Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Meetings with college faculty/students
GEAR UP Parent Involvement

Maine Parent Federation
Parent Information and Training
484 Maine Ave
Farmingdale, ME 4344
207-588-1933 (v)
207-588-1938 (f)
www.mpf.org
Janice La Chance, Program Director
jlachance@mpf.org

PROGRAM DESCRIPTION: Maine Parent Federation (MPF)
GEAR Up is the parent involvement component of the Maine State GEAR UP Program. Maine Parent Federation is a 25 year-old, statewide family support organization serving as the Parent Training and Information Center for Maine under I.D.E.A. and the Parent Information and Resource Center under No Child Left Behind. MPF has been providing parent education, support and engagement activities and services for parents of students in Maine’s Statewide GEAR UP program since 2005.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- ~
  - This program operates during the:
    - ☐ Academic Year
    - ☐ Summer
    - ☑ Both
  - Services are provided during:
    - ☑ During regular school hours
    - ☑ After school hours
    - ☑ Weekends
- This is a(n) statewide non-profit agency.
- Services students in: Services to parents of students in all 19 participating school districts.
- Urbanicity:
- Duration of Program: Our instructional materials are available year-round; our newsletters 3 times a year; our workshops are 1.5 hr events.
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 3400
  - 2009-10 = 6000
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance

PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents) Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Workshops Financial aid and college access materials

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid)
Maine State GEAR UP  
Maine Department of Education  
P.O. Box 390  
Readfield, ME 4355  
207-446-2150 (v)  
866-883-9271 (f)  
www.gearupme.org  
Kathryn Markovchick, Program Director  
Kathrynm@maine.edu  

**PROGRAM DESCRIPTION:** Project Goal Maine’s GEAR UP Program is helping to create a sustainable culture in schools that supports students who are economically disadvantaged in preparing for, accessing, and succeeding in postsecondary education. Objective 1: Increase the academic performance and preparation for postsecondary education of participating students. Objective 2: Increase the rate of high school graduation and participation in postsecondary education of participating students. Objective 3: Increase educational expectations for participating students and student family knowledge of postsecondary education options, preparation, and financing. Objective 4: To integrate the GEAR UP program into Maine’s existing educational infrastructure. Objective 5: Anchor the use of Maine’s Learning Technology Initiative and distance learning networks into the GEAR UP program strategies and activities.

**GENERAL INFORMATION:**
- Program began operation in 1999
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: State of Maine
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 4904
  - 2009-10 = 6113
- **PARENTAL COMPONENT:** Yes; Instructional programs FAFSA counseling/guidance

**TARGETED POPULATION:** Low income; Historically underrepresented minorities First generation to attend college

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment); Students are specifically targeted & selected

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings) Improve vocational skills

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:**
MICHIGAN

4-H Exploration Days
MSU Extension 4-H Youth Development
4-H Youth Development
MSU
East Lansing, MI 48824
517-432-7613 (v)
517-353-4846 (f)
http://web1.msue.msu.edu/4h/expodays.html
Judy Ratkos, 4-H Program Leader, MSU Extension
ratkos@msu.edu

PROGRAM DESCRIPTION: This intense 3-day program is annually attended by more than 2,500 youth ages 11-19, chaperones and resource people from across all of Michigan’s 83 counties. Two research-based tenets provide the program foundation: youth development and experiential education. Participants stay in Michigan State University residence halls. Approximately 200 action-filled classroom and field trip sessions are offered throughout the MSU campus and at various off-campus locations. Participants attend sessions in a wide variety of content areas such as Animal & Veterinary Science, Communications, Environmental & Outdoor Education, Food, Nutrition & Fitness, Performing & Visual Arts, and Technology. When not in sessions, participants are engaged in meetings, campus activities and tours that give them access to the MSU campus and its wealth of resources.

GENERAL INFORMATION:
- Program began operation in 1970
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during
  - ☞ During regular school hours
  - ☞ After school hours
  - ☞ Weekends
- Services students in: serves youth across the entire state
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 3 days
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 2120
  - 2009-10 = 2024

- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Community Organization; Business/Industry; Private Foundation; Individual

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Make new friends from different places/backgrounds; develop responsibility, independence, accountability, problem-solving, decision-making & time management.

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring Peer learning groups Role models; experiential learning (do, reflect, apply)

ACADEMIC SERVICES: Critical thinking skill development; Computer-skills training; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Personal counseling; Academic advising
4-H Great Lakes & Natural Resources Camp

MSU Extension, 4-H Youth Development
4-H Youth Development
Camp Chickagami (site name)
6952 Kauffman Blvd.
Presque Isle, MI 49777
517-432-7613 (v)
517-353-4846 (f)
http://web1.msue.msu.edu/msue/4h/glnrc.html
Judy Ratkos, Program Leader
ratkos@msu.edu

Program Description: Seventy teens ages 13 to 15 from across Michigan attend this weeklong camp annually. Twelve older teens or college-age camp alumni serve as counselors. The camp is research-based in both the content and the instructional methods used (environmental education, place-based education, experiential learning and youth development). The camp is located near the northern shore of Lake Huron in Presque Isle. The diverse, natural resources-rich area includes lighthouses, an active marina, unique coastal wetlands, dunes, a limestone quarry, diverse watersheds, state parks and a national marine sanctuary. Sessions teach ecological concepts such as coastal ecology, fisheries management, limnology, wildlife, and forestry. Recreation options such as kayaking, sailing, shipwreck snorkeling, and archery allow campers to try something new and have fun responsibly in the outdoors. Evening programs develop ownership and empowerment for taking leadership, teaching others and participating in environmental policymaking. MSU faculty, staff, graduate students and volunteer natural resources experts serve as resource people and chaperones. Camp sessions expose youth to 4 of the 5 Michigan science curriculum standards in earth science and 3 of the 5 standards in biology for grades 8 to 12.

General Information:
- Program began operation in 1983
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Youth statewide
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: One week
- Typical number of years students are in the program: 2
- Primary services are provided at: Camp facility located in a diverse natural resources-rich area between Lake Huron and an inland lake.
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 68
  - 2009-10 = 66
- Parental Component: No
- Program Funding Provided by:
  - Business/Industry; Private Foundation

Targeted Population: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities Female students; Male students; High school students; Middle school students
The program is for all students with an outdoors or natural resources interest (or those who may wish to develop one)

Program Admissions and Selection: Students are selected on a first-come, first served basis

Program Goals: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college
Increase college awareness (students/parents); Improve student self-esteem
Provide role models; Provide recreational or cultural opportunities; Exposure to college resources.
Although the program isn’t held on-campus students get great exposure to MSU programs and resources related to natural resources and environmental science education.

Instructional Approaches: Mentoring Peer learning groups Role models; Experiential learning (do, reflect, apply); actual science methodology and research in an outdoor environment

Academic Services: Mathematics/Science instruction; Critical thinking skill development; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

Social Services: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Personal counseling; Meetings with college faculty/students
AIM (Academically Interested Minds)

Kettering University
Office of Multi-Cultural Student Initiatives
Kettering University
1700 University Avenue
Flint, MI 48504
810-762-9845 (v)
810-762-9948 (f)
www.kettering.edu/futurestudents/precollege/aim.jsp
Ricky D. Brown, Director, Pre-College Programs
rbrown@kettering.edu

PROGRAM DESCRIPTION: The AIM program is a five-week residential summer program for African American, Hispanic & Native Americans students who are juniors in high school. AIM provides students with a real college life experience by preparing them to make a successful transition from high school to college. We seek students who have a strong interest in math and science. Freshmen level courses are taught by Kettering University professors. The five-week program simulates a college experience. Classes run from 8 a.m. to 5 p.m., Monday through Thursday, beginning in July. On Fridays, company tours are scheduled and the students are able to speak to professional engineers and/or managers. Students learn about career options and what is required to fulfill their professional goals.

GENERAL INFORMATION:

- Program began operation in 1984
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
  - Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Five-week Residential Summer Program
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 32
  - 2009-10 = 34
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours;

Meeting with college/university faculty or students
- PROGRAM FUNDING PROVIDED BY:
  - Business/Industry; Private Foundation; Individual

TARGETED POPULATION: Gifted/talented students; Historically underrepresented minorities High school students; African American, Hispanic and Native American students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected; Admission is competitive. Students are also selected by a corporation or foundation.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strong in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college. Improve student self-esteem. Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Center for Educational Outreach
University of Michigan
Provost
1214 S. University, 2nd Floor, Suite A
Ann Arbor, MI 48104
734-647-1402 (v)
734-998-6387 (f)
www.ceo.umich.edu
William Collins, Executive Director
wcollins@umich.edu

PROGRAM DESCRIPTION: The CEO is a University initiative that seeks to ensure academic excellence for all K-12 schoolchildren in the state of Michigan. We focus on continuing U-M’s commitment to educational outreach and to promoting collaboration between schools, organizations, and the community.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: One semester (or half year)
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 10
- Students served:
  - o 2008-09 = 400
  - o 2009-10 = 1100
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Private Foundation; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models

INSTRUCTIONAL APPROACHES: Workshops; Peer learning groups Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
**Detroit Area Pre-College Engineering Program (DAPCEP)**

Lawrence Technological University  
Natural Sciences  
21000 W Ten Mile Road  
Southfield, MI 48075  
248-204-3516 (v)  
248-204-3518 (f)  
www.ltu.edu  
LaVetta Appleby, Coordinator  
lappleby@ltu.edu

**PROGRAM DESCRIPTION:** DAPCEP’s ultimate goal is to give underrepresented students the interest and preparation needed to succeed in a University-level science or engineering curriculum. DAPCEP achieves results by offering workshops in Computer technology Science Mathematics Engineering Pre -College Students receive hands-on opportunities in work environments in addition to classroom-based curriculum activities.

**GENERAL INFORMATION:**
- Program began operation in 1973  
- This is a Partnership Program  
- This is a college/university-based program  
- This program operates during the:  
  - ☑ Academic Year  
  - ☐ Summer  
  - ☐ Both  
- Services are provided during  
  - ☑ During regular school hours  
  - ☑ After school hours  
  - ☑ Weekends  
- Services students in: Metropolitan Detroit  
- Urbanicity: Urban area, Suburban area  
- Duration of Program: 8 weeks  
- Typical number of years students are in the program: 1  
- Primary services are provided at: College campus  
- Grade level when students enter the program: 9  
- Students served:  
  - o 2008-09 = 0  
  - o 2009-10 = 220  
- **PARENTAL COMPONENT:** Yes Campus visits and tours  
- **PROGRAM FUNDING PROVIDED BY:** Federal Government

**TARGETED POPULATION:** Female students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide role models

**INSTRUCTIONAL APPROACHES:** Classroom instruction  
Peer learning groups; Assessment & testing

**ACADEMIC SERVICES:** Reading/Writing Instruction;  
Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid)
Foster Youth Alumni Services Program
Michigan State University
School of Social Work
254 Baker Hall
East Lansing, MI 48824
517-353-0764 (v)
517-353-3038 (f)
http://socialwork.msu.edu/outreach/foster_youth_alumni_svcs.php
Angelique Day, Program Coordinator
dayangel@msu.edu

PROGRAM DESCRIPTION: The MSU Program aims to advance knowledge about the foster care experience before college, during a higher education experience, and after college. We want to ensure that students are informed of all the resources afforded to them as they contemplate pursuing a college degree, during their collegiate experience on MSU’s campus, and during their transition to becoming an MSU alumnus.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Statewide
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - ☑ 2008-09 = 61
  - ☑ 2009-10 = 95
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government; Local Government; Business/Industry; Private Foundation; Individual; College/University

TARGETED POPULATION: were in foster care on or after 14th birthday

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring Peer learning groups Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Meetings with college faculty/students
Office of Gifted and Talented Education
Michigan State University
Honors College
186 Bessey Hall
East Lansing, MI 48823
517-432-2129 (v)
517-353-6464 (f)
gifted@msu.edu
Kathee McDonald, Director
mcdon288@msu.edu

PROGRAM DESCRIPTION: The mission of the Office of Gifted and Talented Education (GATE) is to provide challenging curriculum, social development/opportunities and a global perspective for highly academic students. GATE provides programming for highly academically able students in grades 7 - 12. Programs include precollege summer programs Math Science Technology at Michigan State University, High Achievers, and CSI: The Forensic Science Program at Michigan State University. School year academic programs include CHAMP: Competitive Highly Accelerated Math Program and ISHALL: Intensive Study of Art, Language and Literature; two programs that allow students to complete 4 years of high school curriculum for students in grades 7 - 10. The GATE Director also advises and assists high school students with dual enrollment opportunities at MSU. All programs include college preparation activities and support.

GENERAL INFORMATION:
- Program began operation in 1985
- This is a Privately-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
  - Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: full academic year plus 1-4 weeks in the summer
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 150
  - 2009-10 = 170
- PARENTAL COMPONENT: No

- PROGRAM FUNDING PROVIDED BY: Local School System; Private Foundation; Individual; College/University

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students must have SAT or ACT scores for some programs.

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; Career counseling and information; Meetings with college faculty/students
Pre-College Programs

Calvin College
Pre-College programs
Grand Rapids, MI 49546
616-526-6749 (v)
616-526-6000 (f)
www.calvin.edu/go/precollege
Rhae-Ann Booker, Director of Pre-College Programs
precollege@calvin.edu

PROGRAM DESCRIPTION: Through Pre-College Programs at Calvin, we aim to improve access to and success in post-secondary education for historically underrepresented students in higher education through college awareness and readiness programs.

GENERAL INFORMATION:
▪ Program began operation in 1997
▪ This is a University-funded Program
▪ This is a college/university-based program
▪ This program operates during the:
  □ Academic Year
  □ Summer
  ☑ Both
▪ Services are provided during
  □ During regular school hours
  □ After school hours
  □ Weekends
▪ Services students in:
▪ Urbanicity: Rural area, Urban area, Suburban area
▪ Duration of Program:
▪ Typical number of years students are in the program:
▪ Primary services are provided at: College campus
▪ Grade level when students enter the program:
▪ Students served:
  o 2008-09 = 2800
  o 2009-10 = 3000
▪ PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers
▪ PROGRAM FUNDING PROVIDED BY: State Government; Community Organization; Business/Industry; Private Foundation; Individual; College/University

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college; High school grads (pre-matriculation); High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of completing college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES:

SOCIAL SERVICES:
Robofest
LTU/TARDEC/NDIA/Ponting Foundation/IEEE/DENSO/many others
Math and Computer Science Dept
21000 West 10 Mile Rd
Southfield, MI 48075
248-204-3504 (v)
248-204-3518 (f)
www.robofest.net
CJ Chung, Associate Prof
chung@LTU.edu

PROGRAM DESCRIPTION: Robofest is an annual autonomous robotics competition focusing on learning STEM (Science, Engineering, Technology and Math) for students in grades 5 - 12 and college students. Robofest challenges teams of students to design, build, and program robots to compete in the following categories in two age divisions: Game, Exhibition, and RoboFashion & Dance Show. Advanced competition include: Vision Centric Challenge and nVn RoboSumo. As an associate program, RoboParade is held in winter.

GENERAL INFORMATION:
☐ Program began operation in 2000
☐ This is a Partnership Program
☐ This is a school-based program
☐ This program operates during the:
  ☑ Academic Year
  ☑ Summer
  ☑ Both
☐ Services are provided during
  ☑ During regular school hours
  ☑ After school hours
  ☑ Weekends
☐ Services students in:
☐ Urbanicity:
☐ Duration of Program: One semester (or half year)
☐ Typical number of years students are in the program: 4
☐ Primary services are provided at: College campus, school gyms, community centers, etc.
☐ Grade level when students enter the program: 6
☐ Students served:
  o 2008-09 = 1700
  o 2009-10 = 1500
☐ PARENTAL COMPONENT: Yes Campus visits and tours Participation in student activities
☐ PROGRAM FUNDING PROVIDED BY: Federal Government; Community Organization; Business/Industry; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities Female students; Male students; High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Parents must sign contract before student participation; Teachers select/recruit students

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Improve vocational skills; Provide role models STEM learning

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; Computer-skills training; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES:
Science, Technology, and Engineering Preview
Summer Camp for Girls (STEPS)

Grand Valley State University
Seymour and Esther Padnos College of Engineering and Computing
301 W Fulton NW
315 Kennedy Hall of Engineering
Grand Rapids, MI 49504
616-331-6025 (v)
616-331-6770 (f)
www.gvsu.edu/steps/

Sara Maas, Student Services Outreach Coordinator
maassa@gvsu.edu

PROGRAM DESCRIPTION: STEPS is an all-girl day camp introduction to the world of science, technology, and engineering. STEPS is an opportunity for girls to learn more about what engineers do in an informal, non-threatening, and fun environment. Outstanding staff personnel, with extensive backgrounds in science, engineering, education, and mentoring, lead the activities. Program activities include designing, manufacturing, and flying a radio-controlled airplane. Students also explore science and engineering topics while learning team building and other social skills. Each camp schedules a number of recreational activities that can include swimming, geocaching, and a climbing wall. Participants will tour Grand Valley’s engineering facilities and see several manufacturing processes. Goals of the camp include: building self-esteem, confidence, and self-efficacy, increasing content knowledge and interest in engineering, science, and technology, and nurturing teamwork.

GENERAL INFORMATION:

- Program began operation in 2002
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: West Michigan
- Urbanicity: 
- Duration of Program: 2 one-week camps
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 7
- Students served:
  - ☑ 2009-10 = 80

- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation; Individual; College/University

TARGETED POPULATION: Historically underrepresented minorities Female students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is done by lottery selection

PROGRAM GOALS: Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops; Role models; Fieldtrips

ACADEMIC SERVICES: Mathematics/Science instruction; Academic-enrichment courses

SOCIAL SERVICES: Social skills development/confidence building; Campus visits and tours; Cultural activities and field trips
Street Law

MSU College of Law
416 Law College Building
East Lansing, MI 48824
517-420-4428 (v)
(f)
Jennifer Rosa, Director
rosaj@law.msu.edu

PROGRAM DESCRIPTION: Street Law is a course offered to law students in which the students are trained to teach in a local high school classroom. They teach the students aspects of the law that applies to them in their daily lives in order to empower them with knowledge of their rights. The program serves as a pipeline into higher education for the underrepresented students and exposes them to a potential career in law or government. It also seeks to empower them to become more informed citizens.

GENERAL INFORMATION:
- Program began operation in 2009
- This is a University-funded Program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- This is a(n) hybrid program - Law school students working with local high school classes.
- Services students in: Eastern High School; Sexton High School; Everett High School; Lansing Community Schools; Lansing
- Urbanicity: Urban area,
- Duration of Program: One semester (or half year)
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: Law school/Local High Schools
- Grade level when students enter the program: 11
- Students served:
  - o 2008-09 =
  - o 2009-10 = 150
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Historically underrepresented minorities High school students

PROGRAM ADMISSIONS AND SELECTION: If they are in a government class with a participating teacher, they are exposed to the Street Law program.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Improve student self-esteem Provide role models increase level of informed citizenry

INSTRUCTIONAL APPROACHES: Classroom instruction Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Critical thinking skill development; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid)
Summer Connections
Lawrence Technological University
College of Arts & Sciences
21000 West Ten Mile Road
Southfield, MI 48075
248-204-3554 (v)
(f)
http://www.ltu.edu/scholars/summer_connections.asp
Holly Helterhoff, Director, Scholars And Arts & Sciences
Undeclared Programs
helterhoff@ltu.edu

PROGRAM DESCRIPTION: Summer Connections targets students admitted to Lawrence Tech who come from target backgrounds: academically under-prepared, financially at-risk, first generation, and underrepresented minorities. We bring students to campus for one week of intensive orientation regarding academic expectations and adapting to the culture of student success. The program is run by interns of the Scholars Program, which is a learning-based student support community. Last year only one Scholar was academically dismissed. Summer Connections students are encouraged to become Scholars.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Many students come from the City of Detroit, but all communities are welcome
- Urbanicity: Suburban area
- Duration of Program: One week
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 14
  - 2009-10 = 27
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Dropout, stopout, or at-risk students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Students are specifically targeted & selected; Admission is competitive; Registered students apply, are interviewed, etc.

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Increase likelihood of completing college; Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities; Student empowerment

INSTRUCTIONAL APPROACHES: Classroom instruction; Mentoring; Workshops; Peer learning groups; Role models

ACADEMIC SERVICES: Reading/Writing instruction; Mathematics/Science instruction; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Personal counseling; Academic advising; Meetings with college faculty/students
TRiO Student Support Services
Kellogg Community College
Student Services Division
450 North Avenue
Battle Creek, MI 49017
269-965-4150 (v)
269-965-8850 (f)
www.kellogg.edu
Holly McKee, Director, Support Services
mckeeh@kellogg.edu

PROGRAM DESCRIPTION: Student Support Services grant purpose is to remove barriers to education for low income, first generation and disabled students with the ultimate goal of completion of a bachelor degree.

GENERAL INFORMATION:
- Program began operation in 1986
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: all Kellogg Community College students
- Urbanicity: 
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 258
  - 2009-10 = 251
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; Low Academic performance; ESL students; First generation to attend college; Students with learning disabilities

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis

PROGRAM GOALS: Improve academic skills Increase likelihood of completing college Encourage long-term financial planning (e.g. financial aid/savings); Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Grade and attendance monitoring; Computer-skills training; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
Admission Possible
450 N. Syndicate Street, Suite 200
St. Paul, MN 55104
651-917-3525 (v)
651-917-3522 (f)
www.admissionpossible.org
Traci Kirtley, Program Director
traci@admissionpossible.org

PROGRAM DESCRIPTION: Admission Possible is a 501(c)(3) nonprofit making college admission and success possible for low-income students through an intensive curriculum of coaching and support. Our after-school services include (1) ACT/SAT test preparation; (2) college application assistance; (3) financial aid consulting; (4) guidance in the college transition; and (5) support toward college degree completion.

GENERAL INFORMATION:
- Program began operation in 2000
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: We serve the Greater Twin Cities (MN) and Greater Milwaukee, WI areas
- Urbanicity: Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 1402
  - 2009-10 = 1540
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: AmeriCorps; Business/Industry; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students
American Indian Outreach
Concordia College - Moorhead, MN
901 8th Street S.
Moorhead, MN 56562
218-299-4555 (v)
218-299-4720 (f)
http://www.cord.edu/Offices/americanindian1.php
Dale Thornton, Director, American Indian Outreach
thornton@cord.edu

PROGRAM DESCRIPTION: This program’s goals are to: > Improve the graduation rate for American Indian students at a selected K-12 tribal school, > Serve as a resource for Indian Education Directors in northern Minnesota, > Serve as a campus resource for those interested in American Indian education, > Stress the value of education to an at-risk population, > Encourage goal setting and self esteem for American Indian elementary/secondary students, > Expose American Indian students to the various academic options, and > Build relationships with the American Indian community

GENERAL INFORMATION:
- Program began operation in 2004
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ✔ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ✔ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Bug-O-Nay-Ge-Shig School, Bena, MN; NayTahWaush Community Charter School, NayTahWaush, MN
- Urbanicity: Rural area
- Duration of Program: From 6th grade through high school graduation
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 83
  - 2009-10 = 79
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Classes are chosen and all students in those classes participate.

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Meetings with college faculty/students
**Breakthrough Saint Paul**

**National Breakthrough Collaborative**  
2051 Larpenteur Avenue E  
St. Paul, MN 55109  
651-748-5504 (v)  
651-777-8633 (f)  
www.breakthroughsaintpaul.org  
Jennifer Otremba, Program Director  
jotremba@breakthroughsaintpaul.org

**PROGRAM DESCRIPTION:** Breakthrough Saint Paul has a dual mission: 1) The program launches low-resourced middle and high school students from the Saint Paul Public Schools on the path to college by helping them succeed in academically rigorous courses. 2) The program attracts a diverse group of talented young people to pursue careers in education. Breakthrough Saint Paul accomplishes both of these missions at the same time with our program model “students teaching students”, which is common to all 34 programs in The Breakthrough Collaborative. At BSP, academically motivated, under-resourced middle and high school students from the Saint Paul Public Schools take classes that are designed and taught by talented and diverse high school and college students. A team of professional mentor teachers and a dedicated staff guide the young teachers and oversee the entire process. Goals: Breakthrough Saint Paul has six primary goals we strive towards in achieving our mission. 1) BSP students are enrolled in honors’ courses. 2) BSP students are passing their honors’ courses with at least a B-. 3) BSP students are proficient on the MCA-II examination. 4) BSP students graduate high school in four years. 5) BSP students are accepted and enroll in college immediately following their senior year of high school. 6) BSP aspiring teachers enter a career in education after college graduation.

**GENERAL INFORMATION:**

- Program began operation in 2005
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Saint Paul Public Schools
- Urbanicity: Urban area,
- Duration of Program: 6th through 12th grade
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - o 2008-09 = 137

- □ PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- □ PROGRAM FUNDING PROVIDED BY: State Government; Local School System; Business/Industry; Private Foundation; Individual; College/University; Fundraising

**TARGETED POPULATION:** Low income Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

**PROGRAM GOALS:** Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring Workshops Assessment & testing; Role models

**ACADEMIC SERVICES:** Reading/Writing instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students
Countdown to College
Saint Mary’s University of Minnesota
Academics - First Generation Initiative
700 Terrace Heights
#12
Winona, MN 55987
507-457-6683 (v)
507-457-1752 (f)
www.smumn.edu/firstgeneration
Brother Edward Siderwicz, Program Director
esiderew@smumn.edu

PROGRAM DESCRIPTION: Countdown to College seeks to break down the barriers to a college education by exposing selected middle school graduate to university experiences for two weeks each summer for four straight years. Unique features include co-teaching by Saint Mary’s faculty and partner middle and high school teachers, parents’ weekends, and follow-up with students, teachers and parents during high school. Participants who complete the four-year program are first in line for Saint Mary’s First Generation Initiative Scholars program, a program that offers full-scholarship for four years of college.

GENERAL INFORMATION:
- Program began operation in 2010
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Nativity Miguel Network of Schools - Minneapolis and St. Paul, MN and Chicago, IL in particular
- Urbanicity: Urban area,
- Duration of Program: 4 years
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 0
  - 2009-10 = 25
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation; Teachers from partner schools must participate

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Promote collaboration and dialogue between teh grade schools, high schools and university that students attend.

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
ECMC Scholars Program at Sussex Central High School

ECMC Foundation
Guidance Department
1 Imation Place
Building 2
Oakdale, MN 55128
434-246-8181 (v)
434-246-4038 (f)
http://www.ecmcfoundation.org/index.htm
Tracey Gilchrist, School Counselor
tgilchrist@sussex.k12.va.us

PROGRAM DESCRIPTION: Candidates go through a rigorous 2-year mentoring program in their junior and senior years of high school. If they succeed in the program, they can earn up to $6,000 for college. By reaching students early in high school, the ECMC Scholars Program gives students the skills and resources to realize their college goals. Developed for students in Oregon, Virginia and Connecticut, the ECMC Scholars Program:

- Targets students who have potential but not necessarily the best test scores or grades;
- Gives students extra support during their junior and senior years;
- Pairs students with mentors who help them build strong study and social skills; Awards $4,000 to each successful ECMC Scholar for their first year of college; Provides $2,000 to qualifying ECMC Scholars for their second year of college

The program was created with the Oregon, Virginia and Connecticut state departments of education to find promising students at designated, underserved schools. Each school sets the standards for their ECMC Scholars Program by:

- Establishing their own academic requirements for the program;
- Choosing students to participate in the program;
- Evaluating each scholar’s performance;
- Determining final eligibility for the award

GENERAL INFORMATION:

- Program began operation in 2007
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Sussex Central High School; Sussex
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools

- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 14
  - 2009-10 = 13
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college
High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected
Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Grade and attendance monitoring; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising
Get Ready

MN Office of Higher Education
1450 Energy Park Drive
Suite 350
St. Paul, MN 55108
651-259-3940 (v)
651-642-0675 (f)
www.getreadyforcollege.org
Mary Lou Dresbach, Director of Community Outreach
marylou.dresbach@state.mn.us

PROGRAM DESCRIPTION: The Get Ready Program helps prepare students from low-income families and those from groups traditionally under-represented in college with college planning information, academic tutoring and information on career and higher education options. The program is administered by the Minnesota Office of Higher Education and is funded in part by the federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP). The program’s two primary objectives are: 1) assist students in graduating from high school, and 2) assist student transition into college upon high school graduation. During the 2010-2011 school year, the program is working with students in grades 4 through 12. The program focuses on understanding the importance of goal-setting, college planning information, information about careers and the various types of post-secondary institutions available to achieve different types of career goals, and the various ways to cover the costs of a post-secondary education and the importance of making good choices when choosing classes in middle and high school to be prepared to enter and succeed in a post-secondary institution. The Get Ready program has staff located in 11 Minneapolis and St. Paul public schools and also has an outreach program component where other schools with eligible students in Minnesota can benefit from the programs’ key components. The program has developed a college access curriculum at the elementary, middle and high school levels. All students have the opportunity to go on a field trip to a different post-secondary institution annually. In addition, various seminars, parent events, and summer academic camp experiences are offered to participating students and their families.

GENERAL INFORMATION:
- Program began operation in 1994
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: 11 Minneapolis and St. Paul Public schools Various schools and eligible organizations throughout Minnesota
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 5058
  - 2009-10 = 6380
- PARENTAL COMPONENT: Yes Campus visits and tours Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local School System; Private Foundation

TARGETED POPULATION: Low income; Historically underrepresented minorities High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops; Role models

ACADEMIC SERVICES: Grade and attendance monitoring; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career days (e.g. AP); Personal counseling
Hmong Culture and Language Program

Concordia University, St. Paul
College of Education
275 Syndicate Str. North
St. Paul, MN 55104
651-603-6188 (v)
651-603-6240 (f)
www.csp.edu

Sally Baas, Director Southeast Asian Teacher Program, Hmong Culture and Language Program, ESL and SPED
baas@csp.edu

PROGRAM DESCRIPTION: The Hmong Culture and Language Program’s mission is the preservation of Hmong Culture and Language through storytelling, gardening and the arts. It is a P-12 program focused on bringing students of color to the university campus to encourage their involvement in post-secondary college training. We teach heritage languages and English, as well as the arts, literacy, science, math and other subjects, as well as college exploration.

GENERAL INFORMATION:

- Program began operation in 2004
- This is a Privately-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Twin Cities and surrounding states
- Urbanicity: Urban area, Suburban area
- Duration of Program: 2 Saturdays a month year around and 2 weeks in the summer for camp
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program:
- Students served:
  - 2008-09 = 1000
  - 2009-10 = 1000
- PARENTAL COMPONENT: Yes; Instructional programs; Campus visits and tours Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; Local School System; Community Organization; Business/Industry; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; High school students; Middle school students; Elementary school students; PK

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Critical thinking skill development; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Employability skills training; Academic advising
University of Minnesota
Talented Youth Mathematics Program

University of Minnesota
School of Mathematics Center for Educational Programs
206 Church Street
4 Vincent Hall
Minneapolis, MN 55455
612-625-2861 (v)
612-626-1150 (f)
www.mathcep.umn.edu
Scott Gilbert, Assistant Director
mathcep@umn.edu

PROGRAM DESCRIPTION: UMTYMp provides a challenging alternative for Minnesota’s talented mathematics students in grades 6-12. The highly accelerated courses are specially designed to provide these students with an intense academic experience that will stimulate their mathematical interest and abilities. The program, offered through the University of Minnesota School of Mathematics Center for Educational Programs (MathCEP), is partially supported by an appropriation from the State of Minnesota. Students currently in grades 5-7 are identified and recommended by their schools as eligible for entering UMTYMP at the Algebra level.

GENERAL INFORMATION:
- Program began operation in 1980
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity: Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: College campus
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 374
  - 2009-10 = 413
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government; Individual; College/University

TARGETED POPULATION: Gifted/talented students;
Female students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Improve student self-esteem
Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups
Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
MISSOURI

4-H Youth Futures College Within Reach

University of Missouri Extension
4-H Center for Youth Development
829 Clark Hall
Columbia, MO 65211
573-882-8807 (v)
573-884-4225 (f)
http://4h.missouri.edu/programs/youthfutures/
Alison Copeland, State 4-H Youth Development Specialist
copelanda@missouri.edu

PROGRAM DESCRIPTION: The 4-H Youth Futures College Within Reach Program, developed by the University of Missouri Extension/4-H Center for Youth Development and Lincoln University Cooperative Extension, promotes college as an attainable goal for high school youth who are not typically encouraged to attend college, such as first-generation college students. 4-H Youth Futures is an extensive college orientation program that includes ongoing local mentoring and a college orientation conference on the University of Missouri (MU) and Lincoln University (LU) campuses. The goal of the program is to help underserved youth go to college and stay in college.

GENERAL INFORMATION:
▪ Program began operation in 2002
▪ This is a Partnership Program
▪ ~
▪ This program operates during the:
  □ Academic Year
  □ Summer
  ✓ Both
▪ Services are provided during
  □ During regular school hours
  ✓ After school hours
  ✓ Weekends
▪ This is a(n) program sponsored by MU Extension in conjunction with local Extension faculty working within communities.
▪ Services students in: St. Louis city, St. Louis county, Kansas City, Columbia and Jefferson City
▪ Urbanicity: Urban area,
▪ Duration of Program: Year round program - academic year and summer
▪ Typical number of years students are in the program: more than 5 years
▪ Primary services are provided at: Services are provided in local communities and on the MU campus
▪ Grade level when students enter the program: 9
▪ Students served:
  □ 2009-10 = 300
  ▪ PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students
  ▪ PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Private Foundation; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Dropout, stopout, or at-risk students

PROGRAM ADMISSIONS AND SELECTION: students who meet the eligibility criteria may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Mentoring Peer learning groups Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Personal counseling; Meetings with college faculty/students

Educational Policy Institute
Admission Accomplished
College Bound St. Louis
110 N. Jefferson
St. Louis, MO 63103
314-456-7556 (v)
314-436-9210 (f)
www.collegeboundstl.org
Doug Wehner, Program Director
doug@collegeboundstl.org

PROGRAM DESCRIPTION: Admission Accomplished is a three-year college access program that focuses on college knowledge, career planning, financial literacy, FAFSA completion, and tools to help students create high quality applications to postsecondary schools (with an emphasis on four-year colleges). Admission Accomplished delivers services to students and families in school and out-of-school through expert college counselors, test prep professionals, experience college coaches, guest speakers and mentors. The goal of Admission Accomplished is to prepare students for colleges that closely match their interests, aptitude and financial resources.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal CACG-Supported Program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) school and community-based program.
- Services students in: Clyde C. Miller Career Academy, Roosevelt High School, University City High School, Maplewood-Richmond Heights High School, Various; Saint Louis Public School District, University City School District, Maplewood-Richmond Heights School District, Various; St. Louis Region
- Urbanicity: Urban area,
- Duration of Program: 3 years
- Typical number of years students are in the program: 3
- Primary services are provided at: Mix of school and community-based locations
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 140
  - 2009-10 = 197
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students

PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College fairs; Campus visits and tours; Career days (e.g. AP); Meetings with college faculty/students; Curriculum on College Knowledge/Career Exploration/Financial Literacy (1), College Matching and one-on-one college counseling (2), College Application Assistance (3), Financial Aid Application Assistance (4), Financial Aid Advising and Education (5), A
College Bound St. Louis
110 N. Jefferson
St. Louis, MO 63103
314-456-7556 (v)
314-361-9210 (f)
www.collegeboundstl.org
Doug Wehner, Program Director
doug@collegeboundstl.org

PROGRAM DESCRIPTION: College Bound provides promising high school students from under-resourced backgrounds with the academic enrichment, social supports and life skills needed to apply, matriculate and succeed in four-year colleges. The College Bound program begins with students in their freshman year of high school and remains with students until they graduate from college. It has a daily presence in participating high schools and works closely with both families and high school staff, along with university partners, to ensure close alignment between high school preparation and college success. The College Bound culture is one of high expectations and high support with an unwavering focus on degree completion.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal CACG-Supported Program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) school-based and community-based program.
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: Seven years
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 175
  - 2009-10 = 273
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
  Participation in student activities; Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY:
  - AmeriCorps; State Government;
  - Business/Industry; Private Foundation; Individual

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college; High school grads (pre-matriculation); High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation; Parents must report financial information

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction;
Tutoring Workshops; Peer learning groups; Assessment & testing; Role models; Residential Programming on College Campuses

ACADEMIC SERVICES: Reading/Writing Instruction;
Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours;
Cultural activities and field trips; Academic advising;
Meetings with college faculty/students; (1) College Counseling/Matching; (3) Transition and Matriculation Support for high school graduates/transferring collegians;
(4) Student Success Coaching and Resource Referrals for collegians; (5) College Application Assistance; (6) Financial Aid Applicat
Consevation Honors

Natural Resources
Fisheries and Wildlife
103 Natural Resources Bldg
Columbia, MO 65211
573-881-3955 (v)
573-884-5070 (f)
snr.missouri.edu

Eric Kurzejeski, Program Director
kurzejeskie@missouri.edu

PROGRAM DESCRIPTION: Expose high school juniors and seniors to natural resource career paths. Engage students in understanding of natural resource sciences.

GENERAL INFORMATION:
- Program began operation in 1990
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity:
- Duration of Program: One week
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 31
  - 2009-10 = 27
- PARENTAL COMPONENT: Yes; Instructional programs; Campus visits and tours; Meeting with college/university faculty or students
- PROGRAM FUNDING PROVIDED BY: Private Foundation; College/University

TARGETED POPULATION: Low income; First generation to attend college; High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected; Admission is competitive

PROGRAM GOALS: Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Workshops; Peer learning groups

ACADEMIC SERVICES: Reading/Writing Instruction;
Mathematics/Science instruction; Critical thinking skill development; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Meetings with college faculty/students
Educational Opportunity Center

Metropolitan Community College
3100 Main Street, Suite 100
Kansas City, MO 64111
816-604-4403 (v)
816-759-4416 (f)
http://mcckc.edu/main.asp?L=EOCMain
Jennifer Walk, Director
Jennifer.Walk@mcckc.edu

PROGRAM DESCRIPTION: The Educational Opportunity Center project is designed to provide information regarding financial and academic assistance available to individuals who desire to pursue a program of postsecondary education; to provide assistance to individuals in applying for admission to institutions that offer programs of postsecondary education, including assistance in preparing necessary applications for use by admissions and financial aid officers; and to improve the financial literacy and economic literacy of participants on topics such as: basic personal income, household money management, financial planning skills, and basic economic decision-making skills.

GENERAL INFORMATION:
- Program began operation in 1979
- This is a Federal TRIO Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Missouri's 5th Congressional District
- Urbanicity: Urban area,
- Duration of Program:
- Typical number of years students are in the program: 3
- Primary services are provided at: At the EOC office
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents) Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Workshops Assessment & testing

ACADEMIC SERVICES:
- SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Career counseling and information; Personal counseling; Assistance with completing admission and financial aid applications (4), Financial and economic literacy training (5), Defaulted student loan counseling (6)

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected
Educational Talent Search
Harris-Stowe State University
Sponsored Programs
3026 Laclede Avenue
Box 403
St. Louis, MO 63103
314-340-5796 (v)
314-340-5994 (f)
hssu.edu
Linda Todoroff, Director, Educational Talent Search
todorofl@hssu.edu

PROGRAM DESCRIPTION: ETS is funded to provide 600 low income, first generation students in college awareness, knowledge and application for available financial and to encourage students that have not completed a secondary or post secondary education to enroll and do so.

GENERAL INFORMATION:
- Program began operation in 1994
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - o 2008-09 = 607
  - o 2009-10 = 602
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Academically accelerated courses below the college level; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Career counseling and information; Academic advising; Meetings with college faculty/students
Infinite Scholars Program
Missouri Department of Higher Education
9648 Olive Blvd #346
Saint Louis, MO 63132
314-220-3105 (v)
314-653-8102 (f)
www.infinitescholar.org
Thomas Ousley, Founder/CEO
infinitescholar2003@yahoo.com

PROGRAM DESCRIPTION: The Infinite Scholars Program is
a college scholarship facilitator. The Infinite Scholars works
with colleges and universities to help award scholarship to
deserving students regardless of race or ethnic origins. The
Infinite Scholars host events know as Scholarship Fairs
where students are asked to bring their transcripts with
ACT/SAT scores two letters of recommendation and essay
on college to the Scholarship Fair. The college
representatives make determination on the spot
with a student can be admitted to college and if they can
be awarded a scholarship

GENERAL INFORMATION:
- Program began operation in 2003
- This is a Federal CACG-Supported Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area, Suburban area
- Duration of Program: One event (Scholarship Fair)
- Typical number of years students are in the
  program: 1
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 6000
  - 2009-10 = 6000
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income Gifted/talented
students; Historically underrepresented minorities First
generation to attend college; Male students; High school
students

PROGRAM ADMISSIONS AND SELECTION: Students must
apply for admission

PROGRAM GOALS: Encourage rigorous course-taking
Increase likelihood of attending college; Increase
likelihood of completing college; Encourage parental
involvement; Increase college awareness
(students/parents); Provide exposure to college Improve
student self-esteem

INSTRUCTIONAL APPROACHES: Assessment & testing

ACADEMIC SERVICES: Preparatory courses (e.g. problem
solving, decision making)

SOCIAL SERVICES: College fairs
Minority Achievement Committee (MAC) Scholars Summer Honors Academy

University of Missouri
Division of Enrollment Management
217 Jesse Hall
Columbia, MO 65211
573-884-8536 (v)
573-884-9350 (f)
DeAngela Burns-Wallace, Director of Access Initiatives
burnswallaced@missouri.edu

PROGRAM DESCRIPTION: The MAC (Minority Achievement Committee) Scholars Summer Academy is conducted jointly by the Columbia Public Schools (CPS) and the University of Missouri (MU). During this two-week residential academy, students participate in courses taught by CPS teachers and MU faculty and graduate assistants for which they earn ½ hour of CPS credit. The program is designed to enhance college readiness and acquaint students with the resources of the university. Each summer’s program features a thematic course that requires reading and discussing essays, short stories, and editorials by notable authors. In addition to the courses, students are introduced to various academic programs including medicine, law, business, education, journalism, and nursing. Workshops are also taught in these areas: study skills, writing skills, career exploration, time management, and research. Parents are also included in portions of the program and receive information on the college admissions process and financial aid.

GENERAL INFORMATION:
- Program began operation in 2002
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during:
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Columbia (MO) Public Schools
- Urbanicity: Rural area
- Duration of Program: 2 weeks
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 45
  - 2009-10 = 43

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Local School System; College/University

TARGETED POPULATION: Historically underrepresented minorities High school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Parents must sign contract before student participation; Students recommended by their counselors. Must have certain GPA

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Academic advising; Meetings with college faculty/students
Missouri College Advising Corps
University of Missouri (MU)
Division of Enrollment Management
46 Jesse Hall
MU
Columbia, MO 65211
573-884-1928 (v)
573-884-9350 (f)
http://mcac.missouri.edu
Beth Tankersley-Bankhead, Executive Director
tankersleybankhea@missouri.edu

PROGRAM DESCRIPTION: The Missouri College Advising Corps is a unique near-peer college access program. We place recent MU graduates in partner high schools across the state to work alongside counselors and school leadership to create a college-going culture and increase the college-going rate of students at risk of not pursuing a postsecondary education. Partner schools have high proportions of low-income, first-generation-to-college, and ethnic minority students. Advisers provide encouragement to student advisees, providing college planning information to them and their families. Advisees do so through individual and group advisement, workshops on college-planning topics, sponsorship of campus tours, providing assistance on ACT preparation and rest registration and FAFSA completion as well as on college and scholarship applications.

GENERAL INFORMATION:
- Program began operation in 2007
- This is a Federal CACG-Supported Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: rural south central MO, Kansas City, and St. Louis
- Urbanicity: Rural area, Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 4500
  - o 2009-10 = 5800
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours;

Meeting with college/university faculty or students; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; AmeriCorps; Community Organization; Business/Industry; Private Foundation; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction
- Mentoring; Workshops; Role models; One-on-one advisement

ACADEMIC SERVICES: Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling; Meetings with college faculty/students
Missouri Legislative Black Caucus Youth Leadership Conference

University of Missouri
Enrollment Management
217 Jesse Hall
Columbia, MO 65211
573-884-8536 (v)
573-884-9350 (f)
DeAngela Burns-Wallace, Director of Access Initiatives
burnswallaced@missouri.edu

PROGRAM DESCRIPTION: The conference is designed to enhance students’ college readiness, acquaint them with college life, and build their leadership skills and capacity. Through the program high school students from state spend three days and nights in residence on the MU campus. Workshops offered included: financial aid, college admission, taking the ACT test, college fair, leadership development, and academic exploration. Presenters included MU faculty and staff and leaders from the Legislative Black Caucus. Several state legislators and/or their staff participated in the program. MU undergraduate students mentored participants and lead structured “Teen Talks” to share their own college selection and campus life experiences. All participants received detailed mentoring on the college admissions process and financial aid.

GENERAL INFORMATION:

- Program began operation in 2006
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
  - Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 3-day Residential program
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 11
- Students served:
  - o 2008-09 = 218
  - o 2009-10 = 95
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - College/University; Fundraising

TARGETED POPULATION: Historically underrepresented minorities High school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected; Students nominated through Legislative Districts and other programs

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
Provide role models; Provide recreational or cultural opportunities; Civic Engagement

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development-confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Meetings with college faculty/students
Missouri Scholars Academy
University of Missouri
317 Lowry Hall
Columbia, MO 65211
573-882-4421 (v)
573-882-3404 (f)
www.moscholars.org
Theodore Tarkow, Co-Director, Missouri Scholars
Academy
tarkowt@missouri.edu

PROGRAM DESCRIPTION: Three-week academic, residential, social, extra-curricular program for 330 academically gifted high school students from Missouri who have completed their sophomore year in high school.

GENERAL INFORMATION:
- Program began operation in 1985
- This is a Partnership Program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) state-based program funded through 2010. For 2011, financial support comes from University, Student Activity Fee, and private/corporate sponsors.
- Services students in: Restricted to Missouri residents
- Urbanicity:
- Duration of Program: 3 weeks
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 330
  - 2009-10 = 330
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government; Business/Industry; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities; High school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected; Admission is competitive

PROGRAM GOALS: Encourage rigorous course-taking Provide exposure to college Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction Peer learning groups Role models

ACADEMIC SERVICES: Mathematics/Science instruction; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs
Mizzou Engineering Summer Camp Diversity Scholars Program

University of Missouri-College of Engineering
W1025 Lafferre Hall
Columbia, MO 65211
(573) 884-8508 (v)
(573) 882-2490 (f)
engineering.missouri.edu
JR Swanegan, Director of Diversity and Outreach Initiatives
swanegana@missouri.edu

PROGRAM DESCRIPTION: The Mizzou Engineering Summer Camp Diversity Scholars Program (MESCDSP) is a new pipeline and recruiting program designed to increase the number of under-represented minority students (African American, Hispanic, and Native American) in the fields of engineering and the sciences. This program provides full scholarships for forty underrepresented minority students, to participate in one of two, six-day residential engineering summer camps on the University of Missouri campus. Students are housed in a roommate in a residence hall on campus and learn about the seven different engineering disciplines offered by the University of Missouri, College of Engineering. These fields include: Civil Engineering, Biological Engineering, Electrical and Computer Engineering, Chemical Engineering, Industrial Engineering, and Computer Science. An engineering professor from each discipline has a three-hour session with the students. One hour is designated for a lecture about the specific field of engineering and two hours are allotted for a hands-on activity. Past activities have included the building of a water bottle rocket, creation of bio-diesel, homo-polar racers, a blast resistant wall, programming a robot, and computer music creation. In the evenings students work in teams ranging from 4 to 6 on a week-long design project that culminates in an end of week competition. The members of the winning team are awarded a $500 scholarship to be used in their first semester after high school graduation towards a degree at MU Engineering. This year’s design competition was a balsa wood bridge. The scholars used a computer program to design the plans for the bridge, built the bridge, and were then tested on the amount of weight it could bear. Scholars are also introduced to industry through guest speakers and field trips. Students toured the nuclear research reactor on MU’s campus and participated in a GPS scavenger hunt on campus to learn more about the University. Students are also presented with information from the Office of Admissions, about the college admission requirements, preparing an application, scholarships, and a question and answer session.

GENERAL INFORMATION:
- Program began operation in 2007

- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both

- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends

- Services students in:
  - ☑ Urbanicity:

- Duration of Program: One week
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 10
- Students served:
  - ☐ 2008-09 = 40
  - ☑ 2009-10 = 30

- PARENTAL COMPONENT: Yes Campus visits and tours Participation in student activities

- PROGRAM FUNDING PROVIDED BY: Private Foundation; Fundraising

TARGETED POPULATION: Gifted/talented students; Historically underrepresented minorities High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive

PROGRAM GOALS: Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Workshops; Role models; Hands on activities

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Meetings with college faculty/students
# Student Advocate and Advising Program

The Scholarship Foundation of St. Louis  
8215 Clayton Rd.  
St. Louis, MO 63117  
314-725-7990 (v)  
314-725-5231 (f)  
www.sfstl.oth  
Maria Rebecchi, Program Director  
maria@sfstl.org

**PROGRAM DESCRIPTION:** The Scholarship Foundation has a long tradition of providing financial assistance to low-income, first generation individuals from the St. Louis Metropolitan region that want to pursue postsecondary education. The Student Advocate and Advising Program provides technical assistance, guidance, and logistical support to students who are new to the process of applying for college and financial aid funding sources. The program targets economically-disadvantaged students from low-income and underperforming school districts. The program also serves traditional college-age students as well as adults returning to college to equip themselves with more marketable skills. Students targeted by the program have the desire and the academic ability to attend college but lack adequate access to support systems that can help them with the financial resources and economic decision-making aspects of college admissions. Currently, the Student Advocate and Advising Program targets financially-disadvantaged students in Metropolitan St. Louis and select rural and suburban communities. The program has a presence in all St. Louis Public Schools with the exception of Metro Academic Classical High School. The program also reaches additional high schools in suburban and rural districts with significant numbers of low-income students. In addition to targeting high schools, The Scholarship Foundation has strengthened relationships with other college-access providers, community colleges, and agencies to increase the level of direct student services to other community groups that reach economically-disadvantaged populations.

**GENERAL INFORMATION:**
- Program began operation in 1994  
- This is a Federal CACG-Supported Program  
- This is a community-based program  
- This program operates during the:  
  - ☑ Academic Year  
  - ☐ Summer  
  - ☐ Both  
- Services are provided during  
  - ☑ During regular school hours  
  - ☑ After school hours  
  - ☑ Weekends

**PROGRAM GOALS:**
- Services students in: Greater Metropolitan St. Louis area – St. Louis City and 11 surrounding counties  
- Urbanicity: Urban area, Suburban area  
- Duration of Program: More than one academic year  
- Typical number of years students are in the program: more than 5 years  
- Primary services are provided at: Elementary or secondary schools  
- Grade level when students enter the program: 12  
- Students served:  
  - ☑ 2008-09 = 12  
  - ☑ 2009-10 = 1900  
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance  
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; Community Organization; Private Foundation; Individual

**TARGETED POPULATION:** Low income Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; High school grads (pre-matriculation); High school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment) Admission is competitive Parents must supply financial information (1040, W2, FAFSA)

**PROGRAM GOALS:** Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents) Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

**INSTRUCTIONAL APPROACHES:** Mentoring; Workshops Assessment & testing one-on-one planning sessions and referrals

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); College fairs; Personal counseling
The College Road
Boys Hope Girls Hope
12120 Bridgeton Sq. Dr
Bridgeton, MO 63044
402-770-1499 (v)
314-298-1251 (f)
boyshopegirlshope.org
Julie Allen, Chief Academic
jallen@bhgh.org

PROGRAM DESCRIPTION: Comprehensive access, persistence and completion program for Boys Hope Girls Hope scholars in 6th through 16th grades. Participants are first generation college aspirants, often also the first to graduate from high school. Most are in out-of-home placement. Our primary goal is college degree completion.

GENERAL INFORMATION:
- Program began operation in 2000
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: 6th grade through 16th grade
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus, elementary and secondary school, and community center/agency
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 350
  - 2009-10 = 400
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY:
  - AmeriCorps; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; First generation to attend college Female students; Male students High school grads (pre-matriculation); High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings) Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction;
Reading/Writing Instruction; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Personal counseling
Trulaske Business Academy
Trulaske College of Business - University of Missouri
111 Cornell Hall
Columbia, MO 65211
573-882-7073 (v)
573-884-5526 (f)
business.missouri.edu
Susan Klusmeier, Program Coordinator
klusmeiers@missouri.edu

PROGRAM DESCRIPTION: The goal of the Trulaske Business Academy is to introduce rising 9th, 10th, and 11th grade minority students to the various disciplines and career opportunities within business. Special attention is paid towards the areas of Accounting, Finance, Management and Marketing, which are areas of study in our college. Students interact with faculty and staff from the Trulaske College of Business in a classroom setting. Hands-on activities and team competitions are incorporated into the lessons to help students connect the material to the real world. Alumni and corporate representatives also participate in the Academy to help students explore the career opportunities in Business. During the week students also participate in lessons about professionalism, teamwork, communication, and leadership skills.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
  - Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: One week
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 10
- Students served:
  - o 2008-09 = 19
  - o 2009-10 = 23
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - College/University

TARGETED POPULATION: Historically underrepresented minorities; Students interested in Business or Accountancy

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Improve vocational skills; Provide role models Exposure to the study of Business and Accountancy in college

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Career days (e.g. AP); Employability skills training; Personal counseling; Meetings with college faculty/students
MISSISSIPPI

Mississippi Delta GEAR UP Partnership

Coahoma Community College
Federal Programs
3240 Friars Point Road
Clarksdale, MS 38614
662-621-4077 (v)
662-621-4250 (f)
coahomacc.edu
Florence Lucas, Project Director
flucas@coahomacc.edu

PROGRAM DESCRIPTION: This program is designed to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. Parents and the communities play a vital role in student learning. We provide the following services: Tutoring and Mentoring, Outreach and Family Involvement, Summer Enrichment and Transitional Programs, Professional Development and Curriculum Improvement.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Coahoma Agricultural High School, John F. Kennedy High School, Shaw High School, Drew High School, Madison S. Palmer High School, Ruleville Central High School, Clarksdale High School, West Tallahatchie High School, Coahoma, Quitman, Bolivar, Sunflower, West Tallahatchie
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 859
  - 2009-10 = 703

- PARENTAL COMPONENT: Yes
- Academic classes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment) based on grade level

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Mathematics/Science instruction; Grade and attendance monitoring; College-level courses (e.g. AP); Academic-enrichment courses; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Academic advising
MONTANA

Campus Corp
Montana Tech
Technical Outreach
1300 W Park St
Butte, MT 59701
406-496-4124 (v)
406-496-4696 (f)
www.mtechoutreach.org
Theresa Seccomb, Administrative Assistant
tseccomb@mtech.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 1995
- This is a Federally-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: BSB; Butte Silver Bow
- Urbanicity: Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Community center/agency
- Grade level when students enter the program:
  - 12
- Students served:
  - 2008-09 = 125
  - 2009-10 = 125
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: AmeriCorps

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Computer-skills training; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; Cultural activities and field trips; Meetings with college faculty/students
CFWEP - Youth Court

Montana Tech
Technical Outreach
1300 W Park St
Butte, MT 59701
406-496-4832 (v)
406-496-4696 (f)
www.mtechoutreach.org
Matt Vincent, Program Director
mvincent@mtech.edu

PROGRAM DESCRIPTION: The JP Program provides students with hands-on place based field & science classroom curriculum. The format is two days in the classroom at MT Tech (2 hours) per day followed by a six-hour field excursion. The students are referred to the program by the juvenile probation office of Butte Silver Bow.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Butte Silver Bow
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 60
  - 2009-10 = 60
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income; Female students; Male students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Mathematics/Science instruction;
Critical thinking skill development; Study-skills training;
Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; Cultural activities and field trips; Career days (e.g. AP); Employability skills training; Meetings with college faculty/students
Montana Tech
Technical Outreach
1300 W Park St
Butte, MT 59701
406-439-2387 (v)
406-496-4696 (f)
www.mtechoutreach.org
Michelle Christianson, Program Director
mchristianson@mtech.edu

PROGRAM DESCRIPTION: Program will provide academic, career, and financial counseling to our high school and middle school participants and encourage them to graduate from high school and continue on to the post-secondary school of their choice

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Butte, Helena, Deer Lodge, & Anaconda
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 800
  - 2009-10 = 800
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; Individual; College/University

TARGETED POPULATION: Low income; First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Field Trips

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
GEAR UP
Evergreen Junior High School
18 W. Evergreen Drive
Kalispell, MT 59901
406-751-1136 (v)
406-751-1134 (f)
http://www.edline.net/pages/Evergreen_JHS/Gear_Up
Laurel Ekern, GEAR UP Program Coordinator
lekern@evergreen.k12.mt.us

PROGRAM DESCRIPTION: Evergreen GEAR UP is designed to promote a college going atmosphere amongst low-income students. This is our program’s 10-11th year of existence.

GENERAL INFORMATION:
- Program began operation in 2000
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Evergreen Junior High School; Evergreen School District 50; Kalispell/Evergreen, MT
- Urbanicity: Rural area Suburban area
- Duration of Program: 7th grade through 12th grade
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - o 2008-09 = 270
  - o 2009-10 = 350
- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government

TARGETED POPULATION: Low income; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
Kid's College/Teen Science Summit

Montana Tech
Technical Outreach
1300 West Park St
Butte, MT 59701
406-496-4289 (v)
406-496-4696 (f)
www.mtechoutreach.org
Amy Verlanic, Program Director
averlanic@mtech.edu

PROGRAM DESCRIPTION: Montana Tech’s Technical Outreach program was established in 1994 with the goal of providing elementary and secondary teachers and students with college-based programs that enrich statewide science, engineering, and technology education. Today, program offerings range from short-duration workshops during the academic year to extend residential camps in the summer time.

GENERAL INFORMATION:
- Program began operation in 2004
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - □ Academic Year
  - ☑ Summer
  - □ Both
- Services are provided during
  - ☑ During regular school hours
  - □ After school hours
  - □ Weekends
- Services students in: Butte Silver Bow; South Western Montana
- Urbanicity: Rural area
- Duration of Program: One summer
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 1
- Students served:
  - o 2008-09 = 190
  - o 2009-10 = 127
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: 

TARGETED POPULATION: Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive; Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Academic-enrichment courses

SOCIAL SERVICES: Social skills development/confidence building; Cultural activities and field trips

interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities
Montana Tech Regional Science & Engineering Fair

Montana Tech
Technical Outreach
1300 West Park
Butte, MT 59701
406-496-4289 (v)
406-496-4696 (f)
www.mtechoutreach.org
Amy Verlanic, Program Director
averlanic@mtech.edu

PROGRAM DESCRIPTION: Montana Tech’s Technical Outreach program was established in 1994 with the goal of providing elementary and secondary teachers and students with college-based programs that enrich statewide science, engineering, and technology education. Today, program offerings range from short-duration workshops during the academic year to extended residential camps in the summer time.

GENERAL INFORMATION:
- Program began operation in 1989
- This is a University-funded Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Butte Silver Bow; 17 Counties in Northern and Southwestern Montana
- Urbanicity: Rural area
- Duration of Program:
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 4
- Students served:
  - o 2008-09 = 478
  - o 2009-10 = 526
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment) Admission is competitive

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college. Increase college awareness (students/parents); Provide exposure to college. Improve student self-esteem. Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Role models

ACADEMIC SERVICES: Academic-enrichment courses

SOCIAL SERVICES:
Natural Resource Damage Program

Montana Tech
Technical Outreach
1300 W Park St
Butte, MT 59701
406-496-4832 (v)
406-496-4696 (f)
www.mtechoutreach.org
Matt Vincent, Program Director
mvincent@mtech.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 2003
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year ✔
  - Summer □
  - Both □
- Services are provided during:
  - During regular school hours ✔
  - After school hours □
  - Weekends □
- Services students in: Butte; BSB District #1; Butte Silver Bow; ClarkFork River Basin
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 3947
  - 2009-10 = 1681
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; College/University; Fundraising

TARGETED POPULATION: Low income Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students participate based on grade level and where the school is.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase college awareness (students/parents); Improve student self-esteem; Improve vocational skills; Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Mentoring; Workshops; Assessment & testing

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development

SOCIAL SERVICES: Social skills development/confidence building; Cultural activities and field trips; Meetings with college faculty/students
School Visits

Montana Tech
Technical Outreach
1300 W Park St
Butte, MT 59701
406-496-3897 (v)
406-496-4696 (f)
http://www.mtechoutreach.org
Amy Verlanic, Program Director
averlanic@mtech.edu

PROGRAM DESCRIPTION: Montana Tech’s Technical Outreach program was established in 1994 with the goal of providing elementary and secondary teachers and students with college-based programs that enrich statewide science, engineering, and technology education. Today, program offerings range from short-duration workshops during the academic year to extended residential camps in the summer time.

GENERAL INFORMATION:
- Program began operation in 1994
- This is a University-funded Program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) program that targets elementary and middle school students.
- Services students in: Butte Silver Bow; South Western Montana
- Urbanicity: Rural area
- Duration of Program: One-day school visits
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 3
- Students served:
  - 2008-09 = 1651
  - 2009-10 = 1822
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Middle school students have a field trip in the Fall and Elementary students visit in the Spring.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: Campus visits and tours; Cultural activities and field trips
Talent Search
Montana State University-Billings
Student Affairs
1500 University DR
Billings, MT 59101
406-657-2179 (v)
406-657-2166 (f)
www.msubillings.edu/ets
Dan Benge, Director
dbenge@msubillings.edu

PROGRAM DESCRIPTION: Talent Search serves 600 students in four school districts in Yellowstone county. 99% of participants are retained each year in school, 97% earn their GED or high school diploma, and 70% enroll in a program of postsecondary education.

GENERAL INFORMATION:
- Program began operation in 2002
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Billings, Laurel, Huntley, Shepherd and Lockwood School Districts
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 636
  - 2009-10 = 659
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g., AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g., problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g., admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g., AP); Job placement assistance; Personal counseling; Academic advising; Meetings with college faculty/students

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities First generation to attend college; Students with learning disabilities; Female students; Male students; High school students; Middle school students; Elementary school students
Upward Bound

Montana Tech
Technical Outreach
1300 W Park St
Butte, MT 59701
406-496-4289 (v)
406-496-4696 (f)
www.mtechoutreach.org
Amy Verlanic, Program Director
averlanic@mtech.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 1995
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Montana
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 210
  - o 2009-10 = 210
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; Individual; College/University

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
**Upward Bound**

Flathead Valley Community College
777 Grandview Drive
Kalispell, MT 59901
406-756-3880 (v)
406-756-3811 (f)
Lynn Farris, Program Director
lfarris@fvcc.edu

**PROGRAM DESCRIPTION:** Upward Bound is a federally funded program that assists high school students with college preparation. The goal of Upward Bound is to increase the rate of college enrollment and graduation. Upward Bound serves students from families in which neither parent has earned a bachelor’s degree and/or meet federal income guidelines. The program is administered through Flathead Valley Community College for eligible students who attend the five public high schools in the Flathead Valley.

**GENERAL INFORMATION:**
- Program began operation in 1993
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Bigfork, Columbia Falls, Flathead, Glacier & Whitefish High Schools
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program:
  - Primary services are provided at: Elementary or secondary schools
  - Grade level when students enter the program: 9
  - Students served:
    - 2008-09 = 70
    - 2009-10 = 70
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance; Participation in student activities
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; Fundraising

**TARGETED POPULATION:** Low income; Historically underrepresented minorities First generation to attend college

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**PROGRAM GOALS:**
- Increase high school persistence/prevent dropouts
- Improve academic skills
- Encourage rigorous course-taking
- Increase likelihood of attending college
- Increase likelihood of completing college
- Encourage parental involvement
- Increase college awareness (students/parents)
- Provide exposure to college
- Encourage long-term financial planning (e.g., financial aid/savings)
- Improve student self-esteem
- Provide role models
- Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:**
- Classroom instruction
- Tutoring
- Mentoring
- Workshops
- Peer learning groups
- Assessment & testing
- Role models

**ACADEMIC SERVICES:**
- Remedial instruction
- Reading/Writing Instruction
- Mathematics/Science instruction
- Critical thinking skill development
- Grade and attendance monitoring
- Computer-skills training
- Academic-enrichment courses
- Preparatory courses (e.g. problem solving, decision making)
- Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:**
- Social skills development/confidence building
- College awareness (e.g., admissions, financial aid)
- College fairs
- Campus visits and tours
- Cultural activities and field trips
- Career counseling and information
- Personal counseling
- Academic advising
- Meetings with college faculty/students
Upward Bound and Talent Search

Montana State University-Billings
Student Affairs
1500 University Dr
Billings, MT 59101
406-657-2179 (v)
406-657-2166 (f)
www.msubillings.edu/ets
Dan Benge, Director
dbenge@msubillings.edu

PROGRAM DESCRIPTION: Upward Bound serves 75 high school students in Billings and Hardin, MT. The yearly retention rate for participants is 95%, PSE enrollment is 75%, PSE persistence is 80% and PSE completion in 6 years is 40%.

GENERAL INFORMATION:
- Program began operation in 1965
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Billings and Hardin
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 91
  - 2009-10 = 88
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities First generation to attend college; Students with learning disabilities; Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
PROGRAM DESCRIPTION: The mission of the Elon Academy is to inspire academically oriented students who are often underrepresented on college and university campuses to pursue higher education, build leadership skills, and develop an active sense of social responsibility. The year-round program combines three intensive 4-week residential experiences at Elon University in the summers prior to the 10th, 11th, and 12th grades with a variety of academic and enrichment activities during the school year. Support for the students continue through college graduation.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Alamance-Burlington School System and River Mill Academy Charter School
- Urbanicity: Rural area Suburban area
- Duration of Program: 3 summers and academic years as a high school student and 4+ years as a college student
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 71
  - 2009-10 = 97
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students;
  Participation in student activities; Family counseling; Motivational speakers

PROGRAM FUNDING PROVIDED BY:
- Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; college students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Reading/Writing instruction; Mathematics/Science instruction; Grade and attendance monitoring; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Personal counseling; Academic advising; Meetings with college faculty/students; Internship opportunities (7)
Juntos para Una Mejor Educacion (Together for a Better Education) program

North Carolina State University
4-H Youth Development, and Family & Consumer Sciences
Campus Box: 7606
Raleigh, NC 0
919-515-9156 (v)
919-515-2786 (f)
www.latinofamilies.net/juntos
Andrew Behnke, Professor- Program Director/ Developer
aobehnke@ncsu.edu

PROGRAM DESCRIPTION: The “Juntos” program (pronounced: Who-n-tos) provides Latino parents and youth with knowledge and resources to prevent 8-12th grade students from dropping out and to encourage families to work together to gain access to college. This experiential program is taught in either English or Spanish and meets for 2½ hours once a week for six weeks in the evenings. Juntos also uses success coaches and college-age-mentors to provide weekly afterschool clubs and activities with the target students before and after the 6-week program. The program brings together partners from Cooperative Extension, high schools and local community colleges, youth and their families, and college-age mentors to learn how to succeed in school.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
  - Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - ☑ 2008-09 = 200
  - ☑ 2009-10 = 350
- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours;

Meeting with college/university faculty or students; Participation in student activities
Motivational speakers

- PROGRAM FUNDING PROVIDED BY: State Government; Fundraising

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Family Programming; Spanish-language Focus

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups Role models; Club Activities, Success Coaching

ACADEMIC SERVICES: Reading/Writing Instruction; Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Personal counseling; Academic advising; Meetings with college faculty/students
National College Advising Corps

Headquarters- University of North Carolina at Chapel Hill
137 East Franklin Street
Suite 307
Chapel Hill, NC 27599
919-843-8116 (v)
919-962-3045 (f)
www.advisingcorps.org
Nicole Hurd, Executive Director
nhurd@unc.edu

PROGRAM DESCRIPTION: The National College Advising Corps (NCAC) seeks to bring talented, enthusiastic advisers to every community that wants them and to every student who needs them. Through a nationwide consortium of colleges and universities, the corps aims to increase the number of low-income, first-generation, and underrepresented students entering and completing higher education. By placing recent graduates of partner institutions as college advisers in low-income high schools and community colleges, our programs work in communities across the country to provide the advising and encouragement that students need to navigate college admissions.

GENERAL INFORMATION:
- Program began operation in 2007
- This is a Federal CACG-Supported Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: multiple; 14 states
- Urbanicity: Rural area, Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
  - Grade 12
- Students served:
  - 2008-09 = 47000
  - 2009-10 = 65000
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students
- PROGRAM FUNDING PROVIDED BY:
  - AmeriCorps; State Government;
  - Business/Industry; Private Foundation;
  - Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students
Summer Launch

University of North Carolina at Greensboro
Undergraduate Student Excellence (formerly the office of Student Achievement)
127 McIver Building
PO Box 26170
Greensboro, NC 27402
336-334-3690 (v)
336-334-3538 (f)
http://achieve.uncg.edu/summerlaunch/

Dana Saunders, Associate Director/Program Coordinator
dfsaunde@uncg.edu

PROGRAM DESCRIPTION: Summer Launch is intended for students who will benefit most from additional time and support in transitioning to a diverse and rigorous academic setting. All Summer Launch participants have historically taken 2 classes, including a freshman orientation course and a general education course based on students’ anticipated major. During Summer Launch students:
- Live on-campus in a residence hall.
- Take two academic classes for credit during the second session of summer school.
- Interact and create valuable relationships with faculty and staff.
- Participate in workshops aimed at student success at the collegiate level.
- Learn about campus resources.
- Meet and develop relationships with other undergraduates.
- Get to know the Greater Greensboro area through various community events.

GENERAL INFORMATION:
- Program began operation in 2007
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  □ Academic Year
  □ Summer
  ✔ Both
- Services are provided during
  ✔ During regular school hours
  □ After school hours
  ✔ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: 6 weeks in the summer, then continues throughout the fall semester
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  o 2008-09 = 58
  o 2009-10 = 32
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Dropout, dropout, or at-risk students; High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Students are selected on a first-come, first served basis; Students must confirm their intent ot enroll at UNCG in the fall semester, following the 6 week summer program

PROGRAM GOALS: Improve academic skills Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
TRIO/ETS (TRIO/Educational Talent Search)

Caldwell Community College & Technical Institute
Student Services
2855 Hickory Boulevard
Hudson, NC 28638
828-726-2234 (v)
(f)
www.ccti.edu/trio
Alice Lentz, TRIO Director
alentz@ccti.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 2002
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Caldwell County Schools, Lenoir, North Carolina
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - o 2008-09 = 625
  - o 2009-10 = 625
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; TRIO Youth Leadership League -- build leaders through travel to and study about major U.S. urban centers and universities there

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups Role models; We engage TRIO/ETS alumni to meet with current participants when the former are home on semester breaks.

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising
Upward Bound
Appalachian State University
NCACHE (North Carolina Appalachian Collaborative for Higher Education)
130 Poplar Grove Connector Road
Boone, NC 28607
828-262-8016 (v)
828-262-6988 (f)
upwardbound.appstate.edu
Teri Carter, Program Director
carterta@appstate.edu

PROGRAM DESCRIPTION: Upward Bound is a federally funded program at Appalachian State University that helps high school students develop the skills and the motivation they need to succeed in high school. This program provides the tools students need to enter and be successful in college. Upward Bound helps students reach their goals through academic support, social and cultural enrichment, and opportunities for personal growth.

GENERAL INFORMATION:
- Program began operation in 1972
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Alleghany, Ashe, Avery, Burke, Watauga, and Wilkes Counties
- Urbanicity: Rural area
- Duration of Program: Duration of high school career
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 80
  - 2009-10 = 130
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; character education and pro-social behavior

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Write instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Young Investigators' Summer Program in Nuclear Technology
NC State University
Nuclear Engineering
2500 Stinson Drive
CB # 7909
Raleigh, NC 27695
919-515-5876 (v)
919-515-5115 (f)
www.ne.ncsu.edu
Lisa Marshall, Director of Outreach
lisa.marshall@ncsu.edu

PROGRAM DESCRIPTION: Targeting high school juniors and seniors, students spend three weeks in our residential, academic program. They participate in lecture, labs, industrial field trips and small group projects and exploring nuclear science and technology. In addition, students are exposed to college life and the process of applying and financing higher education.

GENERAL INFORMATION:
- Program began operation in 1985
- This is a University-funded Program
- This program operates during the:
  - ☑️ Academic Year
  - ☑️ Summer
  - ☐ Both
- Services are provided during
  - ☑️ During regular school hours
  - ☑️ After school hours
  - ☐ Weekends
- This is a(n) high school STEM-based .
- Services students in: nation-wide, with the larger group of students being in-state
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 3 weeks
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - o 2008-09 = 21
  - o 2009-10 = 19
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - Business/Industry; Individual

TARGETED POPULATION: Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students High school grads (pre-matriculation); High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Promote interest/strength in particular subject area; Provide exposure to college

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops labs, group projects

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; Computer-skills training

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Academic advising
Keene State Upward Bound

Keene State College
229 Main Street
Keene, NH 03431
603-358-2322 (v)
603 358-2059 (f)
http://www.keene.edu/upward/
Alan Glotzer, Director
aglotzer@keene.edu

PROGRAM DESCRIPTION: KSC Upward Bound program prepares low income and first generation high school students for college. A six-week residential summer program improves academic skills and achievement motivation and prepares students for engagement in activities on a college campus. An academic year program supports performance in classes, offers skill development workshops and teaches students how to research and explore a wide variety of college opportunities.

GENERAL INFORMATION:

- Program began operation in 1974
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Southwestern New Hampshire and Southeastern Vermont
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Summer on college campus, academic year in eight target schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 66
  - 2009-10 = 65
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; Fundraising

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected; Admission is competitive. Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/interest in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities.

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g., admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising

TARGETED POPULATION: Low income; First generation to attend college
**NH Scholars**

**New Hampshire College and University Council**  
3 Barrell Ct.  
Suite 100  
Concord, NH 3301  
603-225-4199 x300 (v)  
603-225-8108 (f)  
www.nhscholars.org  
**Scott Power, Program Director**  
spower@nhcuc.org

**PROGRAM DESCRIPTION:** The New Hampshire Scholars Initiative is an effort by area business and school volunteers to encourage and motivate all high school students to complete a defined, rigorous academic course of study that prepares them for successful transition to college or university coursework or vocational and technical training necessary to enter today's competitive job market. New Hampshire Scholars targets students in the mid-50% range (25% to 75%) of High School population with the goals of increasing the number of students pursuing postsecondary education, decreasing the number of students choosing to drop out of high school, and better equipping students who choose to go directly into the workplace or the military upon graduation from high school.

**GENERAL INFORMATION:**
- Program began operation in 2007
- This is a Federal CACG-Supported Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Currently 33 high schools in the state of New Hampshire
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 4 academic years - all of high school
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 443
  - 2009-10 = 1377

**TARGETED POPULATION:** Low income Gifted/talented students ESL students; First generation to attend college; Female students; Male students; High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment)

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/ strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

**INSTRUCTIONAL APPROACHES:** Workshops; Role models

**ACADEMIC SERVICES:** Critical thinking skill development; College-level courses (e.g. AP); Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Career days (e.g. AP); Employability skills training; Academic advising
Summer Enrichment at Dartmouth (SEAD) program

Dartmouth College
Education Department & William Jewett Tucker Foundation
6154 South Fairbanks
Dartmouth College
Hanover, NH 3755
603-646-3140 (v)
603-646-2645 (f)
http://www.dartmouth.edu/~tucker/staff/jay-davis.html
Jay Davis, Program Director
jay.davis@dartmouth.edu

PROGRAM DESCRIPTION: A joint effort of the Tucker Foundation and Education Department, the Summer Enrichment at Dartmouth (SEAD) program expands the educational opportunities for promising high school students from under-resourced urban and rural schools while offering the Dartmouth community a unique learning opportunity. For its high school students (all of whom qualify for free or reduced lunch), SEAD encourages academic preparedness and personal growth through specially designed courses, year-round mentoring, and extensive interactions over three years with Dartmouth undergraduates, alumni, faculty, administration and Upper Valley community members. For its Dartmouth students, SEAD offers an unparalleled opportunity to learn with others from different, and often challenging, life experiences: learning that is at the core of a rich liberal arts education.

GENERAL INFORMATION:

- Program began operation in 2001
- This is a Partnership Program
- ~
  - This program operates during the:
    - ☐ Academic Year
    - ☑ Summer
    - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) college/university-based and school-based program.
- Services students in: We serve five geographically diverse, under-resourced school communities per cohort.
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: 3 years
- Typical number of years students are in the program: 3
- Primary services are provided at: Both on a college campus and in partner secondary schools.

- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 60
  - 2009-10 = 30
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students
- PROGRAM FUNDING PROVIDED BY: Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; "Promising" - middle performing academically (NOT excelling, but also NOT serious dropout risk upon entry).

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Application includes student section, parent/guardian section, and teacher recommendation. Interviews are conducted by school site contact, program director, and program coordinator, and then selection decisions are made by SEAD Executive Committee.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Prepare high school participants for residential living on a college/university campus.

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
New Jersey

Princeton University Preparatory Program

Princeton University
Program in Teacher Preparation
41 William Street
Princeton, NJ 08540
609-258-3337 (v)
609-258-4527 (f)
www.princeton.edu/teacher/pupp
Jason R. Klugman, Ph.D., Director
jklugman@princeton.edu

Program Description: Founded in 2001 by the Princeton University Program in Teacher Preparation, the Princeton University Preparatory Program (PUPP) is a rigorous, academic and cultural enrichment program that supports high-achieving, low-income high school students from local districts. Our multi-year, tuition-free program prepares participants for admission to and ongoing success within selective colleges and universities. Students are selected to become PUPP Scholars during the spring of their freshmen year of high school. Acceptance into PUPP is contingent upon a student’s academic record, state exam scores, a writing sample, house-hold income, and their performance in a small group interview, leadership potential, and commitment to pursuing higher education. Once selected, PUPP Scholars participate throughout the remainder of their high school career. Scholars complete three, intensive six-and-a-half week summer institutes at Princeton University and take part in school-year programming, including weekly after school academic enrichment sessions and a series of cultural excursions. PUPP works directly with students and their parents during their senior year of high school to provide guidance and support during the college admissions and financial aid process. PUPP alumni receive support with their transition to college and guidance throughout their collegiate career.

General Information:
- Program began operation in 2001
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Trenton Central HS; Trenton HS West; Ewing HS; Nottingham HS; Lawrence HS; Princeton HS; Trenton, Ewing, Lawrence, Hamilton, Princeton - public school area
- Urbanicity: Urban area, Suburban area
- Duration of Program: 3 years
- Typical number of years students are in the program: 3
- Primary services are provided at: Summer Institute - on Princeton campus; School year programs - at the school sites.
- Grade level when students enter the program: 9th
- Students served:
  - 2008-09 = 6870
  - 2009-10 =
- Parental Component: Yes; FAFSA counseling/guidance

Program Funding Provided By:
Business/Industry; Private Foundation; Individual; College/University

Targeted Population: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students

Program Admissions and Selection: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students must apply; complete a writing sample; participate in a group interview

Program Goals: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Provide recreational or cultural opportunities; Provide access to/focus on selective college success

Instructional Approaches: Classroom instruction; Tutoring Workshops; Peer learning groups; Assessment & testing; Role models

Academic Services: Remedial instruction; Reading/Writing Instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

Social Services: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
NEW MEXICO

College Horizons
106 Kiva Road
Cochiti Pueblo, NM 87072
505-401-3854 (v)
505-465-0292 (f)
www.collegehorizons.org
Carmen Lopez, Executive Director
carmen.lopez@collegehorizons.org

PROGRAM DESCRIPTION: The mission of College Horizons is to encourage and facilitate the higher education of Native American young people. The purpose is to provide pre-college and pre-graduate programs to American Indian, Alaska Native, and Native Hawaiian high school and college students/graduates. The primary focus is to increase the number of Native students in college and graduate school (by preparing them to be strong candidates in the admission process) and have them graduate in 4-5 years. Of the 1,800 high school students served to date, 99% are admitted to a four-year institution, 95% matriculate, and 85% have graduated from college. The secondary focus is exposing College Admissions Officers to Indian Country and the unique educational/community issues Native students face. Additionally, we provide professional development to volunteer counselors in the program, 50% of whom are Native educators.

GENERAL INFORMATION:
- Program began operation in 1998
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Target schools with large populations of Native students; on/near reservations, tribal villages, homelands. Urban Indian Centers. Tribal Colleges, Tribal Governments & Educational Programs.
- Urbanicity: Rural area, Urban area,
- Duration of Program: One week
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:

- 2008-09 = 165
- 2009-10 = 234
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - Business/Industry; Private Foundation;
  - Individual; College/University

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college; Male students; High school students; American Indian, Alaska Native, Native Hawaiian students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Eligible students must show proof of being American Indian, Alaska Native, Native Hawaiian through tribal enrollment documentation

PROGRAM GOALS: Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Provide strategies on how to be resilient, face and overcome challenges unique to Native students in college.

INSTRUCTIONAL APPROACHES: Classroom instruction; Mentoring; Workshops; Role models; Resource Materials - Handbooks, test books, SAT waivers

ACADEMIC SERVICES: Reading/Writing Instruction; Critical thinking skill development; Test-taking skills (e.g., SAT/ACT training); Exposure/Technical Assistance on: 1. Writing the College Essay, 2. Completing the Common App, 3. Researching & Finding the Right Fit of Colleges to Apply To, 4. Test Taking Strategies, 5. Understanding Financial Aid & Scholarship Searches, 6. Understand...
GEAR UP

Eastern New Mexico University - Roswell
Academic Affairs
52 University Blvd.
Roswell, NM 88203
575-624-7067 (v)
575-624-7048 (f)
http://www.roswell.enmu.edu/student-services/gear-up/welcome-to-gear-up
Steve Markl, Program Director
steve.markl@roswell.enmu.edu

PROGRAM DESCRIPTION: ENMU-Roswell GEAR UP provides supportive services to a cohort of students; currently 11 and 12 grades in Chaves County public schools. Parent involvement and teacher professional development are key components to our grant. Program objectives include 1) preparedness for high school graduation and college enrollment; 2) motivation, retention, and engagement; 3) student academic achievement; 4) parent/family involvement in school activities; 5) professional development opportunities for teachers; and 6) long-term partnership investment in program that support disadvantaged students. Services include: provide after school and summer academic programs; tutoring, mentoring, advising, and career exploration; educational and cultural field trips; professional development for teachers; and parent involvement activities. Also, GEAR UP will provide scholarships to all cohort students attending higher education institutions.

GENERAL INFORMATION:
• Program began operation in 2005
• This is a Federal GEAR UP Program
• This is a college/university-based program
• This program operates during the:
  ☑ Academic Year
  ☑ Summer
  ☑ Both
• Services are provided during
  ☑ During regular school hours
  ☑ After school hours
  ☑ Weekends
• Services students in: Chaves County New Mexico Public High Schools
• Urbanicity: Rural area
• Duration of Program: One week
• Typical number of years students are in the program: more than 5 years
• Primary services are provided at: Elementary or secondary schools
• Grade level when students enter the program: 6
• Students served:
  o 2008-09 = 1815
  o 2009-10 = 1500
• PARENTAL COMPONENT: Yes Participation in student activities

• PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Dropout, stopout, or at-risk students High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Assessment & testing

ACADEMIC SERVICES: College-level courses (e.g. AP); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career days (e.g. AP)
GEAR UP
State of New Mexico
147 Bearhead Canyon Rd.
Jemez Pueblo, NM 87024
575-834-0443 (v)
575-834-0449 (f)
walatowa.org
Louie Torrez, GEAR UP Program Coordinator
ltorre@walatowahcs.org

PROGRAM DESCRIPTION: We are giving our students opportunities and exposure to post high school options. We are also preparing them academically for post high education rigor.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Walatowa High Charter School; Jemez Valley; Jemez Pueblo
- Urbanicity: Rural area
- Duration of Program: year round
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - o 2008-09 = 12
  - o 2009-10 = 14
- PARENTAL COMPONENT: Yes Campus visits and tours Participation in student activities; Family counseling
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising
TRiO Student Support Services
417 Schepps Blvd
Clovis, NM 88101
575-769-4774 (v)
575-769-4027 (f)
unknown
Yolanda Vela, Director
yolanda.vela@clovis.edu

PROGRAM DESCRIPTION: TRiO is a federally-funded program that functions as retention services for at-risk students. The student's eligibility is dependent on whether they are low income, first generation, where neither parent has obtained a bachelor's degree or some kind of disability status. TRiO provides academic advising, academic workshops, social networking, tutoring, academic support and personal counseling, case management, academic tools to check out, a private computer lab to name a few.

GENERAL INFORMATION:
- Program began operation in
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Clovis Community College
- Urbanicity: Rural area
- Duration of Program: Year-round (academic year and summer)
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - ☑ 2008-09 =
  - ☑ 2009-10 =
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college; Students with learning disabilities; Dropout, stopout, or at-risk students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Their is an admission process, if eligible they are processed through the steps. It is based on eligibility criteria

PROGRAM GOALS: Improve academic skills Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Grade and attendance monitoring; College-level courses (e.g. AP); Study-skills training

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
**TRiO Upward Bound Program**

New Mexico State University  
Student Success Center  
PO Box 30001  
Las Cruces, NM 88003  
575-646-5732 (v)  
575-646-4395 (f)  
http://trio.nmsu.edu/ub/index.html  
Rene Guillaume, Director  
reneog@nmsu.edu

**PROGRAM DESCRIPTION:** NONE

**GENERAL INFORMATION:**
- Program began operation in 1989  
- This is a Federal TRIO Program  
- This is a school-based program  
- This program operates during the:  
  - Academic Year
  - Summer  
  - Both  
- Services are provided during:  
  - During regular school hours  
  - After school hours  
  - Weekends  
- Services students in: Gadsden, Las Cruces, Santa Teresa, Gadsden, & Onate; Las Cruces Public Schools and Gadsden Independent School District  
- Urbanicity: Rural area, Urban area,  
- Duration of Program: More than one academic year  
- Typical number of years students are in the program: 4  
- Primary services are provided at: College campus  
- Grade level when students enter the program: 10  
- Students served:  
  - 2008-09 = 85  
  - 2009-10 = 85  
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance; Motivational speakers  
- **PROGRAM FUNDING PROVIDED BY:** Federal Government

**TARGETED POPULATION:** Low income; Low Academic performance; First generation to attend college; Students with learning disabilities; High school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; Students are specifically targeted & selected; Admission is competitive; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/predict dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem  
Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

**ACADEMIC SERVICES:** Remedial instruction; Reading/Writing instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Dean's Future Scholars
College of Education
College of Education
1664 N. Virginia Street
Reno, NV 89557
775-784-4237 (v)
775-784-6298 (f)
http://www.unr.edu/educ/dfs/
Bob Edgington, Director
bobdfs@unr.edu

PROGRAM DESCRIPTION: Dean’s Future Scholars (DFS) is a research-based program that assists low-income students to graduate high school and enter college. Our goal is to graduate and enroll in college 80% of the students we assist. Last year, 90% of the DFS students graduated high school. Students served are selected in the 6th grade by their teachers and then mentored/tutored for six years until high school graduation. There is an extensive summer program that is required each summer.

GENERAL INFORMATION:
 Program began operation in 2000
 This is a Privately-funded Program
 This is a college/university-based program
 This program operates during the:
  ☑ Academic Year
  ☑ Summer
  ☑ Both
 Services are provided during
  ☑ During regular school hours
  ☑ After school hours
  ☑ Weekends
 Services students in: Washoe County School District; Reno/Sparks area; Rural native students in Pyramid Lake area
 Urbanicity: Rural area, Urban area,
 Duration of Program: 6 years
 Typical number of years students are in the program: more than 5 years
 Primary services are provided at: Elementary or secondary schools
 Grade level when students enter the program: 6
 Students served:
  o 2008-09 = 350
  o 2009-10 = 350
 PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
 PROGRAM FUNDING PROVIDED BY: Local School System; Community Organization;

TARvGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Parents must sign contract before student participation; Students are selected by k-12 personnel

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Nevada State GEAR UP grant

Nevada Department of Education
School Improvement
700 E. Fifth Street
Carson City, NV 89701
775-687-9243 (v)
775-687-9250 (f)
www.doe.nv.gov/gearup

Charlotte Curtis, GEAR UP State Coordinator
ccurtis@doe.nv.gov

PROGRAM DESCRIPTION: Nevada State’s GEAR UP application is a collaborative effort among the Nevada Office of the Governor, Office of the State Treasurer Nevada System of Higher Education (NSHE), the Nevada Department of Education (NDE) and stakeholders, including parents, students, businesses (Wells Fargo Bank, AT&T, AVID, ACT, Barrick Mines, Career Cruising, Nevada Public Education Foundation, Nevada Parent Information Resource Center and Silver State Schools Credit Union) as well as agency representatives. NDE, as lead agency and fiscal agent, will direct the project implementation with its partners. Nevada’s vision is to change the culture of low academically achieving schools located in economically disadvantaged communities to ensure that students are academically prepared and have the resources to attend and succeed in college. Nevada has a tremendous education need due to its very transient population, and high percentage of English as a Second Language population. Nevada's program has three goals. (1) Competency: To increase basic academic skills to enable students to succeed in postsecondary education. (2) School Improvement and System Building: To improve GEAR UP schools through coordination with school improvement plans and to increase a common understanding of P-16 articulation issues among Nevada middle schools. (3) Access: To increase GEAR UP student access to post-secondary education options and financing. The GEAR UP Program will operate in 31 high schools serving eleventh grade students in the cohort. The schools are in seven of the 17 county school districts throughout the state. The Federal Government and Nevada will each invest $18 million over the six-year period of the grant.

GENERAL INFORMATION:

- Program began operation in 2001
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
  - Services are provided during
    - During regular school hours
    - After school hours
  - Weekend
- Services students in: Seven school districts in Nevada
- Urbanicity: Rural area, Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 5000
  - 2009-10 = 4500
- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academically accelerated courses below the college level; Academic-enrichment courses; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Career days (e.g. AP); Academic advising
**Success First Grant Initiative**

*Truckee Meadows Community College*

Counseling  
7000 Dandini Blvd. RDMT 115  
Reno, NV 89506  
775-673-7154 (v)  
775-673-7268 (f)  
www.tmcc.edu

Patty Avila-Porter, Access Program Manager  
pporter@tmcc.edu

**PROGRAM DESCRIPTION:** The purpose of the program is to recruit, mentor and provide support services for 500 high school students (9-12) and their families as they prepare to enter college in fall, 2010. The targeted recruitment and intervention strategies reached out to first-generation students both before and during college to mitigate the difference between them and their non-first-generation-peers and help TMCC reach its goal of recruiting and retaining all students. The 2010 Success First Summer Bridge program which is a subset of the grant targeted 100 Success First participants for a five week Monday-Thursday, 8:30 AM -5 PM program that comprised of daily morning workshops, lunch, two college courses and mandatory tutoring. At the conclusion 96% completed the bridge program and 90% enrolled in fall 2010 classes.

**GENERAL INFORMATION:**

- Program began operation in 2010
- This is a Federally-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Washoe County School District
- Urbanicity: Urban area, Suburban area
- Duration of Program: Summer Bridge: 5 weeks, Academic year: 1st year of college
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - o 2008-09 = 0
  - o 2009-10 = 590
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; State Government; Business/Industry; Private Foundation

**TARGETED POPULATION:** Low income; First generation to attend college; First time attending college

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA) Separate application for program along with the requires enrollment steps to matriculate into the college

**PROGRAM GOALS:** Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

**ACADEMIC SERVICES:** Remedial instruction; Reading/Writing Instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Employability skills training; Personal counseling; Academic advising
**Youth Career and College Camp**

**Great Basin College**  
TechPrep and Continuing Education  
1500 College Parkway  
Elko, NV 89801  
775-753-2231 (v)  
775-753-2186 (f)  
http://www.gbcnv.edu/  
Angie de Braga, Program Director  
angied@gwmail.gbcnv.edu

**PROGRAM DESCRIPTION:** The Youth Career and College Camp for at-risk, economically disadvantaged, minority and special population students is offered through Tech Prep and Continuing Education with a 2010 theme of “Learn to Serve” and emphasis on public service and health occupations. Students from Elko, Eureka, Spring Creek, Lee, and Pahrump lived in the Great Basin College dorms and learned about careers in nursing, radiology, fire fighting, law enforcement, and emergency medicine. Students participated in hands-on workshops and were CPR certified. They experienced college and dorm life firsthand and learned how to apply for college admission and financial aid.

**GENERAL INFORMATION:**

- Program began operation in 2005
- This is a University-funded Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- This is a(n) college-based program with a focus on community service and learning.
- Services students in: Great Basin College Service area includes Elko, Eureka, Humboldt, White Pine, Lander and Nye counties in Nevada
- Urbanicity: Rural area
- Duration of Program: 3 days
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 11
- Students served:
  - ☑ 2008-09 = 13
  - ☑ 2009-10 = 14
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:**
  Business/Industry

**TARGETED POPULATION:** Low income; Low Academic performance Historically underrepresented minorities First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Workshops; Peer learning groups Role models

**ACADEMIC SERVICES:** Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students

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*2012 National Survey of Pre-College Outreach Programs*
NEW YORK

AMSNY STEP Consortium

Associated Medical Schools of New York
1270 Avenue of the Americas
Suite 606
New York, NY 10020
212-218-4612 (v)
212-218-4278 (f)
www.amsny.org
Natalya Niewdach, Director of Programs and Grants
natalya@amsny.org

PROGRAM DESCRIPTION: AMSNY Science and Technology Entry Programs (STEP) are rigorous academic enrichment programs. The goal of the AMSNY STEP program is to facilitate students’ entry to and graduation from college and health professions schools. Since the program’s inception, AMSNY STEP has provided academic enrichment for over 6,000 students. AMSNY STEP is the only statewide STEP program. It is conducted at 10 medical schools in NYS: Albany Medical College, Albert Einstein College of Medicine, Columbia University College of Physicians and Surgeons, Mount Sinai School of Medicine, New York College of Osteopathic Medicine, New York Medical College, New York University School of Medicine, University of Rochester School of Medicine and Dentistry, SUNY Downstate Medical Center, and SUNY Buffalo School of Medicine and Biomedical Sciences.

GENERAL INFORMATION:
- Program began operation in 1986
- This is a State-funded Program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) program that takes place at 10 New York State Medical Schools.
- Services students in:
- Urbanicity:
- Duration of Program: Full academic year
- Typical number of years students are in the program:
- Primary services are provided at: Medical School
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 440
  - o 2009-10 = 491
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours;

Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers

PROGRAM FUNDING PROVIDED BY: State Government; Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college; Male students; High school students; Middle school students Students interested in the STEM fields

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Promote education in the STEM Fields (Science, Technology, Engineering, and Math)

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
PROGRAM DESCRIPTION: The primary objective of the Arthur O. Eve Higher Education Opportunity Program (HEOP) is to help provide a broad range of services to New York State residents who, because of academic and economic circumstances, would otherwise be unable to attend a postsecondary educational institution. The pre-college component is the Pre-freshman summer session, which endeavors to: 1. introduce students to the university environment and help them develop a sense of community with other students; 2. prepare them for the pressures of college-level work and the expectations of faculty members; 3. improve performance on the math, reading, and writing placement exams administered by the college at the end of the summer; 4. give the counseling staff a realistic sense of the strengths and weaknesses of individual students. Classes meet four days a week for six weeks, from 9AM to 5PM.

GENERAL INFORMATION:
- Program began operation in 1969
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program:
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 110
  - 2009-10 = 110
- PARENTAL COMPONENT: No
Baruch College STEP Academy

Baruch College
One Bernard Baruch Way
New York, NY 10010
646-312-4298 (v)
646-312-4299 (f)
www.baruch.cuny.edu/step
Brian Kane, Program Director
brian.kane@baruch.cuny.edu

PROGRAM DESCRIPTION: The Baruch College STEP (Science and Technology Entry Program) Academy is a pre-college program for high school students who are interested in pursuing careers in science and health related professions. The program invites qualified students to participate in workshops and college courses in math and science as well as SAT and college preparatory workshops.

GENERAL INFORMATION:
• Program began operation in 2006
• This is a State-funded Program
• This program operates during the:
  □ Academic Year
  □ Summer
  ✔ Both
• Services are provided during:
  □ During regular school hours
  □ After school hours
  ✔ Weekends
• This is an (n) program housed in a college, but serving high school students.
• Services students in:
• Urbanicity: Urban area,
• Duration of Program: Full academic year
• Typical number of years students are in the program: 4
• Primary services are provided at: College campus
• Grade level when students enter the program: 9
• Students served:
  o 2008-09 = 240
  o 2009-10 = 240

• PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
• PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Improve student self-esteem
Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g., AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g., problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g., admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g., AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Binghamton GEAR UP Partnership
Binghamton University
School of Education
P.O. Box 6000
Binghamton, NY 13902
607-777-2468 (v)
607-777-4187 (f)
http://www2.binghamton.edu/soe/community-partnerships/gear-up/index.html
Idalmis Batista-Blair, Director
ibatista@binghamton.edu

PROGRAM DESCRIPTION: To encourage and facilitate low income, first generation and underrepresented students to prepare for college by taking challenging high school courses, offering mentoring and tutoring, visiting college campuses and informing parents about the importance of a post-high school education. We accomplish these goals by offering after school programs twice a week, conducting parents' meeting, having financial aid workshops, maintaining a strong working relationship with school personnel, and helping students navigate the college selection/application process.

GENERAL INFORMATION:
- Program began operation in 2000
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Binghamton; Binghamton City School district
- Urbanicity: Urban area,
- Duration of Program: We go the academic year and then 4 weeks during the summer.
- Typical number of years students are in the program: 5
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 1026
  - 2009-10 = 849
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours Participation in student activities; Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring Role models

ACADEMIC SERVICES: Grade and attendance monitoring; Computer-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
Buffalo Prep
College Prep
University at Buffalo
3435 Main Street - Acheson Annex #18
Buffalo, NY 14214
716-829-3605 (v)
716-829-2735 (f)
http://www.buffaloprep.com
Monyuette Coplin, Director of College Prep
myc@buffalo.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Non-profit Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 5
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY:
  - Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Gifted/talented students; Historically underrepresented minorities Female students; Male students Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
College Bound
Legal Outreach
3614 35th Street
Long Island City, NY 11106
718-752-0222 (v)
718-752-0200 (f)
www.legaloutreach.org
James O’Neal, Program Director
joneal@legaloutreach.org

PROGRAM DESCRIPTION: College Bound is our comprehensive, four-year college prep program designed to help underserved New York City students realize their academic and professional goals. Accepted students commit to rigorous programming after school, on Saturdays, and during the summers for all four years of high school. The program centers on intensive skill-building activities—writing, analytical reasoning, critical thinking, public speaking, test-taking, and studying—to prepare students for the academic challenges of college. College Bound also fosters vision through professional exposure activities, including substantive, case-based internships at law firms and one-to-one attorney mentoring. Mentors and a dedicated staff support participants and help them stay on track throughout the program. Over the course of the four years, students engage in more than 2,300 hours of results-driven extracurricular programming.

GENERAL INFORMATION:
- Program began operation in 1983
- This is a Privately-funded Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Legal Outreach’s Education Center and Offices
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 367
  - 2009-10 = 348
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Local Government; Business/Industry; Private Foundation; Individual

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
Educational Talent Search Program
Research Foundation SUNY College @ Brockport, of New York State
Enrollment Management & Student Affairs
17 East Main St., Suite 300
Rochester, NY 14614
585-263-7420 (v)
585-263-7422 (f)
www.ets@brockport.edu
Kathleen Reynolds-Shaw, Project Director
kshaw@frontiernet.net

PROGRAM DESCRIPTION: Federally funded program designed to help junior high and high school students develop the necessary skills, understanding, knowledge, and self-esteem to graduate from high school and continue on to a post secondary institution. ETS focuses on traditionally underrepresented students, first-generation-low-income, those students whose parents do not have a Bachelor’s degree. We help them explore their options, training, and assist them in the admissions process. Our mission is to advance and heighten the awareness of equal educational opportunities for our student population to overcome the barriers that typically prevent them from becoming college students.

GENERAL INFORMATION:

- Program began operation in 1990
- This is a Federal TRIO Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) college/university and school-based program, with partnering from the community.
- Services students in: Douglass, Marshall, Jefferson, & Franklin High Schools; Rochester City School District; Rochester, NY
- Urbanicity: Urban area,
- Duration of Program: Full academic year and 2 weeks in the summer
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =

PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours Participation in student activities; Family counseling; Motivational speakers

PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; open enrollment as long as neither parent or custodial guardian has a bachelor’s degree

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Provide rigorous academic program during summer for 2 weeks

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups Role models; Summer Program with reading and writing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
PROGRAM DESCRIPTION: Gear Up - is a college awareness and readiness program in which we partner with the Rochester Institute of Technology by providing campus visits to high school Gear Up cohort, professional development for teachers, and having Nazareth students in the high schools to provide personalized mentorship and college awareness to high school students in the Gear Up cohort.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: 4 schools; Rochester City School District
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 500
  - 2009-10 = 500
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Provide role models

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips
Higher Education Opportunity Program

Fordham University, Bronx, New York and New York State Education Department
Not Applicable
441 E. Fordham Road
Freeman Hall # 102
Bronx, NY 10458
718-817-4206 (v)
718-817-2421 (f)
www.fordham.edu/heop
Stephie Mukherjee, Assistant Dean/Director, Higher Education Opportunity Program
tmukherjee@Fordham.edu

PROGRAM DESCRIPTION: The Higher Education Opportunity Program (HEOP) aims to provide supplementary academic support services and financial aid to full-time undergraduate students admitted from academically and economically disadvantaged backgrounds. The academic criteria is determined as a part of the admissions process the income guidelines are set by the New York State Education Department. Students must be residents of New York State. HEOP at Fordham’s campus in the Bronx has maintained high success rates; the freshman retention rate for the last three years has been at least 90%.

GENERAL INFORMATION:
- Program began operation in 1969
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Fordham University, Bronx, New York, 10458
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 273
  - 2009-10 = 282
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students Selected from the overall total applicant pool to the campus

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA) Students are admitted as part of the admissions process for the University

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Develop a positive and realistic sense of self, work and aptitude to enable students to develop and strengthen their goas to reach their full potential.

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Grade and attendance monitoring; Study-skills training

SOCIAL SERVICES: Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising
Liberty Partnerships Program

University at Buffalo
Office for University Preparatory Programs
3435 Main Street
Diefendorf Annex, Suite 1
Buffalo, NY 0
716-829-3190 (v)
716-829-3655 (f)
www.buffalo.edu
Ramone Alexander, Project Director
raa1@buffalo.edu

PROGRAM DESCRIPTION: Comprehensive dropout prevention program serving students in grades 5 - 12 who have been identified as ‘at-risk’ of dropping out of school. Students are provided academic support, personal and academic counseling, mentoring, college and career counseling. The program’s objective is to identify students at risk of dropping out and providing meaningful interventions to promote school retention and ultimately high school graduation.

GENERAL INFORMATION:
- Program began operation in 1989
- This is a State-funded Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- This is a(n) college/university and school-based program.
- Services students in: Buffalo Schools
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary and secondary schools as well as university campus
- Grade level when students enter the program: 9
- Students served:
  - ☐ 2008-09 = 491
  - ☑ 2009-10 = 471
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities; Family counseling
- PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Assessment & testing; Role models; On-line resources for standardized test preparation.

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
Nine Nickels Inc.
225 Adams Street, Apt. 6F
Brooklyn, NY 11201
877-901-3762 (v)
877-9025233 (f)
ninenicks.org
Jackson Collins, Executive Director
jackson.a.collins@ninenicks.org

PROGRAM DESCRIPTION: Nine Nickels Inc. is a charitable non-profit organization focused on enabling highly motivated students to achieve their full potential in life by providing them with the tools and resources needed to take advantage of their educational opportunities.

Through the creation, promotion, and funding of educational opportunities, Nine Nickels takes a dynamic and comprehensive approach to improving education and socio-economic progress. Our mission is to positively impact society by closing the educational achievement and opportunity gaps that exist in America, thereby enabling the development of self-sufficient individuals, as well as self-replicating cultures of success that value progress and achievement. The underlying purpose of Nine Nickels is to serve and support students through their formative years in education and as they prepare for productive lives as adults.

GENERAL INFORMATION:
- Program began operation in 2010
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
  - Urbanicity: Rural area Suburban area
- Duration of Program:
- Typical number of years students are in the program: 2
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 =
  - 2009-10 = 250
- PARENTAL COMPONENT: Yes; Instructional programs; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Individual

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students High school grads (pre-matriculation); High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected; Admission is competitive

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Employability skills training; Personal counseling
On Point for College
1654 West Onondaga St.
Syracuse, NY 13204
(315) 374-4104 (v)
877-492-9349 (f)
www.onpointforcollege.org
Samuel Rowser, Program Director
srowser@hotmail.com

PROGRAM DESCRIPTION: On Point for College informs low-income and first-generation college youth that college is possible, addressing their financial, academic, and socio-cultural concerns. Its best practice, student-centered model provides both financial and guidance supports from college application to college graduation with college visits, financial aid and college application counseling; pre-college orientation; basic college supplies; last dollar grants for basic needs, textbooks and housing deposits; transportation to and from college; to follow-up support and guidance until degree completion. Primary outcomes include college enrollment, college persistence, and college completion. Our approach is student-centered, with mobile delivery of services, to students through city community centers, GED sites, and with follow-up, campus visits to students. It offers college to workplace transition assistance with summer and permanent job placement.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal CACG-Supported Program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) community-based program with mobile counseling on campuses.
- Services students in: Principally Syracuse New York
- Urbanicity: Urban area,
- Duration of Program: from college application to job placement - 4 to 6 years depending on the individual
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Mobile program with services at 15 community centers, GED sites, on-campus visits, and headquarters.
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 =
  - 2009-10 =

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY: State Government; Local Government; Community Organization; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; On Point for College also works with GED recipients and has an Early Awareness "College is Possible" presentation activity to reach youth, ages 8 to 18.

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Provide role models On Point for College is holistic, wrap-around program with a focus on college enrollment and persistence.

INSTRUCTIONAL APPROACHES: College retention counselors impart time management and study skills and link students with campus learning centers and tutors.

ACADEMIC SERVICES: Study-skills training; Test-taking skills (e.g., SAT/ACT training); On Point for College provides more contextual (non-academic) than academic, some study skills and test-taking skills, and linkage to academic services.

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Job placement assistance; Rank - 2nd - retention counseling on campus and at our headquarters, last dollar grants, transportation, pre-college orientation workshop, basic college supplies, etc.
Science & Technology Entry Program

NY State Dept. of Education
1307 Orange Hall
24 Lomb Memorial Drive
Rochester, NY 14623
585-475-4617 (v)
585-475-2888 (f)
www.rit.eduacademicaffairs/k12
Michelle Allevato, Director
mmak12@rit.edu

PROGRAM DESCRIPTION: RIT STEP is a NYS grant funded program. The mission of STEP is to increase the number of underrepresented students pursuing college and careers in the STEM fields. RIT STEP provides academic enrichment, college & career exploration and personal development skill building to students in grades 9 - 12.

GENERAL INFORMATION:
- Program began operation in 1990
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Seven High Schools in the Rochester, NY area; Rochester City School District, Rush-Henrietta School District
- Urbanicity: Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 426
  - 2009-10 = 404
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students
- PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Meetings with college faculty/students
Science and Technology Entry Program

New York State Education Department/University at Albany
Office of Academic Support Services
LI 94S, 1400 Washington Ave
Albany, NY 12222
518-442-5196 (v)
518-442-5419 (f)
www.albany.edu/step
Christopher Fernando, Program Director
CFernando@uamail.albany.edu

PROGRAM DESCRIPTION: The Science and Technology Entry Program (STEP) fits into the mission of the University at Albany through financial support to student staff and providing an environment for students to mentor and grow through during their educational career. STEP prepares historically underrepresented and economically disadvantaged students for postsecondary degree programs in STEM fields and licensed professions. The program’s goal is to graduate 100% of its participants by offering services in: academic advisement, personal counseling, career planning, college application process, culturally enriching activities, mentoring and tutoring, educational and career related field trips, research opportunities, SAT preparation and a summer institute for 50 students. Utilizing technology as a motivational tool, STEP concentrates on academic remediation and enrichment during the summer and academic year to strengthen basic academic skills.

GENERAL INFORMATION:
- Program began operation in 1985
- This is a State-funded Program
- ~
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) school/university-based program.
- Services students in: School districts in New York Capital Region
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 215
  - 2009-10 = 200

- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Science Technology Entry Program

Buffalo State College
1300 Elwood Ave.
CLL E103
Buffalo, NY 14222
716-878-6522 (v)
716-8784-4015 (f)
www.buffalostate.edu
Darryl Carter, Program Director
carterdc@mail.buffalostate.edu

PROGRAM DESCRIPTION: To increase the number of historically underrepresented and economically disadvantaged students prepared to enter college, and improve their participation rate in mathematics, science, technology, health related fields and the licensed professions. STEP provides academic enrichment in science and mathematics content areas. Projects consist of academic year and summer components including: Core subject instruction/Regents exam preparation; Supervised practical training; Supervised research training; College admissions counseling; Standardized tests preparation; Career awareness/development activities

GENERAL INFORMATION:
- Program began operation in 1986
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Buffalo and surrounding area
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 116
- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Motivational speakers
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Low Academic performance; Historically underrepresented minorities; First generation to attend college; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
**SEO Scholars Program**

**SEO (Sponsors for Educational Opportunity)**
55 Exchange Place
New York, NY 10005
646-442-9555 (v)
212-647-7010 (f)
www.seo-usa.org

Millie Hau, Program Director
mhou@seo-usa.org

**PROGRAM DESCRIPTION:** The SEO Scholars Program is an out-of-school program designed to bridge the academic divide between urban students and students who have rigorous educational opportunities, thereby enabling urban students to gain admission and graduate from competitive colleges. The program targets public high school students who have demonstrated the motivation to succeed despite adversity. The college readiness component of the SEO Scholars Program provides rigorous academic preparation to help students build the core academic skills they need to succeed in college. The academic component is augmented by leadership experiences and college exploration starting in 9th grade. Further, SEO services continue through to students’ college graduation, making the SEO Scholars Program unique among college access programs.

**GENERAL INFORMATION:**
- Program began operation in 1963
- This is a Privately-funded Program
- ~
  - This program operates during the:
    - ☑ Academic Year
    - ☑ Summer
    - ☑ Both
  - Services are provided during
    - ☑ During regular school hours
    - ☑ After school hours
    - ☑ Weekends
- This is a(n) agency-based program.
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 370
  - 2009-10 = 459
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance
- **PROGRAM FUNDING PROVIDED BY:**
  - Business/Industry; Private Foundation; Individual; Fundraising

**TARGETED POPULATION:** Low income; Historically underrepresented minorities First generation to attend college High school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**PROGRAM GOALS:** Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Assessment & testing

**ACADEMIC SERVICES:** Reading/Writing instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
STEP-Science Technology Entry Program

Mohawk Valley Community College
Outreach/Student Services
1101 Sherman Drive
Utica, NY 13501
315-792-5424 (v)
315-731-5891 (f)
www.mvcc.edu
Kim Overrocker, Director of School and Community Outreach (CSTEP and STEP)
koverrocker@mvcc.edu

PROGRAM DESCRIPTION: To increase the number of historically underrepresented minorities and economically disadvantaged students prepared to enter college, and improve their participation rate in mathematics, science, technology, health related fields and the licensed professions. STEP provides academic enrichment in science and mathematics content areas. Projects consist of academic year and summer components including: Core subject instruction/Regents exam preparation; Supervised practical training; Supervised research training; College admissions counseling; Standardized tests preparation; Career awareness/development activities.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: T. R. Proctor High School; Utica City School District
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 50
  - 2009-10 = 50
- PARENTAL COMPONENT: Yes; Instructional programs, FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: State Government; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Provide role models

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g., AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g., problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g., admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g., AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
SUNY Cobleskill GEAR UP

SUNY Cobleskill
Office of Secondary Programs
174 Albany Ave.
Cobleskill, NY 12043
518-255-5361 (v)
518-255-5365 (f)
www.cobleskill.edu
Paul Turner, Director, Office of Secondary Programs
liberty@cobleskill.edu

PROGRAM DESCRIPTION: The SUNY Cobleskill GEAR UP program began operating in 2005 and is currently working with the classes of 2011 and 2012 and provides tutoring, mentoring, academic counseling to students and parents, and career, college and cultural exploration activities. It uses the cohort approach - all students are eligible to receive the same array of services. The goals is for all students to complete high school (on time) and go on, fully prepared, to a post-secondary institution. Thus far, at 10 of our 11 schools, 100% of the students have applied to at least one college.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - ☑️ Academic Year
  - ☑️ Summer
  - ☑️ Both
- Services are provided during
  - ☑️ During regular school hours
  - ☑️ After school hours
  - ☐️ Weekends
- Services students in: Charlotte Valley, Jefferson, Stamford, South Kortright, Morris, Laurens, Richfield Springs, St. Johnsville, Owen D. Young, Fort Plain, and Middleburgh CSDs; All are one-school building rural districts
- Urbanicity: Rural area
- Duration of Program: 6 years
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 960
  - 2009-10 = 900
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college Dropout, stopout, or at-risk students; We have followed the classes of 2011 and 2012 since 2005.

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Critical thinking skill development; Academically accelerated courses below the college level; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Meetings with college faculty/students
**SUNY College at Old Westbury Science and Technology Entry Program**

NYS Ed Dept  
Chemistry and Physics  
223 Store Hill Rd  
Old Westbury, NY 0  
516-876-2734 (v)  
516-876-2758 (f)  
http://stepforleaders.org/  
Duncan Quarless, Program Director  
quarlessd@oldwestbury.edu

**PROGRAM DESCRIPTION:** STEP is designed to encourage, support, and improve literacy in science and mathematics; and to improve the aptitude and interest among historically underrepresented secondary school students for entry into careers in scientific, technical, health-related and licensed professions. Our enrollment is roughly 250 students, including a diverse population closely approaching a 50:50 gender split, grades 7-12. Persistence and Completion Objectives (Indicators) Ø Roughly 38% of the total population achieved honors performance levels of 90 or above. Ø Roughly 79% of the total population achieved performance levels of B average or higher. Ø Greater than 90% high school graduation rate and college entrance. Ø Greater than 80% retention within STEP-related majors.

**GENERAL INFORMATION:**
- Program began operation in 1986
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:  
  - ☑ Academic Year  
  - ☑ Summer  
  - ☑ Both
- Services are provided during  
  - ☑ During regular school hours  
  - ☑ After school hours  
  - ☑ Weekends
- Services students in: Middle and High Schools; Amityville, Freeport, Uniondale, Valley Stream, Westbury; Amityville, Freeport, Uniondale, Valley Stream, Westbury
- Urbanicity: Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 7
- Students served:  
  - 2008-09 = 256  
  - 2009-10 = 240

- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance; Campus visits and tours  
  Participation in student activities
- **PROGRAM FUNDING PROVIDED BY:** State Government

**TARGETED POPULATION:** Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strong in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

**ACADEMIC SERVICES:** Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Meetings with college faculty/students
PROGRAM DESCRIPTION: This program provides free educational services to low-income, first generation youth to encourage and assist them to complete high school and enroll in postsecondary institutions. The services are college, academic, and financial aid advising; tutoring; college campus visits; curriculum advisement; middle school after school activities; college admissions tests prep classes; career advisement; course selection; and workshops.

GENERAL INFORMATION:
- Program began operation in 1977
- This is a Federal TRIO Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Manhattan Center for Science & Math, Norman Thomas HS, HS for Law & Public Service, HS for International Business & Finance
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 1807
  - 2009-10 = 1805
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - Federal Government; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission students are specifically targeted & selected. Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA) in school recruitment

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound
Houghton College
One Willard Ave
Houghton, NY 14744
585-567-9496 (v)
585-567-9496 (f)
http://www.houghton.edu/upwardbound/

Sharon Mulligan, Director
sharon.mulligan@houghton.edu

PROGRAM DESCRIPTION: Program designed to prepare, equip and inspire first generation college students from low-income families. Postsecondary Enrollment 80% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. Postsecondary Persistence 65% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

GENERAL INFORMATION:
- Program began operation in 1992
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
  - Urbanicity: Rural area
  - Duration of Program: Full academic year
  - Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 57
  - 2009-10 = 57
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Academically accelerated courses below the college level; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising
Upward Bound
Binghamton University
Student Affairs
PO Box 6000
Binghamton, NY 13902
607-777-2024 (v)
607-777-2671 (f)
binghamton.edu
Martha Wygmans, Director
mwygmans@binghamton.edu

PROGRAM DESCRIPTION: Binghamton University's Upward Bound Program serves first-generation, low-income students in Broome County, New York from 11 school districts. We serve 140 students in our 12-month pre-college program, which focuses on academic, personal, and family needs in a way that fosters and encourages academic success in high school and motivation to enroll in and complete a college education.

GENERAL INFORMATION:
- Program began operation in 1966
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Binghamton, Johnson City, Union-Endicott, Chenango Valley, Whitney Point, Harpursville, Deposit, Sidney, Norwich, Windsor, Greene
- Urbanicity: Rural area, Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 140
  - 2009-10 = 140
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
A Call to College

314 Granville Street
Newark, OH 43055
740-328-2255 (v)
740-328-2007 (f)
www.acalltocollege.org
Diane DeLawder, Executive Director
ddelawder@laca.org

PROGRAM DESCRIPTION: Mission: To assure every qualified Newark High School graduate the opportunity to pursue higher education. Objectives: 1. to motivate and encourage students to graduate from high school and to pursue a post-secondary education; 2. to counsel and advise Newark City Schools’ students and their families regarding financial resources for college; 3. to provide Last-Dollar Grants to qualified Newark High School graduates.

GENERAL INFORMATION:
- Program began operation in 1991
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Newark City Schools
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 2
- Students served:
  - 2008-09 = 3500
  - 2009-10 = 4000
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Local School System; Business/Industry; Private Foundation; Individual; College/University

TARGETED POPULATION: students attending 2nd, 4th, 6th, 8th, 11th, and 12th grades at Newark City Schools and graduates in college.

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)
**Ashtabula County Continued Education Support Services**

17 N. Market St.  
Jefferson, OH 44047  
440-576-3125 (v)  
440-576-5003 (f)  
www.ohiocan.org/ashtabula  
Kimberly Landis, Executive Director  
klandis@accessashtabula.com

**PROGRAM DESCRIPTION:** Ashtabula County Continued Education Support Services (ACCESS) is a 501c3 organization that was organized in 1999. The Mission of ACCESS is to increase the number of Ashtabula County students and citizens continuing their formal education beyond high school. ACCESS will create a greater awareness in all children and parents of the need and opportunity for higher education, and in discovering and obtaining the financial resources necessary to go beyond. The ACCESS program is located in a rural county, which is the largest county geographically in the state of Ohio. In order to be more accessible to patrons, ACCESS established Resource Centers within all of the nine county libraries. The ACCESS Advisory Program is active in all of the nine high schools in Ashtabula County, which consist of over 5,800 students in grades 9-12 and serving over 1,000 students in several middle schools. In 2005, ACCESS was selected as one of the eight Lighthouse Sites for the Ohio GEAR UP Grant in the state.

**GENERAL INFORMATION:**

- Program began operation in 1999
- This is a Partnership Program
- This is a school-based program
- This program operates during the:  
  - Academic Year  
  - Summer  
  - Both
- Services are provided during  
  - During regular school hours  
  - After school hours  
  - Weekends
- Services students in: Ashtabula County
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:  
  - 2008-09 = 1835  
  - 2009-10 = 2299

**PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance; Campus visits and tours

- Participation in student activities  
- Motivational speakers

- **PROGRAM FUNDING PROVIDED BY:** Federal Government; Local School System; Community Organization; Private Foundation; Individual; Fundraising

**TARGETED POPULATION:** Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment)

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Tutoring Workshops; Peer learning groups; Assessment & testing; Role models

**ACADEMIC SERVICES:** Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Meetings with college faculty/students
Blueprint: College/2.0

Ohio State Univ & I Know I Can
Undergraduate Admissions
154 W 12th Ave
Columbus, OH 43210
614-247-7024 (v)
614-292-3240 (f)
www.iknowican.org
Amy Wade, Assistant Director of Early Awareness
Wade.203@osu.edu

PROGRAM DESCRIPTION: Blueprint: College is a six-week-long series of college planning workshops for the parents of elementary-aged students, with a particular focus on families who have students preparing to transition to middle school. While parents participate in Blueprint: College workshops led by Ohio State University, I Know I Can and Columbus City School staff, children grades K-5 participate in “College Camp” with near peers (current OSU students), learning age-appropriate college planning lessons that mirror the topics covered in the parent program curriculum. Transportation, childcare and meals are provided for families to eliminate all barriers to participation. Blueprint: College 2.0 provides bi-monthly workshops that serve as “booster shots” or reinforcement for middle school families who graduated from the Blueprint: College program. This process provides consistent messaging at multiple points to produce a change in educational outcomes and attitudes. Blueprint: College 2.0 also serves as an initial introduction to the importance of college planning for families not offered Blueprint: College during the elementary school years.

GENERAL INFORMATION:

- Program began operation in 2008
- This is a Partnership Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☐ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) college/university and school-based program.
- Services students in: Columbus City School District
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus/Elementary or secondary schools
- Grade level when students enter the program: 4
- Students served:
  - 2009-10 = 210
  - ☑ PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
  - Motivational speakers
  - PROGRAM FUNDING PROVIDED BY: Community Organization; Private Foundation; College/University; Fundraising
  - TARGETED POPULATION: Low income; Historically underrepresented minorities; First generation to attend college Elementary school students
  - PROGRAM ADMISSIONS AND SELECTION: parents must apply for program
  - PROGRAM GOALS: Increase likelihood of attending college
  - Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models
  - INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Role models
  - ACADEMIC SERVICES:
  - SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Meetings with college faculty/students


Educational Policy Institute
College Mentors for Kids
The Ohio State University/College Mentors for Kids, Inc.
212 W. 10th St (National Office)
Suite B260
Indianapolis, OH 46202
317-921-1798 (v)
317-921-1799 (f)
collegementors.org
Emily Meyer, Program Director
dmeyer@collegementors.org

PROGRAM DESCRIPTION: College Mentors for Kids pairs elementary students in grade 1-4 with college students for weekly one-on-one mentoring on a college campus. Each week, “little buddies” get to learn about a different aspect of college from their “big buddies” through structured activities. Each activity is categorized as Higher Education/Careers, Culture & Diversity, Community Service, or Economics for Kids, which are the pillars of the College Mentors for Kids curriculum.

GENERAL INFORMATION:
- Program began operation in 2009
- This is a Non-profit Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: West Franklin Elem; Linden STEM; South-Western City School District; Columbus City School District (respectively)
- Urbanicity: Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 1
- Students served:
  - 2008-09 = 0
  - 2009-10 = 40
- PARENTAL COMPONENT: No

PROGRAM FUNDING PROVIDED BY:
- Business/Industry; Individual; Fundraising

TARGETED POPULATION: Low income; First generation to attend college Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college increase
Educational Talent Search
The University of Akron
Academic Achievement Programs
The University of Akron
Ayer Hall, 316
Akron, OH 0
330-972-5295 (v)
330-972-8553 (f)
uakron.edu
Coleen Curry, Program Director
coleen@uakron.edu

PROGRAM DESCRIPTION: Program Objectives 1. To identify, recruit, and select applicants who demonstrate the potential for success in postsecondary education. 2.To familiarize participants with the college selection, admissions, and financial aid application process. 3. To assess career interests and assist with the career decision-making process. 4. To provide individual and group experiences that will enhance intellectual, personal, social, and cultural development.

GENERAL INFORMATION:
- Program began operation in 1992
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Akron Public Schools
- Urbanicity: Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: College campus
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 1025
  - 2009-10 = 1025
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; First generation to attend college; Students with learning disabilities; Male students; Dropout, stopout, or at-risk students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings) Improve vocational skills Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops

ACADEMIC SERVICES: Remedial instruction; Mathematics/Science instruction; Grade and attendance monitoring; College-level courses (e.g., AP); Study-skills training; Preparatory courses (e.g., problem solving, decision making)

SOCIAL SERVICES: Career days (e.g., AP); Employability skills training
GEAR UP
Clark State Community College
Box 570
570 E. Leffel Lane
Springfield, OH 45501
937-328-7952 (v)
937-328-6053 (f)
Theresa Felder, Program Director
feldert@clarkstate.edu

PROGRAM DESCRIPTION: To assure that students are academically prepared for high school completion and success in post-secondary education. To increase student and parent understanding of the importance and relevance of higher education and increase the number of students who aspire to higher education. To increase students' and parents' understanding of actual college costs and the availability of financial aid opportunities to assure financial affordability. To ensure that the lighthouse sites will become self-sustaining develop civic participation in their program and spread awareness and replication in other schools and communities.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Springfield High School; Springfield City Schools; Springfield, Ohio
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 400
  - 2009-10 = 500
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Business/Industry

TARGETED POPULATION: High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Increase college awareness (students/parents); Provide exposure to college; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring Assessment & testing

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information
**High School Scholarship Program**

**Cincinnati Scholarship Foundation**

602 Main Street
Suite 1000
Cincinnati, OH 45202
513-345-6701 (v)
513-345-6705 (f)
www.cincinnatischolarshipfoundation.org

**Kristen Merica**, Program Coordinator
kmericasf@fuse.net

**PROGRAM DESCRIPTION:** The HSSP serves low-income students in grades 7-12 who attend Cincinnati Public Schools. The goals of the program are to encourage students to achieve their highest academic potential and to encourage them to graduate from high school and go on to some form of postsecondary education. The program provides college access services, tutoring and a monthly stipend for maintaining at least a 2.5 GPA.

**GENERAL INFORMATION:**
- Program began operation in 1918
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Cincinnati Public School
- Urbanicity: Urban area,
- Duration of Program: One academic year (students can be in the program for 6 years)
- Typical number of years students are in the program: 4
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 259
  - 2009-10 = 282
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Private Foundation; Fundraising

**TARGETED POPULATION:** Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA) An interview is conducted

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring Workshops

**ACADEMIC SERVICES:** Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Academic advising
Holmes County College Access Program

Holmes County Education Foundation
114 N Clay St
Millersburg, OH 44654
330-674-1255 (v)
330-674-7313 (f)
www.hcef.net
Darla Stitzlein, Program Coordinator
hcef@hcef.net

PROGRAM DESCRIPTION: Our mission is to increase awareness of, access to, and successful participation in quality post-secondary education. These programs would include 2 and 4-year colleges, technical schools, certificate programs, apprenticeships, associate and bachelor degree programs. We provide the following free advisory services: career searches, college searches, college visits, application assistance, scholarship searches, FAFSA filing assistance and financial aid assistance. Our vision is to encourage all Holmes County individuals to meet their highest potential as life-long learners and view further education as necessary and attainable.

GENERAL INFORMATION:
- Program began operation in 2003
- This is a Privately-funded Program
- This is a Community-based Program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Holmes County, Ohio
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 150
  - 2009-10 = 71
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY: Private Foundation; Individual

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college; Students with learning disabilities; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings) Improve vocational skills

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP)
Lima/Allen County College Access Program
144 South Main Street
Lima, OH 45801
419-222-9378 (v)
419-229-0266 (f)
www.ohiocan.org/allen
Angela Meyer, Director
ameyer@limachamber.com

PROGRAM DESCRIPTION: The mission of the College Access Program is to provide free assistance to individuals of all ages in Lima, Allen and surrounding counties to pursue an education beyond high school. The program is one of eight sites in Ohio to have received the federal GEAR UP Grant. The goals of GEAR UP are 1) To ensure students are academically prepared for high school completion and success in post-secondary education; 2) To increase GEAR UP student and parent understanding of the importance and relevance of higher education and increase the number of students who aspire to higher education; and 3) To increase student and parent understanding of actual college costs and the availability of financial aid opportunities to assure financial affordability.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Lima Senior High School and Lima South Middle School; Lima City Schools
- Urbanicity: Urban area
- Duration of Program: 6 years
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 5
- Students served:
  - 2008-09 = 1597
  - 2009-10 = 1463
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY: Federal Government; Business/Industry; Individual

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Academic advising; Meetings with college faculty/students
Ninde Scholars Program
Community Foundation Lorain County
50 N. Professor St
Oberlin, OH 44001
440-775-6874 (v)
440-555-1212 (f)
www.oberlin.edu/ninde
Bo Arbogast, Director
bo.arbogast@oberlin.edu

PROGRAM DESCRIPTION: The overall goal of the Ninde Scholars Program is to provide dynamic college access services to Oberlin city school students who demonstrate a drive for learning and advancement but who lack the full support and resources to do so. Many of our services are available to all Oberlin students, but some are specifically tailored for a small group of high-achieving “Ninde Scholars” (in grades 10-12) and “Aspiring Ninde Scholars” (in grades 7-9) who are willing to commit to rigorous weekly academic and college/career related activities as well as summer enrichment activities.

GENERAL INFORMATION:
- Program began operation in 2004
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Oberlin City Schools District
- Urbanicity: Rural area, Urban area,
- Duration of Program: Multiple years
- Typical number of years students are in the program: 3
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 15
  - 2009-10 = 35
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Local School System; Community Organization; Private Foundation; Individual; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students

Educational Policy Institute
PACE Express - Pre-College Readiness Program

Parents Advancing Choice in Education, Inc.
40 S. Perry St., Suite 120
Dayton, OH 0
937-228-7223 (v)
937-226-1887 (f)
www.pacedayton.org
Carolyn Wright, Program Director
carolynwright@pacedayton.org

PROGRAM DESCRIPTION: PACE Express is a program designed for families who have students in grades 7-12 who are college bound. Key components are the Pre-College Readiness Workshops whose purpose is to educate parents and students about college preparation. The program is designed to support, motivation, and accountability for parents and students who want to insure their child graduates from high school and successfully transitions to college with the goal of obtaining a degree. The program started with the premise that educating a child is an investment in their future. Both the parents and student must actively participate in the program, sign a compact that states specific goals to be accomplished and developed a personalized education plan for the student.

GENERAL INFORMATION:

- Program began operation in 2006
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
  - Urbanicity: Urban area,
  - Duration of Program: More than one academic year
  - Typical number of years students are in the program: 4
- Primary services are provided at: PACE Office
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 61
  - 2009-10 = 104

PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students Family counseling; Motivational speakers

PROGRAM FUNDING PROVIDED BY: Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students High school grads (pre-matriculation); High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Grade and attendance monitoring

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Personal counseling; Academic advising
Senior Advising
College Now Greater Cleveland
Programs
200 Public Square
Ste. 3820
Cleveland, OH 44114
216-241-5587 (v)
216-241-6184 (f)
www.collegenowgc.org
Linda Ross, Program Director
lross@collegenowgc.org

PROGRAM DESCRIPTION: 14 Professional Advisors and 17 AmeriCorps College Guides divide their time among 70 urban, suburban and parochial schools in Cuyahoga and Lorain Counties. The primary goal of the Advisors and College Guides is to assist juniors and seniors in the college admissions and financial aid processes. Advisors and College Guides are all based in the schools.

GENERAL INFORMATION:
- Program began operation in 1967
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Cleveland Metropolitan School District; Greater Cleveland
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 =
  - 2009-10 =

PARENTAL COMPONENT: Yes; FAFSA counseling/guidance

PROGRAM FUNDING PROVIDED BY: Local Government; Local School System; Business/Industry; Private Foundation; Individual

TARGETED POPULATION: Low income; Historically underrepresented minorities High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information
Senior to Senior
The Ohio State University
Economic Access Initiative
Franklin Heights High School
1001 Demorest Rd
Columbus, OH 43204
703-946-0572 (v)
614-688-3226 (attn Econ Access - Senior to Senior) (f)
http://www.facebook.com/group.php?gid=150465208316
667 and also on Twitter
Amelia Baumgardner, Program Director
baumgardner.41@osu.edu

PROGRAM DESCRIPTION: Senior-to-Senior connects current Ohio State undergraduates with junior and senior students at area high schools. Counselors at the high school select students for Senior to Senior—students who are academically prepared for a college education, but may be facing a variety of factors that could deter them from attending college. Mentors from Ohio State visit the high school once a month to help guide the students through the college selection, application, and preparation processes. Mentors follow a carefully designed program to guide conversation and address relevant topics. Senior to Senior is cost-free to participating high schools, and requires a relatively low time commitment from all participants. Through careful mentoring and friendship, mentors prepare their ‘near peers’ for the journey between senior in high school and senior in college.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Franklin Heights High School; South-Western City Schools; southwest quadrant of Franklin County, OH
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
  - 11
- Students served:
  - 2008-09 = 9
  - 2009-10 = 20

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Provide role models

INSTRUCTIONAL APPROACHES: Mentoring Role models

ACADEMIC SERVICES: Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career days (e.g. AP); Personal counseling; Academic advising
Summer Bridge
Youngstown State University
Center for Student Progress
One University Plaza
Youngstown, OH 44555
330-941-1441 (v)
330-941-1455 (f)
http://www.ysu.edu/csp/summerbridge/
Michael Beverly, Program Director
mabeverly@ysu.edu

PROGRAM DESCRIPTION: Summer Bridge is a one-week free summer residential program that transitions into Bridge and Beyond, a year-long learning community for Summer Bridge participants. During the summer, traditional-aged multicultural students participate in a week of free academic and social programming designed to assist students in their transition from high school to college. During fall semester, Bridge students attend at least three classes together (one of which offers supplemental instruction), attend monthly events, and meet weekly with the Bridge coordinator. The program has consistently achieved both retention and graduation rates for participants that are above the University average.

GENERAL INFORMATION:
- Program began operation in 1988
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 21
  - 2009-10 = 29
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: College/University

TARGETED POPULATION: Historically underrepresented minorities

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected. Parents must sign contract before student participation.

PROGRAM GOALS: Improve academic skills. Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities.

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Peer learning groups; Role models; Supplemental Instruction.

ACADEMIC SERVICES: Remedial instruction; Reading/Writing instruction; Grade and attendance monitoring; Computer-skills training; Study-skills training.

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g., admissions, financial aid); Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students.
The Aspire Program
Hathaway Brown School
19600 North Park Blvd
Shaker Heights, OH 44122
216-320-8776 (v)
216-320-8779 (f)
www.hb.edu/aspire
Natalie Heffernan, Executive Director
nheffernan@hb.edu

PROGRAM DESCRIPTION: Aspire taps the leadership of girls from under-resourced schools in the Cleveland-area, helping them expand their educational opportunities. Aspire specifically targets girls from low-income families. Over the course of a three-year commitment during middle school, Aspire girls participate in a variety of leadership-building activities in academic classes and exploratory workshops. The Aspire Alumnae Association offers college access programming and leadership opportunities. Our long-term objective is for Aspire alumnae to pursue challenging curricula and activities and to attend, persist and graduate from college. Aspire also cultivates the teaching talent of high school and college students whose new ideas may very well change our schools.

GENERAL INFORMATION:
- Program began operation in 2002
- This is a Privately-funded Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Cleveland, East Cleveland and Cleveland Heights/University Heights school districts
- Urbanicity: Urban area,
- Duration of Program: 5 weeks for 3 consecutive years
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 5
- Students served:
  - o 2008-09 = 107
  - o 2009-10 = 102
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation; Individual

TARGETED POPULATION: Low income Gifted/talented students; First generation to attend college Female students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Encourage rigorous course-taking
Increase likelihood of attending college; Increase likelihood of completing college
Increase college awareness (students/parents); Improve student self-esteem
Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Reading/Writing instruction;
Mathematics/Science instruction; Critical thinking skill development; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Job placement assistance; Meetings with college faculty/students
The Ohio College Access Network

41 S. High St
Suite 1650
Columbus, OH 43215
614-947-3500 (v)
614-947-3501 (f)
www.ohiocan.org
Reginald Wilkinson, President and CEO
wilkinsonr@ohiocan.org

PROGRAM DESCRIPTION: The Ohio College Access Network (OCAN) is the first statewide coordinating body for college access programs in the nation. The network is focused on helping Ohio residents pursue postsecondary education by building and supporting (through hands on technical assistance, professional development and grant opportunities) local college access programs throughout the state. The mission of these organizations is to open the doors to postsecondary education by providing career guidance, college visit opportunities, entrance exam courses, financial aid and college application advising, and last dollar scholarships.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: the state of Ohio
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Community center/agency
- Grade level when students enter the program:
- Students served:
  - ☑ 2008-09 =
  - ☑ 2009-10 =
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
Provide role models

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Role models; school counselors

ACADEMIC SERVICES: Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
The University & College Access Network (U-CAN)

The University & College Access Network
890 W. 4th Street
Suite 100
Mansfield, OH 44906
419-755-4813 (v)
419-774-5523 (f)
ncstatecollege.edu
Nikia Fletcher, Program Director
nfletcher@ncstatecollege.edu

PROGRAM DESCRIPTION: U-CAN’s mission is to increase the number of local students who pursue advanced training or postsecondary degrees with the aim of increasing the level of educational attainment and the economic success of North Central Ohio. U-CAN currently provides the following services: In-school career search and college selection, admission, and financial aid advising to high school juniors, seniors, and parents at five high schools in Richland County and three high school in Ashland County; One or two annual scholarships based on need; A walk-in Resource Center for students and parents from high schools without an in-school college access advisor; the ACT On-line Prep High School Edition and National Student Clearing House StudentTracker for High Schools to 29 high schools in a four-county area. U-CAN’s college persistence and completion objectives are aligned with Ohio’s 2008-2017 Strategic Plan for Higher Education. U-CAN also supports the Lumina Foundation for Education’s Big Goal of a 60% higher education attainment rate by 2025.

GENERAL INFORMATION:
- Program began operation in 2002
- This is a Non-profit Program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) program that provides services at high schools and at a centralized Resource Center.
- Services students in: 5 Richland County high schools and 3 Ashland County high schools in Ohio; 5 Richland County districts and 3 Ashland County districts in Ohio; Richland, Ashland, Crawford, and Morrow counties in Ohio
- Urbanicity: Rural area, Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2

- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 1715
  - 2009-10 = 2350
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Local School System; Community Organization; Business/Industry; Private Foundation; Individual; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents) Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops One-on-One college access advising with high school seniors

ACADEMIC SERVICES: Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Career counseling and information
TRiO Educational Talent Search

Columbus State Community College
Diversity, Study Abroad, and TRiO Programs
223 Franklin Hall
550 E. Spring St.
Columbus, OH 43215
614-287-5707 (v)
614-287-6296 (f)
http://cscc.edu/ets/

R. Renee Hampton, Program Director
rhampton@cscc.edu

PROGRAM DESCRIPTION: The mission of the Educational Talent Search program at Columbus State Community College is to partner with families, school officials, and community organizations to provide guidance to low income and potential first generation college students, ages 11-27, assisting them to achieve academic success and a postsecondary education. By providing information, support, educational experiences, and advocacy, Educational Talent Search encourages students from all backgrounds to unlock their full potential.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Target schools in...; The Columbus City School District (Columbus, Ohio)
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - o 2008-09 = 600
  - o 2009-10 = 600
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY: Federal Government; Business/Industry; Individual

TARGETED POPULATION: Low income; First generation to attend college High school students; Middle school

students To a much lesser extent, we also serve adult learners under the age of 27. Most of these are GED students in need of help to make the transition to college.

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Academic advising; Meetings with college faculty/students
Upward Bound Classic
The University of Akron
Academic Achievement Programs
250 Buchtel Commons
Akron, OH 44325
330-972-5295 (v)
330-972-5886 (f)
www.uakron.edu
Coleen Curry, Program Director
coleen@uakron.edu

PROGRAM DESCRIPTION: Objective 1 Academic
Improvement on Standardized Test 70% of all UB
participants who at the time of entrance into the project
had an expected high school graduation date during the
school year will have achieved at the proficient level
during high school on state assessments in
reading/language arts and math. Objective 2 Project
Retention 60% of 9th, 10th, and 11th grade project
participants served during each school year will continue
to participate in the Upward Bound Project during the next
school year. Objective 3 Postsecondary Enrollment 60% of
all UB participants (current and prior year participants)
with an expected graduation date during the school year
will enroll in a program of postsecondary education by fall
term immediately following the expected graduation date
from high school. Objective 4 Postsecondary Persistence
60% of all UB participants who enrolled in a program of
postsecondary education during the fall term immediately
following high school graduation will be enrolled for the
fall term of the second academic year.

GENERAL INFORMATION:
- Program began operation in
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Akron Public Schools
- Urbanicity: Urban area,
- Duration of Program: More than one academic
  year
- Typical number of years students are in the
  program: 4
- Primary services are provided at: Elementary or
  secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 100
  - 2009-10 = 102

- PARENTAL COMPONENT: Yes; FAFSA
counseling/guidance; Participation in student
activities
- PROGRAM FUNDING PROVIDED BY: Federal
Government

TARGETED POPULATION: Low income; Low Academic
performance Historically underrepresented minorities; ESL
students; First generation to attend college Dropout,
stopout, or at-risk students High school students

PROGRAM ADMISSIONS AND SELECTION: Students must
apply for admission Students are specifically targeted &
selected; Admission is competitive Parents must supply
financial information (1040, W2, FAFSA); Parents must sign
contract before student participation

PROGRAM GOALS: Increase high school
Persistence/prevent dropouts; Improve academic skills;
Encourage rigorous course-taking Increase likelihood of
attending college; Increase likelihood of completing
college; Encourage parental involvement; Increase college
awareness (students/parents); Provide exposure to
college; Encourage long-term financial planning (e.g.
fiscal aid/savings); Improve student self-esteem;
Improve vocational skills; Provide role models; Provide
recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction;
Tutoring; Mentoring; Workshops; Peer learning groups;
Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction;
Reading/Writing Instruction; Mathematics/Science
instruction; Critical thinking skill development; Grade and
attendance monitoring; Academically accelerated courses
below the college level; College-level courses (e.g. AP);
Computer-skills training; Academic-enrichment courses;
Study-skills training; Preparatory courses (e.g. problem
solving, decision making); Test-taking skills (e.g., SAT/ACT
training)

SOCIAL SERVICES: Social skills development/confidence
building; College awareness (e.g. admissions, financial aid);
College fairs; Campus visits and tours; Cultural activities
and field trips; Career counseling and information; Career
days (e.g. AP); Employability skills training; Personal
 counseling; Academic advising; Meetings with college
faculty/students
Upward Bound Math Science

The University of Akron
Academic Achievement Programs
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Coleen Curry, Program Director
coleen@uakron.edu

PROGRAM DESCRIPTION: TRiO program to prepare low-income and/or first generation college high school students with the skills and motivation to pursue and complete undergraduate studies and careers in mathematics and the sciences.

GENERAL INFORMATION:
- Program began operation in 1992
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Akron
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 58
  - 2009-10 = 58
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
**ASPIRE**

Oregon Student Assistance Commission  
Scholarship and Access  
1500 Valley River Dr.  
Suite 100  
Eugene, OR 97401  
541-687-7471 (v)  
541-687-7414 (f)  
www.aspireoregon.org  
Lori Ellis, ASPIRE & Outreach Supervisor  
lorianne.m.ellis@state.or.us

**PROGRAM DESCRIPTION:** Administered by the Oregon Student Assistance Commission, ASPIRE (Access to Student assistance Programs In Reach of Everyone) is Oregon’s official mentoring program to help students access education and training beyond high school. Students receive information about college options, admission, and financial aid from trained and supportive, ASPIRE volunteer mentors who work one-on-one with them throughout the year. Beginning with just four pilot schools in 1998, ASPIRE has expanded to 115 sites across Oregon. ASPIRE serves students by: Helping high schools build a sustainable community of volunteer advisors; Educating students and families about the scholarship application process and other options for paying for postsecondary education; Providing advising, resources, and encouragement to help students access education and training beyond high school.

**GENERAL INFORMATION:**
- Program began operation in 1998
- This is a State-funded Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- This is a(n) school and community-based program.
- Services students in: Statewide
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Both Schools and Community-Based

- Grade level when students enter the program: 11
- Students served:
  - ☐ 2008-09 = 60000
  - ☑ 2009-10 = 60000
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; State Government; Private Foundation

**TARGETED POPULATION:** Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students ASPIRE is an all-comers program and reaches out to all students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission; All students may participate (open enrollment); Parents must sign contract before student participation

**PROGRAM GOALS:** Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college

**INSTRUCTIONAL APPROACHES:** Mentoring; Workshops

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career days (e.g. AP); Academic advising
# Upward Bound/Talent Search

**Portland State University**  
Diversity & Multicultural Student Services  
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Phillip Dirks, Director  
dirksr@pdx.edu

**PROGRAM DESCRIPTION:** Upward Bound, a college preparation program for high school students, has been hosted at Portland State University since 1976. Upward Bound, funded by the U.S. Department of Education at $416,960, is a year-round program designed to improve students’ academic and study skills in high school, to develop their career and educational plans, and to help them enter and succeed in higher education. Upward Bound serves 81 low income, first generation high school students from the following schools or campuses: Franklin High School, Grant High School, Jefferson Campus, Madison High School, Marshall Campus, and Benson High School. To date, 95% of our students stay in our program through high school graduation and since 1998, 80% of our students are still either Educational Talent Search (formerly called Project PLUS) is an educational access and information program sponsored by Portland State University, and funded through the U.S. Department of Education at $313,994. ETS serves 600 students in the Portland and Hillsboro School Districts. A large percentage (over 67%) of our student population is comprised of under-represented ethnic minority students. Since 1993, 92% of our annual high school graduates enroll in college immediately after high school.

**GENERAL INFORMATION:**

- Program began operation in 1978  
- This is a Federal TRIO Program  
- This is a college/university-based program  
- This program operates during the:
  - Academic Year  
  - Summer  
  - Both  
- Services are provided during:
  - During regular school hours  
  - After school hours  
  - Weekends  
- Services students in: Portland and Hillsboro Public School Districts  
- Urbanicity: Urban area, Suburban area  
- Duration of Program: More than one academic year  
- Typical number of years students are in the program: 4  
- Primary services are provided at: College campus  
- Grade level when students enter the program: 9  
- Students served:
  - 2008-09 = 700  
  - 2009-10 = 700  
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance; Participation in student activities  
- **PROGRAM FUNDING PROVIDED BY:** Federal Government

**TARGETED POPULATION:** Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring Workshops Assessment & testing

**ACADEMIC SERVICES:** Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
CORE Scholars Program
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Philadelphia, PA 19103
267-507-1690 (v)
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www.corescholars.org
Donyale Reavis, Program Director
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PROGRAM DESCRIPTION: College Opportunity Resources for Education (CORE) is a federal tax-exempt organization designed to provide scholarships and college prep assistance to high school students. Our scholarships are only applicable to students who reside in Philadelphia, for now. CORE is a nonprofit initiative designed to unite communities around the goal of ensuring that all of our children have access to college. CORE was formed in September 2003 under the leadership of U.S. Congressman Chaka Fattah. Our premier program, the CORE Philadelphia Scholarship, is the first of its kind in the nation to offer all high school seniors – whether from the public, private, charter or parochial systems – in Philadelphia a unique opportunity to attend select Pennsylvania colleges and universities. Over the past seven years, CORE has awarded over 16,000 Philadelphia students a total of more than $27 million dollars. Of our original group of CORE Scholars, 51% ultimately graduated from college over six years. This is impressive to say the least in spite of the fact that Philadelphia’s college degree attainment rate is approximately 10% over ten years, according to the National Student Clearinghouse.

GENERAL INFORMATION:
- Program began operation in 2003
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Philadelphia
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 2545
  - 2009-10 = 1969
  - PARENTAL COMPONENT: No
  - PROGRAM FUNDING PROVIDED BY: Local Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Workshops We engage our students with our blog with information on college admissions, financial aid resources, campus life and more.

ACADEMIC SERVICES: Mathematics/Science instruction; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information
National College Advising Corps-Keystone Region

Franklin & Marshall College
Office of the President
Franklin & Marshall College
P.O. 3003
Lancaster, PA 07217-3584
http://www.fandm.edu/kcac
Robert Freund, Program Director
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PROGRAM DESCRIPTION: The Keystone Region Advisers are a regional College Advising Corps composed of recent college graduates who enter underserved, rural high schools in Pennsylvania to work full-time as College Advisers. This program is a joint venture between Dickinson College, Franklin & Marshall College, Gettysburg College, Millersville University, and Shippensburg University. The mission of the Advising Corps is to identify and assist students to make the transition from high school to a post-secondary institution. The Advisers focus on low-income, first generation students. For the 2010-2011 school year, 12 NCAC Advisers entered 17 high schools in Adams, Bedford, Franklin, Fulton, Huntingdon, and Lancaster Counties. Serving as College Advisers, our staff works with cooperating high schools to raise matriculation rates that have been identified as below the Pennsylvania state average. In order to raise these rates, Advisers will meet with students individually and in groups, assisting students in exploring possible options after high school and enabling them to achieve their goals. Advisers will assist students with scholarship and financial aid opportunities and will help to communicate these options with families. Advisers will also assist both students and parents in completing college applications, including financial aid forms, essays, and letters of recommendation.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Partnership Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: 17 schools in 17 school districts
- Urbanicity: Rural area
- Duration of Program: More than one academic year

- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 1405
  - 2009-10 = 3072
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY:
  - Business/Industry; Private Foundation; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students
PA College Advising Corps—Penn State

The Pennsylvania State University
Office for the Vice-Provost of Educational Equity
2650 Westview Drive
Reading, PA 19610
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www.equity.psu.edu/pacac
Debra Simpson-Buchanan, Program Director
ddb5@psu.edu

PROGRAM DESCRIPTION: The program provides support for high school students in low-income neighborhoods to help them enroll in postsecondary institutions that fit their individual academic profiles, career goals, and personal circumstances. To-date, the program has served over 3,000 students with a college persistence rate of 75%

GENERAL INFORMATION:
- Program began operation in 2007
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 700
  - 2009-10 = 750
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Private Foundation

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are selected on a first-come, first served basis

PROGRAM GOALS: Encourage rigorous course-taking
Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness
(students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Academic advising
Project Forward Talent Search (A Federal TRIO Program)

Seton Hill University
Student Life
Seton Hill University
Seton Hill Drive
Greensburg, PA 15601
724-830-2595 (v)
724-830-1803 (f)
http://www.setonhill.edu/
Jerry Sheridan, Director
sheridan@setonhill.edu

PROGRAM DESCRIPTION: Seton Hill University Project Forward Talent Search has been serving the needs of low-income residents of southwestern Pennsylvania for more than 42 years. Under the auspices of Seton Hill University, an institution with a long and successful history of helping low-income and less fortunate people, the program serves 1,450 participants per year. Operating from the Project Forward building on the Seton Hill campus, the federal Talent Search program works with 11 target school districts composed of 12 high schools and 13 middle school/junior high schools located throughout a six-county area in economically depressed regions of southwestern Pennsylvania. Each middle school/junior high school is staffed by a Talent Search educational advisor or a counselor who delivers an early intervention program involving small and large group activities as well as individual interaction. Educational goal setting, skill development, and career awareness are emphasized. Each target high school is staffed by a specific Talent Search counselor who is in that school at least one day per week. High school participants are provided counseling, tutoring, mentoring, career information, financial aid information and assistance, and help with postsecondary planning. Significant parent involvement is encouraged.

GENERAL INFORMATION:
- Program began operation in 1968
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
  - ☑ Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year

- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - ☑ 2008-09 = 1450
  - ☑ 2009-10 = 1450
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES:

SOCIAL SERVICES:
Upward Bound Program
Saint Francis University
Saint Francis University
P.O. Box 600
Loretto, PA 0
814-472-3023 (v)
814-472-3863 (f)
http://www.francis.edu/UpwardBoundHome.htm
Anne Heinzeroth, Director
aheinzeroth@francis.edu

PROGRAM DESCRIPTION: Since 1966, the Saint Francis University Upward Bound Program has provided services to over 2,000 students from Blair, Cambria, Huntingdon, Indiana, Lancaster and Somerset Counties. Currently, the program serves 85 high school students from Cambria County. From September through May, the students participate in Saturday follow-ups held on campus and tutorials held after school in their communities. Additional academic year activities include college visits, SAT cram sessions, and college fairs. During a six-week residential summer program, students attend five academic classes each day and participate in a wide variety of cultural and recreation activities. Each summer Upward Bound Bridge students take Saint Francis University courses for credit. On average, 93% of program graduates pursue a postsecondary degree. After completing high school 80% of program graduates earn a college degree within five years.

GENERAL INFORMATION:
• Program began operation in 1966
• This is a Federal TRIO Program
• This is a college/university-based program
• This program operates during the:
  □ Academic Year
  □ Summer
  ☑ Both
• Services are provided during
  ☑ During regular school hours
  ☑ After school hours
  ☑ Weekends
• Services students in: Cambria County
• Urbanicity: Rural area
• Duration of Program: More than one academic year
• Typical number of years students are in the program: 3
• Primary services are provided at: College campus
• Grade level when students enter the program: 9
• Students served:
  o 2008-09 = 85
  o 2009-10 = 85
• PARENTAL COMPONENT: No
• PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
White-Williams Scholars - Back on Track Program

White-Williams Scholars
215 S. Broad Street
10th Floor
Philadelphia, PA 19107
215-735-4480 (v)
215-735-4485 (f)
http://www.wwscholars.org
Shahidah kalam Id-Din, Performance Management Coordinator
backontrack@wwscholars.org

PROGRAM DESCRIPTION: Back on Track (BOT) is the newest service offered to stipend-receiving scholars. While White-Williams Scholars are high-achieving students who maintain A’s and B’s in their classes, students sometimes encounter an exceptionally difficult course that causes them to lose their academic eligibility for the program. Students begin the BOT program with a learning styles assessment to aid themselves and their tutors in identifying the best learning tools to use. We began the BOT initiative during the ’08-’09 academic year to assist those students in their effort to raise their grades and regain their eligibility for the program. Students are offered free tutoring at the White-Williams Scholars office on a biweekly basis; they also receive a portion of their stipend if they complete ten hours of tutoring within a marking period. The intent is that all students in the BOT program will be “back on track” within one marking period.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: School District of Philadelphia
- Urbanicity: Urban area,
- Duration of Program: One semester (or half year)
- Typical number of years students are in the program: 3
- Primary services are provided at: White-Williams Scholars Office
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 73
  - 2009-10 = 100

- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Community Organization; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected. Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Improve student self-esteem Provide role models Improve student and teacher relationships

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing; Role models; Student-centered, integration of technology

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; Academic advising; Meetings with college faculty/students

Educational Policy Institute 291
White-Williams Scholars - College Connection Program

White-Williams Scholars
215 S. Broad Street
10th Floor
Philadelphia, PA 19107
215-735-4480 (v)
215-735-4485 (f)
http://www.wwscholars.org
Jason Smith, Program Director
jsmith@wwscholars.org

PROGRAM DESCRIPTION: College Connection (C2) is an intensive 4-year program offered to current 9th grade White-Williams Scholars who wish to devote more time to exploring as well as strengthening their future pursuits. The essential components of the C2 program are academic enrichment, leadership development, civic engagement, and individualized college and career guidance. The program’s purpose is to engage these bright, motivated students during the pivotal and transitional year of ninth grade, and to keep them on track for graduation from high school and prepared for college success.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: School District of Philadelphia
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 86
  - 2009-10 = 101
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Community Organization; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income Gifted/talented students; First generation to attend college
Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Student/Family interview

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops; Role models

ACADEMIC SERVICES: Critical thinking skill development; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career days (e.g. AP); Academic advising
RHODE ISLAND

RI Educational Opportunity Center (RIEOC)
Community College of Rhode Island
1 Hilton Street
Providence, RI 2905
401-455-6025 (v)
401-455-6099 (f)
www.ccri.edu
Philomena Fayanjuola, Program Director
pfayanjuola@ccri.edu

PROGRAM DESCRIPTION: The Rhode Island Educational opportunity Center (RIEOC) serves 4,000 adults each year. More than two thirds come from low-income households and they are potentially first generation college students. RIEOC assists these adults to explore and apply to programs of postsecondary education. Each year, 65% of participants not already enrolled in a postsecondary school complete applications for financial aid and for admission to a postsecondary program. For the most recent year ending August 31, 2010: 2,457 applied for financial aid and 1,809 applied for admission. Additionally, each year at least 50% of participants not already enrolled in a postsecondary program do enroll. For the most recent year 1,499 students enrolled.

GENERAL INFORMATION:
- Program began operation in 1979
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: The State of Rhode Island
- Urbanicity: Urban area,
- Duration of Program: September 1 - August 31
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 4368
  - 2009-10 = 4272
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
**The College Crusade of Rhode Island**

134 Thurbers Avenue  
Suite 111  
Providence, RI 2905  
401-854-5500 (v)  
401-854-5511 (f)  
www.thecollegecrusade.org  
William Formicola, Senior Vice President for Operations  
wformicola@thecollegecrusade.org

**PROGRAM DESCRIPTION:** The College Crusade of Rhode Island is an innovative nonprofit organization founded in 1989 to reduce high school dropout rates and increase educational and career success for low-income urban youth. It is the state’s most comprehensive college-readiness and scholarship program for middle and high school students, serving approximately 3,500 Crusaders from Rhode Island’s most disadvantaged communities - Providence, Pawtucket, Central Falls, and Woonsocket. We combine the steady, nurturing presence of caring adults with a rich array of programs that focus on academic enrichment, social and personal development, career awareness and exploration, and preparation for postsecondary education. Since 2001, we have awarded over $22 million in college scholarships to more than 2,800 high school graduates.

**GENERAL INFORMATION:**
- Program began operation in 1989
- This is a Federal GEAR UP Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Providence, Pawtucket, Central Falls, Woonsocket
- Urbanicity: Urban area,
- Duration of Program: 7 years
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 3528
  - 2009-10 = 3224

**PARENTAL COMPONENT:** Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Family counseling; Motivational speakers

**PROGRAM FUNDING PROVIDED BY:** Federal Government; State Government; Business/Industry; Private Foundation; Individual; College/University; Fundraising

**TARGETED POPULATION:** Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are selected on a first-come, first served basis Parents must sign contract before student participation; Free & reduced lunch status

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

**ACADEMIC SERVICES:** Reading/Writing instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising
The SMILE Program (Science and Math Investigative Learning Experiences)

URI Foundation (Fiscal Agent)
University of Rhode Island - Student Affairs
50 Lower College Road
Memorial Union Suite #305
Kingston, RI 2881
401-874-2036 (v)
401-874-5894 (f)
www.uri.edu/smile
Carol Englander, Program Director
englanca@etal.uri.edu

PROGRAM DESCRIPTION: The SMILE Program is an after school academic enrichment program for students in fourth through twelfth grades. The purpose of The SMILE Program is to increase the numbers of underrepresented and other educationally underserved students who graduate high school well prepared to enter higher education and pursue careers in science, math, engineering, and technology (STEM).

GENERAL INFORMATION:
- Program began operation in 1994
- This is a Non-profit Program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☐ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- This is a(n) school-, college-, and community-based program.
- Services students in: 7 school districts in Rhode Island
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - o 2008-09 = 236
  - o 2009-10 = 326
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local School System; Business/industry; Private Foundation; Individual

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Promote interest/strength in STEM (science, technology, engineering, and math)

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring Peer learning groups Role models; "Challenge Weekends" at the University of Rhode Island for the different age levels

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Career days (e.g. AP); Meetings with college faculty/students
SOUTH CAROLINA

Bridges to a Brighter Future

Furman University
3300 Poinsett Highway
Greenville, SC 29613
864-294-3135 (v)
864-294-3378 (f)
http://www.bridgestoabrighterfuture.org
Tobi Swartz, Director
tobi.swartz@furman.edu

PROGRAM DESCRIPTION: Bridges to a Brighter Future is a comprehensive college access program for Greenville County high school students whose potential outdistances their circumstances. The mission is to break the cycle of poverty and low-educational attainment by equipping students with the tools and support needed to graduate from high school, enroll in post-secondary education, and graduate with a post-secondary degree. Bridges accomplishes its mission by engaging students in an intensive eight-year program that begins in ninth grade and ends after college graduation. The program includes a four-week summer residential program at Furman University, year-round monthly support through Bridges Saturday College, and Crossing the Bridge, a transition program to ensure students graduate from college. This comprehensive program transforms lives by building academic success, self-confidence, resiliency, leadership, and character.

GENERAL INFORMATION:
- Program began operation in 1997
- This is a Privately-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Greenville County School District
- Urbanicity: Urban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 78
  - 2009-10 = 76
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance

- PROGRAM FUNDING PROVIDED BY:
  - Business/Industry; Private Foundation;
  - Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students High school students; Academically successful, B average students and students with high need for support

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Students are nominated by teacher and interviewed by staff.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Increase leadership skills, career development, and professional etiquette.

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups Role models; Outdoor challenge activities

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Student Support Services

Tri-County Technical College
Student Services
Hwy 76, PO BOX 587
Pendleton, SC 29670
864-646-1590 (v)
864-646-1893 (f)
www.tctc.edu
Thwanda Davidson, Program Director
tdavid@tctc.edu

PROGRAM DESCRIPTION: Our program serves 175 students, our objectives are to retain 78% of the those not transferring along with meeting the 2/3 low income and first generation criteria, Our colleges persistence rate is at 18%

GENERAL INFORMATION:
- Program began operation in 1979
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program:
- Students served:
  - o 2008-09 = 175
  - o 2009-10 = 175
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; First generation to attend college; Students with learning disabilities; Female students; Male students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Increase likelihood of completing college; Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups

ACADEMIC SERVICES: Reading/ Writing Instruction; Mathematics/Science instruction; Academically accelerated courses below the college level; Computer-skills training; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising
Veterans Upward Bound
Trident Technical College
Student Services
7000 Rivers Ave
Charleston, SC 29423
843-574-6871 (v)
843-574-6879 (f)
Tridenttech.edu/vub.htm
Brian Jerdan, Director, Veterans Upward Bound
brian.jerdan@tridenttech.edu

PROGRAM DESCRIPTION: Pre-college, refresher program, serve 120 veterans

GENERAL INFORMATION:
- Program began operation in 2007
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Three counties
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 135
  - 2009-10 = 120
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students Must be a US Military Veteran

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising

Educational Policy Institute
**TENNESSEE**

**Educational Opportunity Center**

University of Tennessee Chattanooga  
511 McCallie Avenue  
Chattanooga, TN 37403  
423-425-1702 (v)  
423-425-1748 (f)  
http://www.utc.edu/Outreach/EducationalOpportunityCenter/  
Cynthia Wallace, Director  
Cynthia-Wallace@utc.edu

**PROGRAM DESCRIPTION:** The Educational Opportunity Center (EOC) at UTC provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. An important objective of EOC is to counsel participants on financial aid options and to assist in the application process. The goal of EOC is to increase the number of adult participants who enroll in postsecondary education institutions. We have been funded by the U.S. Department of Education since 1998 to target our services to adult students who are low income and are the first in their families to attend college. Our participants reside in Hamilton, Marion, Sequatchie, Grundy, and Bledsoe counties in Tennessee and Walker, Dade, and Catoosa counties in Georgia. Services provided by the program include: Academic advice; Personal counseling; Career workshops; Information on postsecondary educational opportunities; Information on student financial assistance; Assistance in completing applications for college admissions, testing and financial aid; Coordination with nearby postsecondary institutions; Media activities designed to involve and acquaint the community with higher education opportunities; Tutoring; Mentoring.

**GENERAL INFORMATION:**
- Program began operation in 1998
- This is a Federal TRIO Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Hamilton, Marion, Grundy, Sequatchie, Bledsoe, Walker, Dade, Catoosa counties
- Urbanicity: Rural area, Urban area,
- Duration of Program: September 1 - August 31
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 1036
  - 2009-10 = 1052

- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; State Government

**TARGETED POPULATION:** Low income; Historically underrepresented minorities Dropout, stopout, or at-risk students; High school grads (pre-matriculation) Adults

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected

**PROGRAM GOALS:** Increase likelihood of attending college; Increase college awareness (students/parents) Encourage long-term financial planning (e.g., financial aid/savings); Financial Aid for potential students. Helping students get GED.

**INSTRUCTIONAL APPROACHES:** Workshops Counseling

**ACADEMIC SERVICES:** Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); College fairs; Career counseling and information; Employability skills training
Governor's School for International Studies

University of Memphis
Center for Interdisciplinary Studies
Scates Hall
University of Memphis
Memphis, TN 38152
901-678-3364 (v)
901-678-2894 (f)
http://www.memphis.edu/govschool/

Robert Blanton, Director, Governor's School for International Studies
rblanton@memphis.edu

PROGRAM DESCRIPTION: The Governor's School for International Studies (GSIS) provides a four-week immersion into the world around us, including global cultures, languages and perspectives. Moreover, the program provides a rigorous introduction to the field of International Studies, including six credit hours of college coursework in addition to five hours a week in language training.

GENERAL INFORMATION:
- Program began operation in 1986
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Serves the entire state of TN
- Urbanicity:
- Duration of Program: One month
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 11
- Students served:
  - o 2008-09 = 84
  - o 2009-10 = 88
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Gifted/talented students; Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Provide exposure to college
Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring Peer learning groups; Assessment & testing

ACADEMIC SERVICES: Reading/Writing Instruction; Critical thinking skill development; College-level courses (e.g. AP);
Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid);
Campus visits and tours; Cultural activities and field trips;
Meetings with college faculty/students
Outreach Division

Tennessee Student Assistance Corporation (State of Tennessee)

Communication Services
404 James Robertson Parkway
Suite 1510, Parkway Towers
Nashville, TN 37243
615-253-7459 (v)
615-253-3867 (f)
www.tn.gov/collegepays

Jason Seay, Director of Outreach
jason.seay@tn.gov

PROGRAM DESCRIPTION: Tennessee Student Assistance Corporation (TSAC) is the state agency responsible for administering several state and federal student assistance programs such as the Tennessee Education Lottery Scholarship (TELS) Program, the Tennessee Student Assistance Award, and the Robert C. Byrd Scholars Program. TSAC is also statutorily responsible for educating the general public about these programs and the college process in general. In fiscal year 2010, activities conducted by TSAC’s Outreach division (i.e. presentations, FAFSA workshops, etc.) reached 78,131 Tennesseans at colleges, high schools, middle schools, youth organizations, and various state conferences in all ninety-five counties.

GENERAL INFORMATION:
- Program began operation in 2003
- This is a State-funded Program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) state-based program with Outreach Specialists regionally located to serve all Tennesseans.
- Services students in: All public and private; All; All
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 65734
  - 2009-10 = 78131

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Encourage rigorous course-taking
Increase likelihood of attending college
Encourage parental involvement
Increase college awareness (students/parents)
Provide exposure to college
Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Career counseling and information
P.A.W.S. Postsecondary Awareness with Success

University of TN at Chattanooga
Center for Community Career Education
615 McCallie Avenue
#3053
Chattanooga, TN 37403
423-425-4557 (v)
423-425-5282 (f)
http://www.utc.edu/Outreach/CommunityCareerEducation/
Sandy Cole, Executive Director
Sandy-Cole@utc.edu

PROGRAM DESCRIPTION: The program name is P.A.W.S. For the first 3 years it stood for Positive Action With Success. The name may change to Postsecondary awareness with Success. This is a year-round elementary collegiate awareness program that began in 1 elementary school with 4th and 5th graders and will be expanded to 5 schools in 2011. University students provide mentoring, homework assistance, monthly college tours and delivery of the Elementary Collegiate Awareness curriculum. In the 1st three years, there was a 40% increase in attendance to school by the cohort of students. The parents, teachers and administrators at the schools have been very supportive (kids must be picked up after school due to limited bus service provided by the school. There is a summer component on our campus that was utilized by PAWS for the first 3 years: Youth University. We hope to continue some sort of summer programming with the expansion. Over the past 3 and 1/2 years, over 125 4th and 5th graders have received services and over 150 university students serve as mentors. A Mentoring course has been added to the university curriculum to accommodate students who want academic credit for participation.

GENERAL INFORMATION:
- Program began operation in 2007
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Hamilton County
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Students served:
  - 2008-09 = 50
  - 2009-10 = 48
- PARENTAL COMPONENT: Yes Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: State Government; Local School System; Business/Industry

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; First generation to attend college Female students; Male students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Personal counseling; Meetings with college faculty/students

- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 5
- Students served:
  - 2008-09 = 50
  - 2009-10 = 48

2012 National Survey of Pre-College Outreach Programs
REDI College Access Program
Southwest TN Development District
REDI (Regional Economic Development Initiative
27 Conrad Drive
Suite 150
Jackson, TN 0
731-668-6450 (v)
731-668-6421 (f)
www.reditn.org
Lisa Hankins, Director
lhankins@swtdd.org

PROGRAM DESCRIPTION: The REDI College Access program is a component of REDI and serves 12 counties in West Tennessee: Chester, Crockett, Decatur, Fayette, Gibson, Hardeman, Hardin, Haywood, Henderson, Lauderdale, McNairy and Tipton. REDI is a two-phase program. Phase 1 involves working with seniors and matching them with a volunteer mentor who will encourage and assist the student with the entire career research, college application and financial aid process. We have 2 college access coordinators who provide guidance and a plan for the students and the mentors follow up. Phase 2 of the program is a last-dollar scholarship for two years to a local community college or Technology Center. It is the goal of our program to increase the educational attainment levels in our region by encouraging and assisting students to go on to some type of post secondary education. We will also be working with these students to ensure smooth transition and completion of this educational journey.

GENERAL INFORMATION:
- Program began operation in 2010
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: We serve 22 high schools; West Tennessee; 12 counties
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 0
  - 2009-10 = 1800

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
  Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local Government; Business/Industry; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Mentoring Peer learning groups Role models

ACADEMIC SERVICES: Grade and attendance monitoring; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Personal counseling
Student Outreach Services
Edsouth
104 N. Seven Oaks Drive
Knoxville, TN 37160
931-680-2852 (v)
865-692-6385 (f)
www.edsouth.org
Lana Craig, Director of Student Outreach Services
lcraig@edsouth.org

PROGRAM DESCRIPTION: Established in 1992, Student Outreach Services (SOS) is a community service program that promotes student interest in higher education by increasing awareness of college, career, and financial aid opportunities. The SOS staff is dedicated to supporting school counselors and teachers by providing free college and career planning resources and services for students and parents.

GENERAL INFORMATION:
- Program began operation in 1992
- This is a Non-profit Program
- ~
  - This program operates during the:
    - ☐ Academic Year
    - ☐ Summer
    - ☑ Both
  - Services are provided during
    - ☑ During regular school hours
    - ☑ After school hours
    - ☑ Weekends
  - This is a(n) free program to all TN middle and high school students.
  - Services students in: All TN Middle and High Schools
  - Urbanicity:
  - Duration of Program: Presentations are usually 30-45 min in length - done once a year per grade if school desires.
  - Typical number of years students are in the program: more than 5 years
  - Primary services are provided at: Elementary or secondary schools
  - Grade level when students enter the program: 8
  - Students served:
    - o 2008-09 = 13000
    - o 2009-10 = 14500
  - PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance
  - PROGRAM FUNDING PROVIDED BY: Private Foundation

TARGETED POPULATION: High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment) We go through the schools to set up class or group meetings with students.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops Assessment & testing

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP)
PROGRAM DESCRIPTION: tnAchieves creates programs modeled after knoxAchieves, a last dollar scholarship and mentoring program that seeks to send the student to college who would otherwise not attend. Since 2008, knoxAchieves has worked with over 2,300 applicants and placed 711 students into community colleges. knoxAchieves currently has 608 students enrolled with more than 65% being the first in their families to attend college. The mission of tnAchieves is to provide every Tennessee public high school senior the opportunity to attend college with mentor support.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Federal CACG-Supported Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Tennessee
- Urbanicity:
- Duration of Program: 3 years
- Typical number of years students are in the program: 3
- Primary services are provided at: Both high schools and community colleges
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 497
  - 2009-10 = 803
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government; Fundraising

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment) Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation
**Upward Bound**

**Martin Methodist College**  
N/A  
433 West Madison St  
Pulaski, TN 38478  
931-424-7340 (v)  
931-424-7341 (f)  
[martinmethodist.edu](http://martinmethodist.edu)  
Harold Hobbs, Director  
thobbs@martinmethodist.edu

**PROGRAM DESCRIPTION:** The objective of UPWARD BOUND is to recruit students from fourteen area target schools who (1) express an interest in obtaining a higher educational status, (2) through documentation illustrate a definite need for financial assistance, (3) are first-generation to seek this educational level and thus need encouragement and educational expertise to succeed, and (4) who produce through evidence in grades and with recommendations from counselors and teachers the basis for a capacity to meet the higher education standards. Our goal is to offer these students an environment conducive to enhancing their desires to achieve an advanced educational status. This is done by providing them with situations in which they can experience success and thus strengthen their foundations as they continue through the program. Each student progresses at his/her ability level with the outcome being a satisfied, productive college graduate.

**GENERAL INFORMATION:**
- Program began operation in 2003
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑️ Academic Year
  - ☑️ Summer
  - ☑️ Both
- Services are provided during
  - ☑️ During regular school hours
  - ☑️ After school hours
  - ☑️ Weekends
- Services students in: five counties in southern middle TN
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 50
  - 2009-10 = 50
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

**TARGETED POPULATION:** Low income; Low Academic performance First generation to attend college High school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

**ACADEMIC SERVICES:** Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
AMIGOS
Texas A&M International University
Office of Recruitment and School Relations
5201 University Blvd. USC 130
Laredo, TX 78041
956-326-2267 (v)
956-326-2269 (f)
www.tamiu.edu
Juan Garcia, Director
jgarcia@tamiu.edu

PROGRAM DESCRIPTION: Texas A&M International University’s (TAMIU) Office of Recruitment and School Relations implements a unique outreach and recruitment program entitled A&M International Goes On-Site (AMIGOS). TAMIU has experienced five consecutive years of enrollment growth at a rate that has led most public universities in the state. The AMIGOS is a true reflection of the commitment of TAMIU with the region of South Texas, by raising awareness and opportunities in higher education among students from local and regional high schools. The program consists in six Outreach and Retention Specialists working during the entire academic year hand by hand with teachers, counselors, and administrators from local and regional high schools, establishing working relationships that provide TAMIU personnel with accessibility to students.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Laredo Independent School District; United Independent School District; Diocese of Laredo; Regional School Districts
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2009-10 = 1500

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- Motivational speakers
- PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students High school grads (pre-matriculation); High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Workshops; Peer learning groups

ACADEMIC SERVICES:

SOCIAL SERVICES:
College Access Programs
Southern Methodist University
College Access Programs
6116 Central Expressway
Dallas, TX 75206
214-768-2364 (v)
214-768-4799 (f)
www.ubsmu.org
Ne'Shaun Robinson-Jones, Director
nrjones@smu.edu

PROGRAM DESCRIPTION: Our mission is to ensure that each student is provided with a quality opportunity in education and develop the character and leadership skills that will prepare each student to succeed in high school and college. Goals/Objectives: Objective 1: 76% of all participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math. Increase the number and percentage of low-income/first generation Objective 2: 60% of 9th, 10th, 11th grade project participants served during each school year will continue to participate in project during the next school year. Objective 3: 55% of all participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. Objective 4: 60% of all participants who enroll in a program of post-secondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year. Services: Academic Instruction & Tutoring, Test (TAKS, SAT, PSAT, ACT) preparation, college preparation, academic advising, financial Aid & scholarship research, college/university tours, cultural Enrichment Trips, mentoring

GENERAL INFORMATION:
- Program began operation in 1969
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Dallas ISD & Duncanville ISD
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9

- Students served:
  - 2008-09 = 130
  - 2009-10 = 133
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities; Increase test scores (TAKS/SAT/ACT) and decrease test anxiety

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
**College Ready**

**Higher Education Servicing Corporation**
1250 E. Copeland Road, Suite 200
Arlington, TX 76011
817-265-9158 (v)
817-792-7865 (f)
www.nthea.com

**Phillip Wambgsans**, Associate Executive Director for Industry Relations
philipw@nthea.com

**PROGRAM DESCRIPTION:** Created in 1978 to serve as the administrator for the North Texas Higher Education Authority, HESC set out in part to serve the students and families of Texas. For the past 33 years, our underlying purpose has always remained focused on the importance of ensuring that Texas students have access to a higher education and are given every opportunity to reach their career aspirations. As a result, we have sponsored and facilitated hundreds of educational outreach activities in Texas and helped tens of thousands of students and families pursue and achieve a higher education. Our Outreach mission statement summarizes our efforts: To educate and inspire students to achieve a higher education by promoting a college-going culture through educational outreach activities, services and community partnerships.

**GENERAL INFORMATION:**
- Program began operation in 1998
- This is a Privately-funded Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Primarily regions X and XI in North Central Texas
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Depends on the student and their involvement
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 10000
  - 2009-10 = 10000
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance
- **PROGRAM FUNDING PROVIDED BY:**

**TARGETED POPULATION:** High school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment)

**PROGRAM GOALS:** Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college; Provide role models

**INSTRUCTIONAL APPROACHES:** Tutoring; Mentoring; Workshops; Peer learning groups

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); College fairs; Career counseling and information; Personal counseling
Comet College
The University of Texas at Dallas
Department of Community Engagement
800 W. Campbell Road MP26
Richardson, TX 75080
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udallas.edu/community
Raul Jr Hinojosa, Director of Community Engagement
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PROGRAM DESCRIPTION: Comet College is a college preparatory program serving high school juniors and seniors. The majority of the students in the program are first generation college-bound students. This program focuses on helping the students and their parents with the college enrollment process. The families receive free SAT preparation classes, college tours, higher education workshops, and hands-on help with college admission applications, financial aid applications, and scholarship searches.

GENERAL INFORMATION:
- Program began operation in 2009
- This is a Federal CACG-Supported Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Dallas ISD, Richardson ISD
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 0
  - 2009-10 = 117
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government

TARGETED POPULATION: Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Mentoring; Workshops

ACADEMIC SERVICES: Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Academic advising; Meetings with college faculty/students
**Education is Freedom**

2711 N. Haskell Ave.
Ste 2070 LB 18
Dallas, TX 75204
214-432-8550 (v)
214-370-5000 (f)
www.educationisfreedom.org
Marcia Page, President and CEO
mpage@educationisfreedom.org

**PROGRAM DESCRIPTION:** Education is Freedom (EIF) is dedicated to the development and delivery of programs to increase college entry rates among urban youth. EIF was founded in 2002 with the mission to focus national attention and resources on students who have shown academic promise and leadership but need guidance and financial assistance to go to college. Its primary program, EIF Dallas, is a comprehensive, school-based college access program to address the lack of college-going orientation in the Dallas Independent School District (ISD). EIF Dallas aims to prevent low-income students from dropping out of high school, help students prepare for college during middle and high school, help navigate college entrance and financial aid processes, equip students with skills needed to complete college, and help students leverage private and public scholarship funds to pay for college. Key elements of EIF Dallas are: full-time, on-campus Higher Education Advisors to provide college planning guidance; EIF: G3 (Get Ready. Get Set. Go to College!) professional and personal development workshops; celebrations to honor students’ academic achievements; access to Mayor Tom Leppert’s Intern Fellows Program; parent outreach; access to university and external scholarship partnerships offering college tuition assistance for EIF students; and, mentoring by EIF Dallas staff and volunteers. EIF also offers the EIF Dallas Middle School Champions of Change program, EIF Dallas (MC2), rewarding academic excellence among 6th, 7th and 8th graders, and introducing them to EIF Dallas high school services and to the importance of higher education.

**GENERAL INFORMATION:**
- Program began operation in 2002
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Dallas Independent School District open to expansion into other districts
- Urbanicity: Urban area,

- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 2840
  - 2009-10 = 8567
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Local School System; Community Organization; Business/Industry; Private Foundation; Individual; College/University

**TARGETED POPULATION:** Low income; High school students; Middle school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment); Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities; mentoring

**INSTRUCTIONAL APPROACHES:** Mentoring; Workshops Standardized test prep. Connecting students to tutoring opportunities.

**ACADEMIC SERVICES:** Grade and attendance monitoring; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Employability skills training; Personal counseling; Meetings with college faculty/students
GEAR UP
University of Texas at El Paso
Student Affairs
500 W. University Ave.
El Paso, TX 79968
915-747-8014 (v)
(f)
http://www.utep.edu
Juliette Caire, Program Director
jcaire@utep.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Ysleta Independent School Distrit
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 3000
  - 2009-10 = 3000
- PARENTAL COMPONENT: Yes Campus visits and tours
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income ESL students; First generation to attend college Female students; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment) Students are part of a cohort.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring Role models

ACADEMIC SERVICES: Remedial instruction;
Reading/Writing Instruction; Mathematics/Science instruction; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Cultural activities and field trips
GEAR UP
El Paso Community College
9050 Viscount
Bldg B Room 330
El Paso, TX 79925
915-831-7836 (v)
915-831-7836 (f)
www.epcc.edu/gearup
Marisa Pierce, Director
mpierce6@epcc.edu

PROGRAM DESCRIPTION: The overall purpose of our program is to promote college awareness and readiness to low socio economic disadvantaged populations in secondary schools. In promoting this awareness and readiness, we are likely to ensure that our target population pursues a post secondary education in the form of certification programs, 2-year degree programs, 4-year degree programs and professional degree programs.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Multiple School Districts: Anthony, Canutillo, Clint, Fabens, Tornillo ISDs
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 1198
  - 2009-10 = 1070
- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students;

Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students participate according to award year and are followed as a cohort over a 6 year period

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students

2012 National Survey of Pre-College Outreach Programs
PROGRAM DESCRIPTION: The primary goal of GEAR UP is to increase the number of students who are prepared to enter and succeed in post secondary education. This program targets middle and high school students, their parents, and faculty assisting them to better prepare students for college studies.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Waco, University, & La Vega High Schools; A.J. Moore Academy; Waco ISD and La Vega ISD; Waco
- Urbanicity: Urban area,
- Duration of Program: 6 years
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 343
  - 2009-10 = 415
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meetings with college faculty/students
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Workshops; Role models

ACADEMIC SERVICES: College-level courses (e.g. AP)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Meetings with college faculty/students
GEAR UP For Success
Pasadena ISD
1515 Cherrybrook
Pasadena, TX 77502
713-740-0919 (v)
713-740-5910 (f)
www1.pasadenaisd.org/gearup
Karen McCarley, GEAR UP District Coordinator
kmccarley@pasadenaisd.org

PROGRAM DESCRIPTION: Pasadena ISD GEAR UP For Success strives to increase graduation rates and college participation rates among Pasadena ISD students. PISD GEAR UP provides information through parent meetings, college visits, mentoring, tutoring and academic assistance, educational field trips, academic advising and career planning, portfolio development, higher education promotion, summer programs, rigorous curriculum and staff development. We have worked with students in the graduating class of 2012 since they were in 7th grade and will continue to serve them until they graduate from high school. (83) Objectives include increasing the academic performance and preparation for post-secondary education, increasing the rate of high school graduation and participation in post-secondary education, and increasing student and family knowledge of post-secondary education options, preparation and financing.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Pasadena Independent School District
- Urbanicity: Suburban area
- Duration of Program: 6 year grant
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 4455
  - 2009-10 = 4523
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers

- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Open enrollment for participation in program

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
GEAR Up II
Texas A & M International University
Special Programs
5201 International Blvd.
Laredo, TX 0
956-326-2766 (v)
956-326-2767 (f)
www.yourgearup.com
Michael Smith, Project Director
masmith33@yahoo.com

PROGRAM DESCRIPTION: Increasing Early Awareness and Understanding on undergraduate programs for low-income students across South Texas. Providing access to students and families to colleges and universities across Texas.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Webb County
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - o 2008-09 = 1100
  - o 2009-10 = 1100
- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: cohort model

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring Peer learning groups; Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising
HCCS Project Faith

Houston Community College System
Student Retention
3100 Main
Houston, TX 77002
713-718-8071 (v)
281-277-0674 (f)
http://www.hccs.edu/hccs/business-community/hcc-project-faith
Mary Page, Director HCCS Project Faith
mary.page@hccs.edu

PROGRAM DESCRIPTION: The goal of the Faith Based Educational Opportunity Initiative (FBEOI) program is to encourage higher levels of access, persistence, and completion of graduation requirements for transfer to higher education through a deliberate partnership with five faith-based organizations located throughout the HCC district. Problem: HCC enrollment figures have been flat for the past several years. In order to reach students that are not being touched by HCC marketing and outreach, we must go into local neighborhoods that have low college-going rates. It is physically impossible to create new HCC outreach offices in these under-served areas, being limited by both funds and manpower. Description: We propose to implement the HCC Faith-Based Education Opportunity Initiative. This program would be managed by full-time HCC employees that will be working Saturdays and Sundays with five specific faith-based organizations throughout the HCC district. Each faith-based agency would have one appointed College Opportunity Coordinator, who would work with program staff to host college-going events for both their congregants and the general residents who live in the communities where the churches are located. Services will include career counseling, financial aid counseling, and meetings with parents about the importance of a college education. Innovation: This cost-effective recruiting program will reach an entirely new group of parents and prospective students. Programs such as this across the country have been successfully and widely received, and we believe that by bringing this innovative approach to outreach and enrollment, we will increase enrollment figures each year.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a
  - This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: HCCS Service Area
- Urbanicity: Urban area, Suburban area

- Duration of Program: Two or more years
- Typical number of years students are in the program: 2
- Primary services are provided at: Faith-based organizations
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 35
  - 2009-10 = 65
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Motivational speakers
- PROGRAM FUNDING PROVIDED BY:
  - College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents) Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Workshops; Role models; Group Sessions for parents and children

ACADEMIC SERVICES:
- Social services: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising
K16 Bridge Program
San Jacinto Community College District
4624 Fairmont Parkway
Pasadena, TX 77504
281-991-2672 (v)
281-998-6130 (f)
www.k16bridge.org
Pamela Campbell, Assistant Vice Chancellor for Educational Partnerships
pamela.campbell@sjcd.edu

PROGRAM DESCRIPTION: San Jacinto College is in the midst of a unique partnership journey with its constituent school districts. This opportunity, the K-16 Bridge Program, supported by its partner, the Lewis Center for Educational Research, began as an initiative in the High Desert Region of California. With its primary goal to increase the number of students transitioning to post-secondary institutions, the particular focus of the Bridge Program is upon making the K-12 partner schools active participants in this process. The core values of the program are about building relationships between elementary, secondary, and post-secondary institutions, through technology, training, and ongoing support. The end result is that the K-12 members will become active participants, not just observers, in the transition to higher education.

GENERAL INFORMATION:
- Program began operation in 2010
- This is a Partnership Program
- This is a school-based program
- This program operates during the:
  - ✔ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ✔ During regular school hours
  - ☐ After school hours
  - ✔ Weekends
- Services students in: All schools in the service area of San Jacinto Community College District
- Urbanicity: Suburban area
- Duration of Program: Ideally, grades 4 - 12; ultimately, adding grades K - 3
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 0
  - 2009-10 = 125
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY:
  - College/University

TARGETED POPULATION: Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills

INSTRUCTIONAL APPROACHES: Tutoring

ACADEMIC SERVICES: Mathematics/Science instruction; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Employability skills training; Meetings with college faculty/students
Mapping Your Future, Inc.
3614 Leeds
Corinth, TX 76210
940-497-0741 (v)
940-321-0424 (f)
http://MappingYourFuture.org
Catherine Mueller, Executive Director
cathy@mappingyourfuture.org

PROGRAM DESCRIPTION: Mapping Your Future’s mission is to enable individuals to achieve life-long success by empowering schools, students, and families with free, web-based college, financial aid, career, and financial literacy information and services. We provide: Resources for students and families, including career selection, early awareness, college planning, and money management tools; Neutral content, encouraging students to look at all sources of free funding before considering a student loan; Services to schools to benefit students; Online Student Loan Counseling, which meets regulatory requirements and does not limit student choice; Technology and development to support other nonprofit organizations with similar missions and for those organizations that wish to support Mapping Your Future in its mission to serve students and families.

GENERAL INFORMATION:
- Program began operation in 1996
- This is a Non-profit Program
- ~
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) national service program.
- Services students in:
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Continuous program
- Typical number of years students are in the program: 4
- Primary services are provided at: Anywhere via the Internet
- Grade level when students enter the program:
  - 12
- Students served:
  - 2008-09 = 2200000
  - 2009-10 = 1300000
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:
  - State Government; Business/Industry; Private Foundation; Individual; College/University

TARGETED POPULATION: Targets all students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment) Schools may direct students to online program

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents) Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Online Counseling

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Career counseling and information
Migrant Student Success Office

The University of Texas-Pan American
College Access and Support Programs
1201 W. University Drive
EMLH 2.206
Edinburg, TX 78539
956-665-7883 (v)
956-665-2477 (f)
www.utpa.edu/migrantsuccess
Felipe Salinas, Program Director
fsalinas1@utpa.edu

PROGRAM DESCRIPTION: The Migrant Student Success Office is a new initiative for the quickly expanding migrant population at The University of Texas-Pan American. The department’s goal is to provide services and support to the migrant student population on campus and make them aware of the different departments available to them during their university career. We will offer support and assistance in areas such as: financial aid, community service opportunities, and individual mentoring.

GENERAL INFORMATION:
- Program began operation in 2009
- This is a Federal CACG-Supported Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: South Texas; Texas Region 1
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 0
  - 2009-10 = 7
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Family counseling
- PROGRAM FUNDING PROVIDED BY: State Government; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Migrant/Seasonal Farmworker Students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Must meet Migrant/seasonal farworker criteria; some must agree to Living Learning Community Policies

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups

ACADEMIC SERVICES: Grade and attendance monitoring

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
PREP-USA (Prefreshman Engineering Program)
The University of Texas at San Antonio
501 W. Durango Blvd.
San Antonio, TX 78207
210-458-2060 (v)
210-458-2061 (f)
www.prep-usa.org
Raul "Rudy" Reyna, Program Director
rudy.reyna@utsa.edu

PROGRAM DESCRIPTION: The Prefreshman Engineering Program (PREP-USA) is a college-based, academically intense, mathematics-related summer enrichment program, which stresses the development of abstract reasoning skills and their applications. PREP-USA particularly encourages the participation of women and members of minority groups who traditionally have been underrepresented in science, technology, engineering and mathematics-related (STEM) fields. The purpose of the seven-week program is to identify middle school and high school students with the interest and potential for careers in STEM areas and to reinforce them in the pursuit of these fields. In the end, the major goal of the program is to increase the number of well-trained college graduates and technological professionals by encouraging the participation of women and diverse ethnic and racial groups and increasing their retention rate in college.

GENERAL INFORMATION:
- Program began operation in 1979
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: 27 cities in Texas with over 30 school districts
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: One summer
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 3477
  - 2009-10 = 4026
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local Government; Local School System;
- Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Must meet GPA requirement, nomination letters, essay

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/weight in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Hands-on projects, Educational field trips

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Meetings with college faculty/students
Project GRAD Houston

3000 Richmond
Suite 400
Houston, TX 77098
832-325-0467 (v)
832-325-0314 (f)
www.projectgradhouston.org
Ann Stiles, Program Director
abstiles@projectgradhouston.org

PROGRAM DESCRIPTION: Project GRAD Houston serves 64 schools and 44,000 children, of which 73% are at risk of dropping out of school, 90% are low-income, and 97% are minority. Working with school and community leaders, the GRAD model was developed to build academic skills, address family needs, and set children on the road to college. Our objectives are to see at least 80% of entering new ninth graders graduate on-time from high school, at least 50% of those graduates attend college, and at least 60% of enrollees graduate from college. Our action plan is to partner with the school district, our local schools, local universities, and with community organizations to implement sustainable systems of support which change the college expectations and attainment in the communities we serve.

GENERAL INFORMATION:
- Program began operation in 1994
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: 64 schools within Houston ISD (5 feeder systems)
- Urbanicity: Urban area,
- Duration of Program: 8 intensive years and 8 preparatory years
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: K-12 school campuses; university, college and community college campuses
- Grade level when students enter the program: 0
- Students served:
  - o 2008-09 = 44422
  - o 2009-10 = 44051
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours Participation in student activities; Family counseling
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Local School System; Business/Industry; Private Foundation; Individual; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Provide role models Improve social supports and self-efficacy

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups Role models; extended college-embedded learning opportunities for several weeks during the summer

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academically accelerated courses below the college level; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Personal counseling; Academic advising; Meetings with college faculty/students
Project Success
Communities in Schools
161 S. Castell
New Braunfels, TX 78130
830-620-4247 (v)
830-620-5643 (f)
www.cissouthcentraltexas.org
Tiffany Patterson, Project Success Coordinator
tiffany@cissouthcentraltexas.org

PROGRAM DESCRIPTION: Project Success was introduced in 2006-2007 school year. This program focuses on CIS’ ultimate goal of helping at-risk youth gain a high school diploma and have a post-graduation plan for the future. Project Success is a college-prep and career exploration program targeting suburban and rural at-risk high school juniors and seniors in Comal and Guadalupe counties. Project Success is an essential addition to the intensive, comprehensive case management services CIS is already providing to at-risk youth and their families. Students are chosen based on the following criteria: ability and likelihood of graduating, no post-high school plan, and recommendations from school staff and CIS.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: New Braunfels and Marion High Schools; NBISD, Marion ISD
- Urbanicity: Rural area Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 31
  - 2009-10 = 46
- PARENTAL COMPONENT: Yes; Family counseling
- PROGRAM FUNDING PROVIDED BY:

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem

INSTRUCTIONAL APPROACHES: Mentoring; Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Job placement assistance; Employability skills training; Personal counseling

TARGETED POPULATION: Low income; First generation to attend college Dropout, stopout, or at-risk students
San Antonio Education Partnership
206 San Pedro Ave, Suite 200
San Antonio, TX 78205
210-229-9900 ext 226 (v)
210-229-9901 (f)
http://www.saedpartnership.org/index.php?option=com_content&task=view&id=61&Itemid=310
Eyra Perez, Executive Director
eperez@saedpartnership.org

PROGRAM DESCRIPTION: Since 1989, the underrepresented and underserved students in San Antonio are given the opportunity and confidence by the San Antonio Education Partnership to experience the dream and success of attending and graduating from college. The Education Partnership’s mission statement best conveys this sense of purpose: Empower students with quality educational programs, resources and counseling that will make them confident, knowledgeable, and help them finish college and contribute to San Antonio’s future; making our students San Antonio’s leaders of tomorrow. The goal of the San Antonio Education Partnership is to close the college graduation gap for San Antonio by having its students graduate from high school and pursue a higher education. Using a scholarship opportunity as an incentive and reward, the Partnership offers at-risk youth financial assistance.

GENERAL INFORMATION:
- Program began operation in 1989
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: San Antonio City and surrounding areas
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: Elementary or secondary schools and community center
- Grade level when students enter the program:
  - Students served:
    - 2008-09 = 25000
    - 2009-10 = 30000

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Local Government; Local School System; Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students Adult Learners

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Mentoring; Workshops On site one-on-one assistance

ACADEMIC SERVICES: Grade and attendance monitoring; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Academic advising; Meetings with college faculty/students
Stop Six Community Go Center
AB Christian Learning Center
Go Center
5005 Brentwood Stair Road #200
Fort Worth, TX 76112
817-457-3911 (v)
817-457-0027 (f)
www.abchrist.org
Loretta Burns, Executive Director
lburns@abchrist.org

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Federal CACG-Supported Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: FWISD; East/Southeast Fort Worth
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Office Location
- Grade level when students enter the program:
- Students served:
  - 2008-09 = 180
  - 2009-10 = 360
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Dropout, stopout, or at-risk students; High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA) Student must complete intake

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops College Readiness Prep

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Meetings with college faculty/students
TAG (Talented & Gifted Program)
Southern Methodist University
Gifted Students Institute
3101 University Dr
Dallas, TX 75275
214-768-0123 (v)
214-768-3147 (f)
www.smu.edu/giftedyouth
Marilyn Swanson, Director of Programming
mswanson@smu.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 1984
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: One month
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 7
- Students served:
  - o 2008-09 = 75
  - o 2009-10 = 62
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Private Foundation; Individual; College/University

TARGETED POPULATION: Gifted/talented students Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are selected on a first-come, first served basis

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem

INSTRUCTIONAL APPROACHES: Classroom instruction

ACADEMIC SERVICES: Critical thinking skill development; College-level courses (e.g. AP); Academic-enrichment courses

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours
Texas College Advising Corps
The University of Texas at Austin
Institute for Public School Initiatives
220 West 7th St., LAV 1.100
Austin, TX 78701
512-232-3726 (v)
512-322-3798 (f)
http://www.ipsi.utexas.edu/TCAC.html
Emily Watson, Program Director, Texas College Advising Corps
ewatson@ipsi.utexas.edu

PROGRAM DESCRIPTION: Created in 2010, the Texas College Advising Corps seeks to increase the number of low-income, first-generation, and underrepresented Texas high school students entering and completing postsecondary education. With headquarters at The University of Texas at Austin Institute for Public School Initiatives (IPSI), TCAC is a constituent program of the highly successful National College Advising Corps (NCAC), which has university partner chapters in 14 states. By placing recent college graduates of chapter institutions as college advisers in underserved high schools across Texas, the program strives to empower students by giving them the information, encouragement, and support they need to navigate the college admissions process. Advisers work full-time to help students plan their college searches, complete admissions and financial aid applications, and enroll at institutions that will serve them well.

GENERAL INFORMATION:
- Program began operation in 2010
- This is a Federal CACG-Supported Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity: Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 0
  - 2009-10 = 0
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Dropout, stopout, or at-risk students High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Provide role models

INSTRUCTIONAL APPROACHES: Workshops SAT/ACT prep

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Personal counseling
Upward Bound

Trinity University
Education
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San Antonio, TX 78212
210-999-7590 (v)
210-999-7592 (f)
www.trinity.edu
Simone Carnegie, Director
simone.carnegie@trinity.edu

PROGRAM DESCRIPTION: The Trinity University Upward Bound program is a college preparatory initiative funded by the U.S. Department of Education to assist participants in overcoming class, social, academic and cultural barriers to higher education. Upward Bound seeks to provide academic and personal support to participants in their preparation for college through broad and intensive educational opportunities that include academic instruction, tutorial, academic advising, career internships and cultural enrichment activities. Upward Bound is dedicated to increasing the rate at which low income and first-generation college students complete high school and graduate from university.

GENERAL INFORMATION:
- Program began operation in 1980
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Memorial, Kennedy, Harlandale, McCollum; Edgewood and Harlandale ISD
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 75
  - 2009-10 = 75
- PARENTAL COMPONENT: Yes
- PROGRAM FUNDING PROVIDED BY: Federal Government; Private Foundation; Individual

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing

ACADEMIC SERVICES: Reading/Writing instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academically accelerated courses below the college level; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Academic advising
Upward Bound

Weatherford College
225 College Park
Weatherford, TX 76086
817-598-6485 (v)
817-594-6295 (f)
www.wc.edu/upwardbound
Jeff Kahliden, Director of Upward Bound
jkahlden@wc.edu

PROGRAM DESCRIPTION: Upward Bound is a college preparatory program, sponsored by Weatherford College and fully funded by the U.S. Department of Education. For a graduating high school participant, Upward Bound offers six hours of paid college classes at Weatherford College, opportunity to apply to three colleges, and help with financial aid applications. Upward Bound also tracks students for six years to monitor their progress toward obtaining a postsecondary degree.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☐ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Gordon High School, Weatherford High School, Poolville High School, Perrin-Whitt High School, Jbarsboro High School, Millsap High School, Godley High School, Graford High School, Springtown High School, and Mineral Wells High School
- Urbanicity: Rural area
- Duration of Program: Year-round (academic year and summer)
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program:
  - Students served:
    - 2008-09 = 50
    - 2009-10 = 52
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising
Upward Bound
Southwestern University
1001 E. University Ave.
Georgetown, TX 78626
512-863-1177 (v)
512-863-1170 (f)
www.southwestern.edu/academics/ub
Lorna Hermosura, Director of Upward Bound
hermosul@southwestern.edu

PROGRAM DESCRIPTION: Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Georgetown High School, Granger High School, Jarrell High School
- Urbanicity: Rural area Suburban area
- Duration of Program: Year-round (academic year and summer)
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 51
  - 2009-10 = 51
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are specifically targeted & selected; Admission is competitive. Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising

Educational Policy Institute
Upward Bound
San Jacinto College North Campus
5800 Uvalde Rd.
Houston, TX 77049
281-459-7697 (v)
281-459-5403 (f)
J.D. Mota, Executive Director, TRiO Programs
jorge.mota@sjcd.edu

PROGRAM DESCRIPTION: The Upward Bound Program is a federally funded program that provides the motivation, support and preparation for high school students to become successful college students. The effort targets students who are first-generation college students who live in low to moderate-income households. The program recruits and selects these students as early as the summer following their eighth-grade year and then works with them through their four years of high school, and first semester of college (summer bridge program).

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Galena Park & Channelview High Schools; Galena Park & Channelview I.S.D.s; North Channel area of E. Houston
- Urbanicity: Suburban area
- Duration of Program:
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 60
  - o 2009-10 = 64
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance; ESL students; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; application also includes parental permission forms, teacher evaluations

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college
Improve student self-esteem; Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
Weatherford College
Education Talent Search

Programs Outreach Department
225 College Park Dr
Weatherford, TX 76086
817-598-6482 (v)
817-598-6422 (f)
www.wc.edu
John Turntine, Director ETS
jturntine@wc.edu

PROGRAM DESCRIPTION: The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assist participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

GENERAL INFORMATION:
- Program began operation in 1998
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Weatherford, Mineral Wells, Springtown, Santo, Bridgeport, Decatur, Jacksboro; All of these ISD
- Urbanicity: Rural area
- Duration of Program:
- Typical number of years students are in the program:
- Primary services are provided at: Both the college campus and secondary school
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =

PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising
YES to College

Housing Authority of the City of Austin
Housing and Community Development
1124 S IH 35
Austin, TX 78704
512-477-4488 (v)
512-477-9924 (f)
www.hacanet.org
Barbara Jackson, Program Manager
barbaraj@hacanet.org

PROGRAM DESCRIPTION: The Your Educational Success (Y.E.S.) to College Program works with middle and high school students through mentoring to increase motivation and academic achievement. Students complete projects with Diversity Council staff and then explore mutual career interests with graduate student mentors. “It Could Be U” summer camps include technology projects and fieldtrips to local STEM employers. Students create videos and blogs from their field trips to help other youth identify career options and college choices. Parent education activities are included.

GENERAL INFORMATION:
- Program began operation in 2010
- This is a Partnership Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Public Housing Residents of the Housing Authority of the City of Austin (TX)
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Housing Authority Community Rooms at each HACA public housing apartment site.
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 0
  - 2009-10 = 25
- PARENTAL COMPONENT: Yes; Instructional programs; Campus visits and tours Participation in student activities; Family counseling
- PROGRAM FUNDING PROVIDED BY: Private Foundation

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students
Public housing residents

PROGRAM ADMISSIONS AND SELECTION: Students must be residents of HACA and made the A/B honor roll or had perfect attendance at least once in the last 4 grading periods

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement Provide exposure to college Provide role models Improve academic planning

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Remedial instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Academic advising; Meetings with college faculty/students; Career field trips and mentoring -2
Educational Talent Search/TRiO

 Dixie State College of Utah
 Student Services
 225 S. 700 E.
 St. George, UT 84770
 435-652-7657 (v)
 435-656-4126 (f)
 dixie.edu/triotalent_search/index.php
 Kitty Hughes, ETS Director
 hughes@dixie.edu

 PROGRAM DESCRIPTION: The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assist participant with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education. Objectives: (1) promotion - 100%; (2) Graduation - 98%; (3) Financial Aid - 84%; (4) Apply to postsecondary school - 87%; (5) Enrolled in Postsecondary - 75%.

 GENERAL INFORMATION:

 ▪ Program began operation in 1990
 ▪ This is a Federal TRIO Program
 ▪ This is a school-based program
 ▪ This program operates during the:
   ☑ Academic Year
   ☐ Summer
   ☐ Both
 ▪ Services are provided during
   ☑ During regular school hours
   ☑ After school hours
   ☐ Weekends
 ▪ Services students in: Washington County School District
 ▪ Urbanicity: Rural area
 ▪ Duration of Program: Full academic year
 ▪ Typical number of years students are in the program: 5
 ▪ Primary services are provided at: Elementary or secondary schools
 ▪ Grade level when students enter the program: 8

 ▪ Students served:
   ○ 2008-09 = 871
   ○ 2009-10 = 851
 ▪ PARENTAL COMPONENT: Yes; FAFSA
counseling/guidance; Motivational speakers
 ▪ PROGRAM FUNDING PROVIDED BY: Federal Government

 TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

 PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

 PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Preparation for ACT, guidance & assistance in reentry, filling out FAFSA & applying to college

 INSTRUCTIONAL APPROACHES: Tutoring Workshops Assessment & testing; Role models

 ACADEMIC SERVICES: Grade and attendance monitoring; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

 SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising
Pre-college programs
Institution of Higher Education-Weber State University
Education Access and Outreach
1122 University Circle
Ogden, UT 84408
801-626-7096 (v)
801-626-8768 (f)
weber.edu/outreach
Ruth Stubbs, Director
rstubbs@weber.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity:
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at:
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 610
  - 2009-10 = 604
- PARENTAL COMPONENT: No

PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase college awareness (students/parents)

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising
PROGRAM DESCRIPTION: Student Support Services (SSS) project will serve 200 students who are educationally and financially unprepared for post secondary success. The high percentage (65%) of low income and first-generation students at DSC, and the low college graduation rates (32%) demonstrate the need for the SSS project. The SSS project will serve 134 students who will be both low-income and first generation or disabled, and additional 66 who will be either low-income. 70% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at Dixie State College. 45% of new participants served each year will graduate with an associates degree or certificate within four (4) years.

GENERAL INFORMATION:
- Program began operation in 1985
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity: Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 216
  - 2009-10 = 207
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance; Historically underrepresented minorities; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation)

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Students are specifically targeted & selected; Admission is competitive; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Increase likelihood of completing college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops; Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising
Student Support Services

Snow College
150 East College Ave.
Ephraim, UT 84627
435-283-7390 (v)
435-283-7398 (f)
www.snow.edu
Michael Anderson, Program Director
mike.anderson@snow.edu

PROGRAM DESCRIPTION: Objectives are to retain, graduate and transfer low income/first generation and students with disabilities through college.

GENERAL INFORMATION:
- Program began operation in 1982
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity: Rural area
- Duration of Program:
- Typical number of years students are in the program:
- Primary services are provided at: College campus
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT:
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS:

INSTRUCTIONAL APPROACHES:

ACADEMIC SERVICES:

SOCIAL SERVICES:
TRiO Talent Search
Weber State University
Education Access and Outreach
1122 University Circle
Ogden, UT 0
801-626-7006 (v)
801-626-8769 (f)
http://www.weber.edu/talentsearch
Ruth Stubbs, Program Director
rstubbs@weber.edu

PROGRAM DESCRIPTION: Talent Search at Weber State University is designed to identify qualified youths with potential for success at the post-secondary (PSE) level and to encourage such youths to complete high school and undertake a post-secondary program of study. Objectives include 95% of the college-ready cohort will apply to PSE, 95% will apply for financial aid or scholarships, and 80% will enroll in college.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Ogden High, Ben Lomond High, Highland Junior, Mound Fort Junior, Mount Ogden Junior; Ogden School District; Ogden, Utah
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - o 2008-09 = 605
  - o 2009-10 = 604
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
TRiO Upward Bound
Snow College
150 East College Avenue
Ephraim, UT 84627
435-283-7182 (v)
435-283-7186 (f)
www.snow.edu/ub
Diane J. Gardner, Director
diane.gardner@snow.edu

PROGRAM DESCRIPTION: We mentor qualified low income/first generation college bound students to let them experience college. The dream of attending college is possible.

GENERAL INFORMATION:
- Program began operation in 1980
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Sanpete County, Utah
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 70
  - 2009-10 = 70
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government; Business/Industry

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students

Educational Policy Institute
Veterans Upward Bound
Weber State University
Student Affairs
1308 University Circle
Ogden, UT 84408
801-626-7047 (v)
801-626-6826 (f)
http://www.weber.edu/vetsupwardbound
Randy Wilson, Director of Veterans Upward Bound
randalwilson@weber.edu

PROGRAM DESCRIPTION: The Wasatch Front Veterans Upward Bound (VUB) Project serves the educational needs of veterans in Utah’s Davis, Weber, and Salt Lake Counties—the state’s most densely populated area—by providing core curriculum instruction, academic advisement, and personal mentoring services essential for postsecondary success of the target population: low-income/first-generation military veterans.

GENERAL INFORMATION:
- Program began operation in 2010
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - o 2008-09 = 120
  - o 2009-10 = 120

PARENTAL COMPONENT: No

PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation) veterans, GED

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are selected on a first-come, first served basis; Vets must provide a DD 214 and Financial verification of taxable income

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models Provide tutoring for college

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Career counseling and information; Job placement assistance; Employability skills training; Academic advising; Meetings with college faculty/students
VIRGINIA

College Guide Program
University of Virginia
Provost
2400 Old Ivy Road
Rm. 188
Charlottesville, VA 0
434-924-7612 (v)
434-924-7560 (f)
www.virginia.edu/collegeguides
Keith Roots, Director, College Guide Program, University of Virginia
kroots@virginia.edu

PROGRAM DESCRIPTION: The College Guide Program hires recent University of Virginia graduates to work full-time for two years with counselors and college access providers in partner high schools and community colleges throughout Virginia. The program’s goal is to increase the number of college-going students in Virginia.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federally-funded Program
- This is a college/university-based program
- This program operates during the:
  - ✔ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ✔ During regular school hours
  - ✔ After school hours
  - ✔ Weekends
- Services students in:
- Urbanicity: Rural area, Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 17745
  - 2009-10 = 16480
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY:
  - AmeriCorps; Business/Industry; Private Foundation

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES:

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours
College Partnership Program
Fairfax County Public Schools
3877 Fairfax Ridge Road
Fairfax, VA 22191
571-423-4410 (v)
571-423-4417 (f)
hhttp://www.fcps.edu/DIS/SchoolCounseling/CollegeSuccess/  
Darryle Craig, Program Director
dscraig@fcps.edu

PROGRAM DESCRIPTION: The primary goal of CPP is to increase the number of students, particularly first generation and minority students who enroll in and succeed in college. Services provided by the College Partnership Program include: Academic counseling, Career exploration, College readiness, Personal development, Parent and community involvement. Every high school in Fairfax County has a school-based College Partnership Program.

GENERAL INFORMATION:
- Program began operation in 1989
- This is a
- This is a school-based program
- This program operates during the:
  - ☐ Academic Year
  - ☐ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Fairfax County Public Schools
- Urbanicity: Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at:
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 1400
  - o 2009-10 = 1430
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Participation in student activities; Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Local School System

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college. Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Workshops

ACADEMIC SERVICES: Grade and attendance monitoring; Academically accelerated courses below the college level; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g., admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Meetings with college faculty/students
Early Identification Program

George Mason University
University Life
4400 University Dr.,
East Building Room 129, MSN 2A7
Fairfax, VA 22030
703-993-3120 (v)
703-993-3128 (f)
http://eip.gmu.edu/

Lewis Forrest, II, Executive Director
lforres1@gmu.edu

PROGRAM DESCRIPTION: The Early Identification Program (EIP) is George Mason University’s college access program which supports the academic, career, and personal/social development of first-generation college bound students in Northern Virginia. Our vision is to produce civically engaged first-generation college bound students who value learning and are actively pursuing the completion of a post secondary degree. Mission EIP will inspire students towards higher education and the development of professional goals. Using a holistic approach to educate students EIP strives to maximize student potential and academic achievement. In partnership with local school divisions, private sector, and the Mason community our goal is to improve students’ access to higher education and quality of life by providing academic enrichment, personal development, and community engagement; thus, ensuring students are equipped with the knowledge and skills to become productive and responsible global citizens.

Components: Three week Summer Academy, Academic skills to personal development, and community engagement; thus, and quality of life by providing academic enrichment, goal is to improve students’ access to higher education, and the development of a post secondary degree. Mission EIP will inspire students towards higher education and the development of professional goals. Using a holistic approach to educate students EIP strives to maximize student potential and academic achievement. In partnership with local school divisions, private sector, and the Mason community our goal is to improve students’ access to higher education and quality of life by providing academic enrichment, personal development, and community engagement; thus, ensuring students are equipped with the knowledge and skills to become productive and responsible global citizens.

Components: Three week Summer Academy, Academic Tutoring and Mentoring, Strengthening the Family (STF), Math and Science Power Aid (MSPA), Early Identification Program Prep (for 8th graders)

GENERAL INFORMATION:

- Program began operation in 1987
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Alexandria, Arlington, Falls Church, Fairfax, Manassas Park, Manassas City, and Prince William County Public Schools
- Urbanicity: Rural area Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 8
- Students served:

  - 2008-09 =
  - 2009-10 =

- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: State Government; Local School System; Business/Industry; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive; Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Assessment & testing; Role models

ACADEMIC SERVICES: Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising
GEAR UP
State Council of Higher Education for Virginia
101 N. 14th Street
Richmond, VA 23219
804-786-1448 (v)
804-225-2906 (f)
www.gearupva.com
Gary Krapf, Director, GEAR UP Program
garykrapf@schev.edu

PROGRAM DESCRIPTION: NONE

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Yes; Yes
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 4800
  - 2009-10 = 4500

- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Motivational speakers

- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; First generation to attend college; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement;

Increase college awareness (students/parents); Provide exposure to college; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising
GEAR UP Virginia
State Council of Higher Education for Virginia
101 N 14th Street
James Monroe Building
Richmond, VA 23219
804-786-1448 (v)
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www.gearupva.com
Gary Krapf, Director, GEAR UP Program
garykrapf@schev.edu

PROGRAM DESCRIPTION: The GEAR UP program was authorized by the United States Congress in 1998. Since then GEAR UP grants have been awarded to 46 states and four territories and serve more than 739,000 students. The purpose of the program is to foster increased knowledge, expectations, and preparation for postsecondary education among all students, including those from low-income families. Virginia’s GEAR UP program presently provides services to over 4,000 students attending 36 high schools in 25 school divisions across Virginia. Services to students include tutoring, career awareness, college-readiness counseling, and much more. Services are also provided to parents, teachers, and school administrators.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: 36 schools are served; 25 school divisions are served
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 4501
  - 2009-10 = 4097
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities; Family counseling; Motivational speakers

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; Career Coaches

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students

PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Female students; Male students
Middle school students 50% Free and Reduced Lunch Program

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected Parents must sign contract before student participation
**GRGreat Aspirations Scholarship Program, Inc.**

4551 Cox Rd.
Suite 110
Glen Allen, VA 23060
804-527-7717 (v)
804-527-7750 (f)
www.grasp4virginia.com
Elizabeth Heggie, Program Director
bheggie@grasp4virginia.com

**PROGRAM DESCRIPTION:** Early each fall, our GRASP financial aid advisors meet with all the seniors in the high schools, either as a large group or in classrooms, to introduce the subject of financial aid and begin to acquaint the students with the process. GRASP financial aid advisors are then available to meet with students and their families individually throughout the year and to assist them in completing the Free Application for Federal Student Aid (FAFSA) and in their applications for other college funding. In addition to these individual meetings, GRASP advisors run workshops on financial aid, give presentations to parent groups, and set up tables at back-to-school nights and/or PTA programs.

**GENERAL INFORMATION:**

- Program began operation in 1983
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: Full academic year
- Typical number of years students are in the program: Less than a year
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - ☐ 2008-09 = 4750
  - ☐ 2009-10 = 5170
- **PARENTAL COMPONENT:** Yes; FAFSA counseling/guidance
- **PROGRAM FUNDING PROVIDED BY:** State Government; Local School System; Community Organization; Business/Industry; Private Foundation; Individual; Fundraising

**TARGETED POPULATION:** Low income; First generation to attend college Female students; Male students; High school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment); Students are specifically targeted & selected

**PROGRAM GOALS:** Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

**INSTRUCTIONAL APPROACHES:** Classroom instruction Mentoring; Workshops

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:** College awareness (e.g. admissions, financial aid); College fairs; Cultural activities and field trips; Employability skills training
Pathway to the Baccalaureate Program

Northern Virginia Community College
N/A
4001 Wakefield Chapel Road
CH 312A
Annandale, VA 22003
703-323-3063 (v)
703-764-6006 (f)
www.nvcc.edu/pathway
Kerin Hilker-Balkissoon, Director, Pathway to the Baccalaureate Program
khilker@nvcc.edu

PROGRAM DESCRIPTION: Pathway to the Baccalaureate is a highly successful, replicable initiative that addresses barriers to college access, success and completion for thousands of at-risk students in Northern Virginia through an effective collaboration among K-12, community college and university partners. Students receive ongoing counseling, programming, and student support services using a one-stop, case management format. Pathway services are provided beginning on-site at local high schools, and continue through NVCC and George Mason University. Student engagement is fostered through access to academic, social and athletic events, concurrent enrollment opportunities and a specialized guaranteed transfer admissions agreement. Pathway students significantly exceed both college and national benchmarks in measures of transition, retention, academic success and two-year college graduation.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Partnership Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) program with services provided at high schools, community college and university settings.
- Services students in: Northern Virginia Region (7 school systems)
- Urbanicity: Suburban area
- Duration of Program: From the senior year of high school through completion of baccalaureate or 7 years
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Services are provided equally at participating high schools, community college and university locations.
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 2700
  - 2009-10 = 3600
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students
- PROGRAM FUNDING PROVIDED BY: Local School System; Individual; College/University

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Dropout, stopout, or at-risk students High school students; Wards of the state

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission through combo of self-selection and referral. Student must sign contract before participating (parent also if under 18)

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Increase college success and completion through the baccalaureate.

INSTRUCTIONAL APPROACHES: Classroom instruction
Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
Professors in Residence

James Madison University
President's Office for Diversity
800 S Main Street, MSC 7611
Harrisonburg, VA 22807
540-568-4506 (v)
540-568-2338 (f)
www.jmu.edu/pir
David Owusu-Ansah, Special Assistant to the President for Diversity
owusuadx@jmu.edu

PROGRAM DESCRIPTION: The Professor-In-Residence Program (PIR) is a James Madison University (JMU) outreach endeavor to promote the educational attainment and college aspirations of Virginia high and middle school students. The PIR program is focused in high and middle schools with diverse student and high free and reduce lunch populations. Professors and Partner Schools JMU has many dedicated professors and Graduate students, each representing a different discipline that are instrumental to the program. They spend at least one day per week visiting one of the partner schools. View partnering schools. The program also has a relationship with middle schools in Virginia, helping students establish a plan for their future. Science and Service Learning.

GENERAL INFORMATION:
- Program began operation in 2003
- This is a University-funded Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Urbanicity:
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 7
- Students served:
  - 2008-09 = 1000
  - 2009-10 = 1500
- PARENTAL COMPONENT: No

PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; STEM, Writing

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Meetings with college faculty/students
Project Discovery

W-JCC Community Action Agency
312 Waller Mill Road Suite 405
Williamsburg, VA 23185
757-229-9332 (v)
757-229-9336 (f)
www.actionagency.org
Reba Bolden, Program Director
reba@tni.net

PROGRAM DESCRIPTION: Project Discovery is an educational drop out prevention program serving W-JCC Public Schools middle and high school youths. Projects Discovery encourages participants to: Set achieve goals, Enhance their self esteem, Create budgets, Learn study skills, Create timelines, Broaden their horizons by becoming aware of the many ways to have a successful future by attending college

GENERAL INFORMATION:
- Program began operation in 1983
- This is a Federal CACG-Supported Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Williamsburg-James City Public Schools; Williamsburg-James City County
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at:
- Grade level when students enter the program: 6
- Students served:
  - o 2008-09 = 65
  - o 2009-10 = 67
- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- Motivational speakers
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Grade and attendance monitoring; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Job placement assistance; Personal counseling; Academic advising
Project Discovery of Virginia, Inc.

1200 Electric Rd
Salem, VA 24153
540-389-9900 (v)
540-389-9920 (f)
www.projectdiscovery.org
Jeffrey North, Program Director
jnorth@projectdiscovery.org

PROGRAM DESCRIPTION: Since 1982 Project Discovery has impacted thousands of students in Virginia. Currently offered in 22 locations, Project Discovery works to assist low to moderate-income students and/or, potential first generation college students. Project Discovery provides workshops to improve basic skills and assist students and parents in completing applications for both admission and financial aid. As a result, a greater number of students go on to post secondary education. Project Discovery believes that hardworking, meritorious students should not be deprived of an opportunity to attend college simply because of a lack of funding. Our vision is to see that every student graduate from high school and every student who has the desire and demonstrates the ability, be able to attend post-secondary education.

GENERAL INFORMATION:
- Program began operation in 1982
- This is a Federal CACG-Supported Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: State wide
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 10
- Students served:
  - 2008-09 = 2305
  - 2009-10 = 1836
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities

- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; Business/Industry; Private Foundation; Fundraising

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college Dropout, stopout, or at-risk students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Peer learning groups Role models

ACADEMIC SERVICES: Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Academic advising; Meetings with college faculty/students
TRiO Upward Bound Program
Danville Community College
Depart of Student Services
1008 South Main Street
Danville, VA 24541
434-797-8478 (v)
434-797-8543 (f)
http://www.dcc.vccs.edu/UB/UpwardBound.htm
Robin Dabney, Program Director
rdabney@dcc.vccs.edu

PROGRAM DESCRIPTION: Danville Community College (DCC) TRiO Upward Bound Program prepares low-income, first generation high school students in 9th - 12th grade for postsecondary enrollment in Fall term after high school completion. Through enrichment courses and activities, students become motivated to succeed in core curriculum courses and college entrance exams for successful college enrollment, retention, and graduation. Program instructional support services includes literature, composition, mathematics, science, and foreign language during the academic and summer terms. Upon enrollment, students are retained until high school graduation. Additional services includes personal and career counseling; cultural exposure; assistance and guidance with college admission applications; financial aid; and scholarship forms to ensure successful college enrollment and attainment.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Danville Public High Schools; Pittsylvania County Public High Schools; and Halifax County Public High Schools; Danville Public School; Pittsylvania County Public Schools; and Halifax County Public Schools
- Urbanicity: Rural area, Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 9th
- Students served:
  - ☑ 2009-10 = 55

- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college Dropout, stopout, or at-risk students High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; First Generation, Low Income, and High Risk for Failure selection criterion

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound
Rappahannock Community College
52 Campus Drive
Warsaw, VA 22572
804-333-6777 (v)
804-333-3082 (f)
www.rappahannock.edu
Wtynes, Project Director
wtynes@rappahannock.edu

PROGRAM DESCRIPTION: Upward Bound is a pre-college TRIO program for high school students designed to generate the skills and motivation in students who have the desire and potential for enrollment into a postsecondary institution. Students in grades 9 – 12 are eligible for participation provided that they meet low-income guidelines as set by the U.S. Department of Education, and are potential first-generation students. The program seeks students who possess the potential to become successful at a postsecondary institution, however as freshman, have grade point averages of “C” or “D,” have earned a relatively low number of credits in the core academic subjects, and that again, have the potential, but do not plan to pursue postsecondary education.

GENERAL INFORMATION:
- Program began operation in 1995
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
  - Urbanicity: Rural area
  - Duration of Program: Full calendar year
  - Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 58
  - 2009-10 = 60
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance Meeting with college/university faculty or students; Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Parent and student must attend an interview before an admission decision is rendered

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writeing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound & Upward Bound Math & Science

Patrick Henry Community College
645 Patriot Avenue
Martinsville, VA 24112
276-656-5486 (v)
276-656-0352 (f)
www.ph.vccs.edu/upwardbound
Sharon Gilbert, Program Coordinator
sgilbert@ph.vccs.edu

PROGRAM DESCRIPTION: Program for potential first generation or low-income students who are interested in attending college. Program services are designed to help students through high school and encourage them to enroll in college. Services include workshops, tutoring, test preparation, time management, career and educational counseling, etc.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Federal TRIO Program
- This is a school-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Martinsville City, Henry and Patrick Counties; Martinsville City, Henry and Patrick Counties
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY:

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem
Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Job placement assistance; Employability skills training; Personal counseling; Academic advising

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA)
Upward Bound Program
Norfolk State University
Division of Student Affairs
700 Parke Avenue
Norfolk, VA 23504
757-823-2346 (v)
757-823-2345 (f)
http://www.nsu.edu/upwardbound/
Tanya Perry, Program Director
tcperry@nsu.edu

PROGRAM DESCRIPTION: The purpose of Upward Bound is assisting students in the development of skills and motivation necessary to succeeding both in high school and beyond. Admission to Upward Bound is not automatic; students and their parents/guardians must complete this lengthy application and have an applicant interview. Upward Bound is a federally funded TRIO program working with 62 students from 8 target high schools from the cities of Norfolk and Portsmouth, Va. Participants are interested in sharpening their academic skills and pursuing education after high school graduation. There are a few basic requirements to join the program. Be a student at one of the following target schools: Churchland High School, I.C. Norcom High School, Wilson High School, Booker T. Washington High School, Granby High School, Lake Taylor High School, Maury High School, Norview High School. Additionally, you must be a 9th or 10th grade student, have a current grade point average of 2.30 or higher, and be a potential first-generation college student (this means that your parents or guardians do not have a four-year college degree) and/or your family’s taxable income meets low-income guidelines.

GENERAL INFORMATION:
- Program began operation in 1973
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Norfolk and Portsmouth, Virginia
- Urbanicity: Urban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 62
  - 2009-10 = 62

- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills Promote interest/interest in particular subject area; Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students

Educational Policy Institute 354
**Virginia's Career Coach Program**

**Virginia's Community Colleges**  
Office of Workforce Development Services  
101 N. 14th Street  
17th Floor  
Richmond, VA 23219  
804-819-4968 (v)  
804-819-1699 (f)  
www.vccs.edu/careercoaches  
Scott Kemp, Career Coach Coordinator  
skemp@vccs.edu

**PROGRAM DESCRIPTION:** Virginia Community Colleges Career Coaches are community college employees who are based in local high schools to help high school students define their career aspirations and to recognize community college and other postsecondary programs, including apprenticeships and workforce training, that can help students achieve their educational and financial goals. The fundamental purpose of the VCCS Career Coaches Program is to empower students to make informed decisions about their career and educational plans and to prepare students for success in postsecondary education and training. While the day-to-day functions of a career coach vary according to local needs, major responsibilities include: *Facilitating the development of individual career plans and portfolios.*  
*Administering and providing interpretation of career assessments, such as the Virginia Education Wizard.*  
*Relating information on careers, career pathways, and related employment.*  
*Connecting students to early college programs such as Tech Prep and Dual-enrollment.*  
*Easing the transition of students from high school to postsecondary education and the skilled workforce.*

**GENERAL INFORMATION:**
- Program began operation in 2005
- This is a Partnership Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in: Program is all across Virginia
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3

- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 72000
  - 2009-10 = 83000
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; State Government; Local School System; Community Organization; Private Foundation; College/University

**TARGETED POPULATION:** High school students

**PROGRAM ADMISSIONS AND SELECTION:** All students may participate (open enrollment)

**PROGRAM GOALS:** Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Provide role models

**INSTRUCTIONAL APPROACHES:** Mentoring; Workshops  
Assessment & testing; Role models

**ACADEMIC SERVICES:** 12 - College and career readiness through classroom-based presentations and individual sessions

**SOCIAL SERVICES:** College fairs; Career counseling and information; Employability skills training; Academic advising; Meetings with college faculty/students
Warren Coalition College Access Program

Warren County Public Schools/Warren Coalition
23 S. Royal Ave.
Front Royal, VA 22630
540-636-6385 (v)
540-636-6875 (f)
www.warrencoalition.org

Joyce Jenkins-Wimmer, Warren Coalition/College Access Network Coordinator
joyce@warrencoalition.org

PROGRAM DESCRIPTION: The College Access Network assists students and families, with a focus on underrepresented populations in colleges (low SES, ESL and special ed) and families of “first time college attendees” to realize potential and pursue post secondary education, explore career and college choices, research options and apply to academic and career colleges or other institutions of higher education and assist students/families locate and apply for scholarships and financial aid.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Partnership Program
- ~
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- This is a(n) school system and community collaboration.
- Services students in: Warren County High School and Skyline High School; Warren County; Front Royal, VA 22630
- Urbanicity: Rural area
- Duration of Program: Academic year and summer following
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 54
  - 2009-10 = 87

PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Motivational speakers

PROGRAM FUNDING PROVIDED BY: Local Government; Local School System; Community Organization; Business/Industry

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Grade and attendance monitoring; Computer-skills training; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Academic advising
VERMONT

University of Vermont/Christopher Columbus campus partnership

University of Vermont
Admissions Office
194 S. Prospect St.
Burlington, VT 5401
802-656-4646 (v)
802-656-4663 (f)
www.uvm.edu
Deborah Gale, Senior Assistant Director of Admissions
deborah.gale@uvm.edu

PROGRAM DESCRIPTION: The partnership between the University of Vermont and three high schools on the Christopher Columbus campus in Bronx, NY (Pelham Preparatory Academy, Collegiate Institute of Math and Science, and Christopher Columbus High School) provides early college awareness activities for students in the 9-12 grades. Admissions staff at UVM provide a workshop once a year for students in grades 9 and 10 as well as one campus visit for selected students, two workshops for all students in grade 11 and an on-campus visit for selected students, and on-campus visits for selected students in grade 12). The purpose of the partnership is for us to enhance the excellent work already done by guidance counselors in the schools and expand the students' horizons beyond New York City. Additionally, we have student interns who work with the students and are excellent role models.

GENERAL INFORMATION:
- Program began operation in 2000
- This is a Partnership Program
- ~
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- This is a(n) school- and college-based program.
- Services students in: Pelham Preparatory Academy, Collegiate Institute of Math and Science, and Christopher Columbus High School
- Urbanicity: Urban area,
- Duration of Program: More than one academic year

- Typical number of years students are in the program: 4
- Primary services are provided at: Both college campus and secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 250
  - 2009-10 = 350
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: For grades 9, 10, and 11 all students participate in workshops but are selected for on-campus trips; in grade 12 students are targeted specifically

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college; Increase college awareness (students/parents); Provide exposure to college

INSTRUCTIONAL APPROACHES: Workshops

ACADEMIC SERVICES:

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); Cultural activities and field trips; Academic advising; Meetings with college faculty/students
Upward Bound
Castleton State College
Academic Affairs
87 College Drive
Castleton, VT 5735
802-468-6400 (v)
802-468-1205 (f)
www.castleton.edu/ub
Jennifer Jones, Director of Upward Bound
jennifer.jones@castleton.edu

PROGRAM DESCRIPTION: Upward Bound is a federally funded TRiO program that offers challenging pre-college experiences to students of high academic ability. Its goal is to generate skills and motivation necessary for success in high school and college through an academic year program and a six-week summer residential program. Castleton Upward Bound was initially funded in 2003 and has a college enrollment rate of 73% with a persistence rate of 64% since that time. 148 first-generation and low-income students from six schools in Rutland County have been served since 2003.

GENERAL INFORMATION:
- Program began operation in 2003
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - [ ] Academic Year
  - [ ] Summer
  - [x] Both
- Services are provided during
  - [ ] During regular school hours
  - [x] After school hours
  - [x] Weekends
- Services students in: Rutland County
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: College campus
- Grade level when students enter the program: 9
- Students served:
  - o 2008-09 = 59
  - o 2009-10 = 54
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; Admission is competitive Parents
Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Access Programs

University of Puget Sound
Diversity and Inclusion
1500 N. Warner
Tacoma, WA 98416
253 879 3927 (v)
253-879-2450 (f)
hhttp://www.pugetsound.edu/about/diversity-at-pugetsound/access-programs/
Abigail Taitano, Program Director
atatano@pugetsound.edu

PROGRAM DESCRIPTION: Access Programs are designed to promote academic excellence for middle and high school students and are conducted in partnership with the University of Puget Sound and Tacoma Public Schools. The goals of the Access to College Initiative are to: Provide exposure to college and thereby expand college opportunities for youth traditionally underrepresented in higher education; Encourage academic persistence for participants of Access to College Initiative; Offer comprehensive programs to Access to College Initiative participants involving a wide range of academic support, academic enrichment and college co-curricular experiences; Encourage parent involvement in academic and college preparation programs

GENERAL INFORMATION:
- Program began operation in 1994
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Tacoma Public Schools
  - District 10
- Urbanicity: Urban area,
- Duration of Program: Summer and academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program:
  - Students served:
    - 2008-09 =
    - 2009-10 =
- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours;

Meeting with college/university faculty or students; Participation in student activities
Motivational speakers

PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students
Act Six Leadership and Scholarship Initiative
Northwest Leadership Foundation (nonprofit organization)
717 Tacoma Ave S, Ste A
Tacoma, WA 98402
253-272-0771 x109 (v)
253-272-0719 (f)
www.actsix.org
Tim Herron, Program Director
tim.herron@actsix.org

PROGRAM DESCRIPTION: As an urban leadership development and college access and retention initiative, Act Six accomplishes this mission through the following model: (1) Recruit and Select: Annually recruit and select diverse, multicultural cadres of Washington’s most promising emerging urban leaders. (2) Train and Prepare: Intensively train these groups of students in the year prior to college, equipping them to support each other, succeed academically, and grow as service-minded leaders and agents of transformation. (3) Send and Fund: Send the teams together to select faith-based colleges across Washington on full-tuition, full-need scholarships. (4) Support and Inspire: Provide strong campus support and ongoing leadership development to nurture these young people as they find their vocation and grow into the next generation of community leaders.

GENERAL INFORMATION:
- Program began operation in 2002
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Cities: (1) Tacoma-Seattle, (2) Spokane
- Urbanicity: Urban area,
- Duration of Program: February to August prior to first year of college
- Typical number of years students are in the program: 1
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 40
  - 2009-10 = 33
- PARENTAL COMPONENT: Yes Campus visits and tours Participation in student activities

- PROGRAM FUNDING PROVIDED BY: Federal Government; AmeriCorps; State Government; Community Organization; Business/Industry; Private Foundation; Individual; College/University; Fundraising

TARGETED POPULATION: Low income Gifted/talented students; Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Provide 4 year full-tuition, full-need scholarships to partner colleges

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Reading/Writing instruction; Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Meetings with college faculty/students
**College Access Now**

PO Box 22999  
Seattle, WA 98122  
425-773-1198 (v)  
(f)  
www.collegeaccessnow.org  
Jennie Flaming, Program Director  
jennie@collegeaccessnow.org

**PROGRAM DESCRIPTION:** Dedicated to making college admission possible for talented, motivated and economically disadvantaged students. Providing intensive individual and group college advising, including test preparation and registration, campus visits, developing a campus list, personal statements, completing college and financial aid applications and making decisions about where to attend.

**GENERAL INFORMATION:**
- Program began operation in 2005
- This is a Non-profit Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Garfield HS, Franklin HS, West Seattle HS; Seattle Public Schools
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - o 2008-09 = 180
  - o 2009-10 = 230
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:**  
  Business/Industry; Private Foundation;  
  Individual; Fundraising

**TARGETED POPULATION:** Low income; Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students; High school students

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

**INSTRUCTIONAL APPROACHES:** Classroom instruction  
Mentoring; Workshops; Role models

**ACADEMIC SERVICES:**

**SOCIAL SERVICES:**
College Assistance Migrant Program
Washington State University
Student Affairs and Enrollment
PO BOX 641064
Pullman, WA 99163
509-335-7018 (v)
509-335-7633 (f)
camp.wsu.edu
Josue Estrada, Director
jqe@wsu.edu

PROGRAM DESCRIPTION: The College Assistance Migrant Program (CAMP) provides assistance for eligible students from migrant or seasonal farmworker backgrounds by recruiting them into higher education and providing them with academic support services to ensure successful completion of their freshman year in college. Since the start of the program in 2006, on average 97% of students complete their first year and 88% continue in higher education.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Partnership Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in:
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: College campus
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 65
  - 2009-10 = 80
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g., financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising; Meetings with college faculty/students
College Is Possible
Clark College
Admissions
1933 Fort Vancouver Way
Vancouver, WA 98663
360-992-2308 (v)
360-992-2867 (f)
www.clark.edu
Sheryl Anderson, Director of Admissions and Assessment
sanderson@clark.edu

PROGRAM DESCRIPTION: College Is Possible is a pre-college youth development program for underserved populations in our local community. The mission is to thoughtfully design meaningful educational experiences on campus. All College Is Possible groups are agency or public school centered and the programming is unique to the needs of each group.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: Vancouver School District; Boys and Girls Club of Southwest Washington
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: College campus
- Grade level when students enter the program: 5
- Students served:
  - 2008-09 = 65
  - 2009-10 = 70
- PARENTAL COMPONENT: Yes; FAFSA
counseling/guidance; Campus visits and tours;
Meeting with college/university faculty or
students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; Historically underrepresented minorities; ESL students; First generation to attend college High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)
Early Outreach Programs

Washington State University
Student Affairs
2710 Crimson Lane
Richland, WA 99354
(509)372-7308 (v)
(509)372-7178 (f)
www.earlyoutreach.wsu.edu
Genoveva Morales, Director
gmorales@earlyoutreach.wsu.edu

PROGRAM DESCRIPTION: The Early Outreach Program at WSU Tri-Cities supervises the program activates for three GEAR UP Programs, two Upward Bound Programs and Early/Latino outreach services based on funds available. GEAR UP and Upward Bound Programs are federally funded and have specific target service areas and groups. The Early/Latino Outreach Program is a state funded initiative available to provide college readiness services to school not eligible for the federal programs. Most of Early Outreach efforts are in partnership with other funding such as NELA, College Spark Foundation, College Success Foundation and local community colleges.

GENERAL INFORMATION:
- Program began operation in 2002
- This is a Federally-funded Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: we serve 18 school districts
- Urbanicity: Rural area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 11400
  - 2009-10 = 12600
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; Community Organization; Business/Industry; Private Foundation; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college Female students; Male students; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected; Admission is competitive; Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students
Hilltop Scholars Program

Peace Community Center
2106 S. Cushman
Tacoma, WA 98405
253-383-0702 (v)
253-383-0702 (f)
www.peacetacoma.org
Trevor Kagochi, Program Director
trevork@peacetacoma.org

PROGRAM DESCRIPTION: The Hilltop Scholars Program is a community-based program whose mission is to support high school students who live in the Hilltop community of Tacoma. The Hilltop Scholars Program is focused on ensuring that students are prepared for college. We provide after school tutoring and mentoring to students and we also provide in school support to students attending Foss and Stadium high school during the school year. We also provide a College Life and Academic Success Skills that students can take for high school credit. For our high school alumni the Hilltop Scholars Program has an alumni director that helps our students transition into college and also provides support. In the summer the Hilltop Scholars has a 5-week credit retrieval program available to students and it also has a Summer @ Peace program that helps students prepare for the upcoming school year by focusing on Math and IB level English.

GENERAL INFORMATION:
- Program began operation in 2001
- This is a Non-profit Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Foss/Stadium/Wilson
- Hilltop Community Tacoma
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 307
  - 2009-10 = 245
- PARENTAL COMPONENT: Yes
- PROGRAM FUNDING PROVIDED BY: Federal Government; Local Government; Community Organization; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Students are specifically targeted & selected Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); Campus visits and tours; Cultural activities and field trips; Academic advising; Meetings with college faculty/students
Rainier Scholars
2100 24th Avenue South
Seattle, WA 98144
206-407-2143 (v)
206-407-2112 (f)
www.rainierscholars.org
Sarah Smith, Associate Executive Director
sarahsmith@rainierscholars.org

PROGRAM DESCRIPTION: Rainier Scholars cultivates the academic potential of talented and motivated young scholars from ethnic minority backgrounds. By offering access to exceptional educational opportunities and ongoing comprehensive support to our scholars, we work to increase their college graduation rates and to develop new generations of leaders. Beginning in 5th grade and continuing through college graduation, we support low-income, minority scholars in every aspect of their academic, social and emotional life.

GENERAL INFORMATION:
- Program began operation in 2000
- This is a Non-profit Program
- ~
  - This program operates during the:
    - ☑ Academic Year
    - ☑ Summer
    - ☑ Both
  - Services are provided during
    - ☑ During regular school hours
    - ☑ After school hours
    - ☑ Weekends
- This is a(n) independent non-profit working across the community.
- Services students in: Greater Seattle region
- Urbanicity: Urban area,
- Duration of Program: 11 years
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: At the Rainier Scholars office and school site
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 340
  - 2009-10 = 400

PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours Participation in student activities; Family counseling

PROGRAM FUNDING PROVIDED BY:
Business/Industry; Private Foundation; Individual; Fundraising

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Personal counseling; Academic advising
TRiO Programs

Centralia College
Student Services
600 Centralia college Blvd.
Centralia, WA 98531
(360) 736-9391 ext.360 (v)
(360) 330-7503 (f)
http://www.centralia.edu/student/ets/ts/index.html
Lucretia Folks, Director TRiO Programs
lfolks@centralia.edu

PROGRAM DESCRIPTION: TRiO Talent Search provides a variety of support services to help low-income and first-generation college bounds prepare for postsecondary education program.

GENERAL INFORMATION:
- Program began operation in 1985
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☐ Weekends
- Services students in: 11 middle and high schools; South Thurston and Lewis Counties
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 5
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 8
- Students served:
  - o 2008-09 = 650
  - o 2009-10 = 680
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION: Low income; First generation to attend college

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected Students are selected on a first-come, first served basis; Parents must supply financial information (1040, W2, FAFSA)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Mentoring; Workshops; Role models

ACADEMIC SERVICES: Grade and attendance monitoring

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising
Upward Bound
University of Washington
Office of Minority Affairs and Diversity
1410 NE Campus PKWY, Schmitz Hall 580
Box 355845
Seattle, WA 98195
206-543-9288 (v) 206-685-2457 (f)
dep.ts.washington.edu/ub
Lenore Valerio-Buford, Program Director
lvalerio@u.washington.edu

PROGRAM DESCRIPTION: The University of Washington Upward Bound serves eligible students from Cleveland and Franklin High Schools (Seattle Public Schools) who are from economically disadvantaged backgrounds who will be the first generation in that family to complete a college degree. The program is fully funded by the U.S. Department of Education to assist these students so that they will 1.) graduate from high school; 2.) gain admission to college/university; and 3.) complete their first baccalaureate degree within 6 years. To accomplish these goals, the program offers college preparatory classes on UW campus during the summer, one-on-one assistance with college, Financial Aid, and scholarship applications, workshops in career exploration, selecting college majors, study skills, financial literacy, and SAT/ACT test preparation. The program offers tutorial help in math and writing, and many opportunities for interested students to participate in national educational web design competitions through TRIO ThinkQuest and writing competitions through PhotoEssay. The program is free to students admitted to the program and provides lunch stipends, transportation, and end-of-program stipends as well as cost of educational and cultural field trips, college or test admission fees, and summer quarter tuition assistance to college students participating in the Bridge Program.

GENERAL INFORMATION:
- Program began operation in 1983
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Cleveland and Franklin High School; Seattle School District
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 3
- Primary services are provided at: Secondary schools and college campus
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 83
  - 2009-10 = 83
- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities First generation to attend college; Male students; High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Applicant must complete 2 essays and submit recommendation from teacher or counselor.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings) Provide recreational or cultural opportunities; Expose students to undergraduate college lecture classes

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring Workshops Assessment & testing; Role models; Visiting/observing college classes

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students
Washington GEAR UP Program

Office of the Governor
Higher Education Coordinating Board
917 Lakeridge Way SW
Olympia, WA 98502
360-753-7884 (v)
360-753-7808 (f)
www.gearup.wa.gov
Weiya Liang, Program Director
weiyal@hecb.wa.gov

PROGRAM DESCRIPTION: Washington GEAR UP is a partnership of the Office of the Governor, Higher Education Coordinating Board, University of Washington, the College Success Foundation, and numerous state and local programs. Washington completes second GEAR UP grant in August 2011. The Washington GEAR UP Program provides direct services to over 3,500 students across the state, Washington is the first state to receive funding from the state in addition to the federal funds to serve more students. The first GEAR UP grant successfully enrolled 74 percent of the program’s high school graduates in higher education programs. The program provides college and financial aid information to many Washington students through its handbook series for student s and parents. Washington State GEAR UP has a website that includes comprehensive information for college readiness, career planning, and information for staff. The Washington State GEAR UP Program facilitates communication among all the GEAR UP Programs in the state, and is instrumental in hosting a regional GEAR UP conference each fall.

GENERAL INFORMATION:
- Program began operation in 1999
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: More than one academic year
- Typical number of years students are in the program:
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program:
- Students served:
  - 2008-09 = 3900
  - 2009-10 = 3800

- PARENTAL COMPONENT: Yes; Instructional programs; Academic classes; FAFSA counseling/guidance; Campus visits and tours
- Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY: Federal Government; State Government

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
WSU Upward Bound
Washington State University
21 North Ash
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Omak, WA 98841
(509) 826-7208 (v)
(509) 826-7209 (f)
www.collegebound.wsu.edu
Gail Casper, Director
gcasper@wsu.edu

PROGRAM DESCRIPTION: WSU Upward Bound is an educational enrichment program funded by the U.S. Department of Education and administered by Washington State University. Upward Bound helps low income, potentially first generation and academically at risk students to develop the skills needed to be success in post secondary and in life. The WSU Upward Bound project in Okanogan County serves 50 9th-12th-grade students each year from Omak and Okanogan school districts. Participation is a privilege, one that requires a commitment from both staff and the student. The mission of WSU UPWARD BOUND is to generate in program participants the skills, motivation, and cultural competencies necessary to: Complete secondary education; enroll and succeed in post-secondary education, and to contribute as citizen-leaders in their communities.

GENERAL INFORMATION:
- Program began operation in 2004
- This is a Federal TRIO Program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during
  - During regular school hours
  - After school hours
  - Weekends
- This is an(n) university-sponsored program.
- Services students in: Omak and Okanogan high schools; Omak and Okanogan school districts; Okanogan County
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Community center/agency
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 50
  - 2009-10 = 50

- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance
- PROGRAM FUNDING PROVIDED BY: Federal Government; College/University

TARGETED POPULATION: Low income; First generation to attend college; High school students; High potential but academically at risk

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission. Students are selected on a first-come, first served basis. Parents must supply financial information (1040, W2, FAFSA). Students must meet minimum academic requirements, commit to participate and show motivation for college.

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; Provide leadership and service opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models; Hands on experiential learning opportunities

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
PROGRAM DESCRIPTION: COMPASS Guide provides college and career information to middle and high school age youth in order to increase the number of low-income and first-generation students prepared to access post-secondary education. COMPASS Guide conducts workshops for students in schools and community organizations, holds college advising sessions in public libraries and maintains a website with local scholarships, print materials related to college preparation and links to additional resources including career exploration and test preparation. COMPASS Guide also maintains a community calendar of all college preparation events (open house, pre-college, workshops, fairs, etc.) in the Milwaukee area and seeks to coordinate efforts in order to increase effectiveness and efficiency.

GENERAL INFORMATION:
- Program began operation in 2002
- This is a Privately-funded Program
- This is a community-based program
- This program operates during the:
  - ☑ Academic Year
  - ☐ Summer
  - ☐ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: Milwaukee - all schools
- Urbanicity: Urban area,
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 2
- Primary services are provided at: Libraries, schools and community organizations
- Grade level when students enter the program: 8
- Students served:
  - 2008-09 = 2000
  - 2009-10 = 2400
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance

PROGRAM FUNDING PROVIDED BY: Private Foundation

TARGETED POPULATION: Low income; Historically underrepresented minorities First generation to attend college Female students; Male students High school grads (pre-matriculation); High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment) Participation is part of their attendance in a school or community program that has incorporated COMPASS Guide services.

PROGRAM GOALS: Increase high school persistence/prevent dropouts Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings)

INSTRUCTIONAL APPROACHES: Workshops

ACADEMIC SERVICES: Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Employability skills training; Academic advising
Ed. Power Pre-College Program
St. Norbert College
100 Grant Street
De Pere, WI 54115
920-403-3229 (v)
920-403-4078 (f)
www.snc.edu
Bola Delano-Oriaran, Director
bola.delano-oriaran@snc.edu

PROGRAM DESCRIPTION: Ed. Power is a three-week, 12-day summer program that occurs from 9:00 a.m. - 1:10 p.m. It is designed to expose 6th, 7th and 8th grade students to an exciting, academic, creative, positive, and nurturing learning college community on campus. Our expectation is that every student will succeed past middle school, graduate from high school and go to college. Each summer, the program chooses a theme that is seamless and integrated into all content areas. Our curricula program focus includes: (1) Content (Academic Enrichment): We emphasize Science and Language Arts/Writing coupled with Instructional Technology, Physical Education, Social Studies, and Leadership Studies; (2) Life Skills; and, (3) Leadership (Pre-College and Personal Empowerment): Our program empowers students to be accountable and responsible for themselves and society.

GENERAL INFORMATION:
- Program began operation in 1986
- This is a State-funded Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Summer
  - ☐ Academic Year
  - ☐ Both
- Services are provided during
  - ☐ During regular school hours
  - ☐ After school hours
  - ☐ Weekends
- Services students in:
  - Urbanicity: Rural area, Urban area, Suburban area
  - Duration of Program: 12 days
  - Typical number of years students are in the program: 3
  - Primary services are provided at: College campus
  - Grade level when students enter the program: 6
  - Students served:
    - 2008-09 = 83
    - 2009-10 = 73
- PARENTAL COMPONENT: Yes Participation in student activities
- PROGRAM FUNDING PROVIDED BY: State Government; College/University

TARGETED POPULATION: Low income; Low Academic performance Historically underrepresented minorities; ESL students; First generation to attend college Female students; Male students Middle school students

PROGRAM ADMISSIONS AND SELECTION: Students are selected on a first-come, first served basis

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction Mentoring; Workshops Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academically enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
GEAR UP
UW-Milwaukee
Academic Affairs
Mitchell Hall Rm. 194
3203 N Downer Ave
Milwaukee, WI 53211
414-229-4287 (v)
414-229-2918 (f)
http://www4.uwm.edu/trio/gearup/
Tanganyika Weathers, Program Director
serenity@uwm.edu

PROGRAM DESCRIPTION: The GEAR UP program is a multi-year commitment to the students of Multiplex North, Northwest, Custer, Pulaski and South Division High Schools in the Milwaukee Public School district. Starting with 6th and 7th grade in 2005-06, we will follow those students through high school graduation and provide them with academic support and advising that will better prepare them for high school and ultimately college. GEAR UP also strives to expose students and their families to college campuses and increase their knowledge of post-secondary options, available financial aid and scholarships, high school courses needed to enter college and other entrance requirements. In addition, GEAR UP strives to facilitate target school teachers’ participation in professional development programs. The GEAR UP Objectives Help students increase their reading scores. Help students increase their performance in math. Increase parental knowledge of college entrance requirements, college costs and the availability of financial aid. Provide professional development to the staff of GEAR UP schools. Increase student knowledge of college entrance requirements, college costs and the availability of financial aid. GEAR UP is a federally funded program.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: North Division Multiplex; Milwaukee Public Schools; Milwaukee
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: College campus
- Grade level when students enter the program: 6
- Students served:
  - ○ 2008-09 = 2500
  - ○ 2009-10 = 2000
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; Low Academic performance; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Precollege Programs
University of Wisconsin-Parkside
900 Wood Road
Kenoshna, WI 0
(262) 595-2416 (v)
(262) 595-2625 (f)
www.uwp.edu
Mary Day, Director of Precollege Programs
mary.day@uwp.edu

PROGRAM DESCRIPTION: Focusing on the holistic success of economically disadvantaged youth, Precollege provides resources and activities for 6th-12th graders prior to entering a higher education setting. This includes preparation for the ACT Test, summer enrichment and after school programs, academic skill building, career exploration, cultural and social opportunities, tutorial and mentoring support programs, college selection and enrollment, financial aid research and application process, college campus tours, and parental involvement. Precollege’s encompassing goal is enhancing curriculum and helping students to understand that higher education and life preparation are the fundamental tools imperative for students to achieve their dreams.

GENERAL INFORMATION:
- Program began operation in 1979
- This is a University-funded Program
- This is a college/university-based program
- This program operates during the:
  - ![☐ Academic Year](Yes)
  - ![☐ Summer](Yes)
  - ![☐ Both](Yes)
- Services are provided during
  - ![☐ During regular school hours](Yes)
  - ![☐ After school hours](Yes)
  - ![☐ Weekends](Yes)
- Services students in: Kenosha Unified School District, Kenosha, WI and Racine Unified School District, Racine, WI; Kenosha and Racine communities
- Urbanicity: Urban area,
- Duration of Program: Full academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Within the area middle and high schools
- Grade level when students enter the program: 6
- Students served:
  - 2008-09 = 200
  - 2009-10 = 200
- PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities
  - Motivational speakers
- PROGRAM FUNDING PROVIDED BY: State Government

TARGETED POPULATION: Low income; Low Academic performance; Gifted/talented students; Historically underrepresented minorities; ESL students; First generation to attend college; Students with learning disabilities; Female students; Male students; Dropout, stopout, or at-risk students; High school grads (pre-matriculation); High school students; Middle school students; Elementary school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission; All students may participate (open enrollment); Students are specifically targeted & selected

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Promote interest/strength in particular subject area; Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities; community engagement

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; Computer-skills training; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
## WEST VIRGINIA

### College Summit- West Virginia

100L Faculty Circle  
Dunbar, WV 25064  
304-204-4065 (v)  
304-204-4069 (f)  
www.collegesummit.org  
Jon Charles, Program Director  
jcharles@collegesummit.org

**PROGRAM DESCRIPTION:** College Summit is a national non-profit that operates in 10 regions throughout the nation. We partner with high school districts to help them increase their college enrollment rates through the creation of a "College Going" culture within the school. The goal is for all students to see their high schools as a launch pad to future career success not just as a destination.

### GENERAL INFORMATION:
- Program began operation in 2001
- This is a Non-profit Program
- ~
  - This program operates during the:
    - ☑ Academic Year
    - ☑ Summer
    - ☑ Both
  - Services are provided during
    - ☑ During regular school hours
    - ☑ After school hours
    - ☑ Weekends
- This is a(n) partnership program that works with high schools and colleges.
- Services students in:
- Urbanicity: Rural area, Urban area, Suburban area
- Duration of Program: Full academic year
- Typical number of years students are in the program: 1
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 11
- Students served:
  - 2008-09 = 3300
  - 2009-10 = 5000
- **PARENTAL COMPONENT:** No
- **PROGRAM FUNDING PROVIDED BY:** Federal Government; Local Government; Local School System; Community Organization; Business/Industry; Private Foundation; Individual; Fundraising

### TARGETED POPULATION:
- Low income; Low Academic performance
- Historically underrepresented minorities
- First generation to attend college
- Female students
- Male students
- Dropout, stopout, or at-risk students
- High school students

### PROGRAM ADMISSIONS AND SELECTION:
- All students may participate (open enrollment)

### PROGRAM GOALS:
- Increase high school persistence/prevent dropouts
- Improve academic skills
- Encourage rigorous course-taking
- Increase likelihood of attending college
- Increase likelihood of completing college
- Encourage parental involvement
- Increase college awareness (students/parents)
- Provide exposure to college
- Improve student self-esteem
- Provide role models

### INSTRUCTIONAL APPROACHES:
- Classroom instruction
- Mentoring
- Workshops
- Peer learning groups
- Role models

### ACADEMIC SERVICES:
- Critical thinking skill development
- Grade and attendance monitoring
- Computer skills training
- Academic-enrichment courses
- Study-skills training

### SOCIAL SERVICES:
- Social skills development/confidence building
- College awareness (e.g. admissions, financial aid)
- College fairs
- Campus visits and tours
**Upward Bound**

**West Virginia University**  
Student Affairs  
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upwardbound.wvu.edu  
Frances Bennett, Director  
fran.bennett@mail.wvu.edu

**PROGRAM DESCRIPTION:** The West Virginia University Upward Bound/TRiO (UB) program supports the outreach and service mission of Student Affairs and the University by providing academic and social support services and cultural enrichment programs to 61 students from Clay-Battelle, Grafton, and Preston high schools. UB serves students who meet income-eligibility guidelines, are academically at-risk, and/or will be the first in their families to earn a four-year degree. UB seeks to first help students achieve mastery on the state assessments and to graduate from high school, and secondly to encourage enrollment and persistence in post-secondary education.

**GENERAL INFORMATION:**
- Program began operation in 2007
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - Academic Year
  - Summer
  - Both
- Services are provided during:
  - During regular school hours
  - After school hours
  - Weekends
- Services students in: Clay-Battelle, Grafton, and Preston high schools- in 3 different counties
- Urbanicity: Rural area
- Duration of Program: From admission into program until high school graduation (tracked through college)
- Typical number of years students are in the program: 4
- Primary services are provided at: College campus and secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 57
  - 2009-10 = 75

**TARGETED POPULATION:** Low income; Low Academic performance First generation to attend college Dropout, stopout, or at-risk students High school students; youth in foster care or homeless

**PROGRAM ADMISSIONS AND SELECTION:** Students must apply for admission Students are specifically targeted & selected; Admission is competitive Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

**PROGRAM GOALS:** Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

**INSTRUCTIONAL APPROACHES:** Classroom instruction; Tutoring Workshops Assessment & testing; Role models

**ACADEMIC SERVICES:** Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

**SOCIAL SERVICES:** Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Personal counseling; Academic advising; Meetings with college faculty/students

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*Educational Policy Institute*  
*2012 National Survey of Pre-College Outreach Programs*  
*376*
West Virginia GEAR UP

Higher Education Policy Commission
Division of Student Success and P-20 Initiatives
1018 Kanawha Blvd, East
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Charleston, WV 25301
304-558-0655 (v)
304-558-0658 (f)
www.wvgearup.org
Adam Green, Ph.D, Program Director
green@hepc.wvnet.edu

PROGRAM DESCRIPTION: WV GEAR UP is a federally funded, six-year program aimed at Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP provides rigorous educational services to help students plan, apply and pay for education and training beyond high school. The program serves schools within ten WV counties.

GENERAL INFORMATION:
- Program began operation in 2008
- This is a Federal GEAR UP Program
- This is a school-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity: Rural area
- Duration of Program: More than one academic year
- Typical number of years students are in the program: more than 5 years
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 12
- Students served:
  - 2008-09 = 5370
  - 2009-10 = 5416

PARENTAL COMPONENT: Yes; FAFSA counseling/guidance; Campus visits and tours
Participation in student activities

PROGRAM FUNDING PROVIDED BY:
- Federal Government;
- State Government;
- Local School System;
- Community Organization;
- Business/Industry;
- Private Foundation;
- College/University

TARGETED POPULATION: Low income; First generation to attend college; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: All students may participate (open enrollment)

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking; Increase likelihood of attending college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops; Peer learning groups; Assessment & testing; Role models

ACADEMIC SERVICES: Remedial instruction; Grade and attendance monitoring; College-level courses (e.g. AP); Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Career counseling and information; Career days (e.g. AP); Personal counseling; Academic advising
GWYOMING

GEAR UP Wyoming

University of Wyoming
Student Educational Opportunity
3rd Floor Knight Hall
Laramie, WY 82071
307-766-6733 (v)
307-766-4010 (f)
http://www.uwyo.edu/gearup/
Judy Trujillo, Grant Manager
jtrujil7@uwyo.edu

PROGRAM DESCRIPTION: GEAR UP Wyoming is a college-prep program for secondary students across the state. The Wyoming GEAR UP project provides services to 2,000 low-income pre-college students through out the state each year. Student services include career exploration, advising and supporting students in taking a college preparation curriculum, college preparation, ACT preparation, college exploration, application, and planning, and assistance with financial aid processes and procedures. Student services are provided through GEAR UP coordinators located at each of Wyoming’s seven community colleges. The GEAR UP grant also works with the Wyoming Department of Education in providing teacher training and school improvement initiatives. All GEAR UP services are aimed at increasing academic preparation and performance levels suited for post-secondary education, rates of high school graduation, rates of post-secondary education participation and graduation, and GEAR UP student and family knowledge of post-secondary education options, high school preparation needs, and means of financing.

GENERAL INFORMATION:
- Program began operation in 2005
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in:
- Urbanicity:
- Duration of Program: More than one academic year
- Typical number of years students are in the program: 4
- Primary services are provided at: Secondary schools and college campus
- Grade level when students enter the program: 7

- Students served:
  - 2008-09 = 2329
  - 2009-10 = 2328

- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours; Meeting with college/university faculty or students; Participation in student activities Motivational speakers

- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; High school students; Middle school students

PROGRAM ADMISSIONS AND SELECTION: Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation; Free/Reduced Lunch Eligibility

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Improve vocational skills; Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops Summer academies

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development-confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Academic advising; Meetings with college faculty/students

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GEAR UP Wyoming at LCCC

Laramie County Community College
Center for Secondary Students
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307-778-4301 (f)
www.lccc.wy.edu

Rakhshi Hamid, GEAR UP Outreach Coordinator
rhamid@lccc.wy.edu

PROGRAM DESCRIPTION: Gaining Early Awareness and Readiness for Undergraduate Programs is a statewide federally funded grant serving 2,000 low-income students across the state of Wyoming (administered by University of WY and the seven Community Colleges). GEAR UP is equipped to provide seventh through twelfth grade students with a wide range of academic assistance to prepare them for college; our services include tutoring, ACT/SAT preparation, mentoring, career exploration and job shadowing, college shadowing, and assistance with understanding the college selection, application, and financing processes. Additionally, GEAR UP offers family events, college visits, educational field trips, information on financing for college, and workshops for parents. Our goal is helping students complete secondary education and be prepared for and engaged in a post-secondary education.

GENERAL INFORMATION:
- Program began operation in 2006
- This is a Federal GEAR UP Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both
- Services are provided during:
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends
- Services students in: LCSD#1, LCSD#2, ACSD#1 LCCC service area
- Urbanicity: Rural area
- Duration of Program:
- Typical number of years students are in the program:
- Primary services are provided at: Secondary Schools and College Campus
- Grade level when students enter the program:
- Students served:
  - 2008-09 =
  - 2009-10 =
- PARENTAL COMPONENT: Yes; Instructional programs FAFSA counseling/guidance; Campus visits and tours Participation in student activities Motivational speakers
- PROGRAM FUNDING PROVIDED BY:

TARGETED POPULATION:

PROGRAM ADMISSIONS AND SELECTION:

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college; Encourage parental involvement; Increase college awareness (students/parents); Provide exposure to college; Encourage long-term financial planning (e.g. financial aid/savings); Improve student self-esteem; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Tutoring; Mentoring; Workshops; Peer learning groups; Academies and monthly lunch meetings

ACADEMIC SERVICES: Remedial instruction; Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academically accelerated courses below the college level; College-level courses (e.g. AP); Computer-skills training; Academic-enrichment courses; Study-skills training; Preparatory courses (e.g. problem solving, decision making); Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Career counseling and information; Career days (e.g. AP); Job placement assistance; Employability skills training; Personal counseling; Academic advising; Meetings with college faculty/students
Upward Bound/Upward Bound Math Science
University of Wyoming
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Laramie, WY 82071
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Paul Hesco, Project Director
phesco@uwyo.edu

PROGRAM DESCRIPTION: Upward Bound/UBMS Programs are college preparatory programs funded by the U.S. Department of Education. We assist eligible students in preparing for successful entry into college. We operate in 4 outreach sites in Wyoming targeting students in 14 schools. Objectives are 1) Improvement on standardized tests, 2) Retaining students in program through grade 12, 3) Enrollment in postsecondary education by 60% of participants, 4) Completion of postsecondary education by 75% of enrollees

GENERAL INFORMATION:
- Program began operation in 1973
- This is a Federal TRIO Program
- This is a college/university-based program
- This program operates during the:
  - ☑ Academic Year
  - ☑ Summer
  - ☑ Both

- Services are provided during
  - ☑ During regular school hours
  - ☑ After school hours
  - ☑ Weekends

- Services students in: We target 14 schools in Wyoming
- Urbanicity: Rural area Suburban area
- Duration of Program: Academic year and 6 weeks in the summer
- Typical number of years students are in the program: 4
- Primary services are provided at: Elementary or secondary schools
- Grade level when students enter the program: 9
- Students served:
  - 2008-09 = 150
  - 2009-10 = 156

- PARENTAL COMPONENT: No
- PROGRAM FUNDING PROVIDED BY: Federal Government

TARGETED POPULATION: Low income; First generation to attend college High school students

PROGRAM ADMISSIONS AND SELECTION: Students must apply for admission Students are specifically targeted & selected; Parents must supply financial information (1040, W2, FAFSA); Parents must sign contract before student participation

PROGRAM GOALS: Increase high school persistence/prevent dropouts; Improve academic skills; Encourage rigorous course-taking Increase likelihood of attending college; Increase likelihood of completing college Increase college awareness (students/parents); Provide exposure to college Improve student self-esteem Provide role models; Provide recreational or cultural opportunities

INSTRUCTIONAL APPROACHES: Classroom instruction; Tutoring; Mentoring; Workshops Assessment & testing

ACADEMIC SERVICES: Reading/Writing Instruction; Mathematics/Science instruction; Critical thinking skill development; Grade and attendance monitoring; Academic-enrichment courses; Study-skills training; Test-taking skills (e.g., SAT/ACT training)

SOCIAL SERVICES: Social skills development/confidence building; College awareness (e.g. admissions, financial aid); College fairs; Campus visits and tours; Cultural activities and field trips; Academic advising; Meetings with college faculty/students
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