

**NATIONAL
LEAGUE
of CITIES** |  **INSTITUTE
FOR YOUTH,
EDUCATION & FAMILIES**

COMMUNITIES LEARNING IN PARTNERSHIP (CLIP)
DIGEST OF LOCAL PLANS &
STATUS REPORTS PREPARED BY LOCAL TEAMS

CLIP PEER LEARNING COMMUNITY
IMPLEMENTATION SITES

- MESA, AZ PG 2
- NEW YORK CITY, NY..... PG 4
- RIVERSIDE, CA..... PG 6
- SAN FRANCISCO, CAPG 8

AFFILIATED CITIES

- BOSTON, MA..... PG10
- DAYTON, OH..... PG12
- JACKSONVILLE, FL..... PG14
- LOUISVILLE, KY..... PG16
- PHILADELPHIA, PA..... PG18
- PHOENIX, AZ..... PG20
- PORTLAND, OR..... PG22

MAY, 2011

MESA, AZ

- CITY OF MESA
- MESA COMMUNITY COLLEGE
- MESA PUBLIC SCHOOLS
- POP: 477,325

MESA COUNTS ON COLLEGE: OVERVIEW

Mesa Counts on College brings together business, the local workforce system, and community based partners, the City of Mesa, Mesa Community College (MCC) and Mesa Public Schools (MPS) to change practices, attitudes and policies in order to improve postsecondary degree and certificate completion. *Mesa Counts on College's* goal is to more than double college completion rates of low-income young adults in Mesa from a baseline of 8 percent (2,234 students).

Community Commitment and Engagement

- A comprehensive two-phase communication strategy will 1) inform and engage the entire community as to the importance of college or certificate completion for the target group of low-income students which will create a strong foundation for; 2) a major awareness campaign to energize and call to action targeted students to complete their education.

Use of Data

- Student information will link MPS, MCC, National Student Clearinghouse, and an array of other indicators and outcomes for the purpose of sharing information among partners and with the public.

Partnership

- *Mesa Counts on College*, housed in the city, will identify and build upon existing services and programs to connect, coordinate and assist Mesa's youth with community partners. These services will bring together educational institutions with parents, families and community resources to better achieve students' post-secondary success.

Educational Pipeline & Practices

- Mesa Counts on College will review and enhance policies and practices within school districts, post-secondary institutions and local and state agencies to improve student access and completion. Educational outreach efforts will offer education access, readiness, retention and completion resources.

Key Outcomes for Mesa Counts on College

- Increase college graduation rates and certificate completion among targeted students
- Prepare students for success in their education, career and life goals
- Strengthen the City's economy and enhance the quality of life for Mesa citizens by ensuring an educated and dedicated workforce
- Establish a culture of *college-going and college completion* within the City of Mesa.

Mesa Counts on College is part of the community's broad economic development strategy, championed by the mayor, called H.E.A.T., which targets growth in the **h**ealthcare, **e**ducation, **a**erospace, and **t**ourism industries. The local partnership contributes to economic goals by attracting additional higher education opportunities to Mesa and increasing Mesa's qualified and educated workforce.

MESA COUNTS ON COLLEGE: STATUS REPORT

(since October 2010)

Progress

Commitment

- Created a communication and marketing strategy
- Drafted a scope of work to obtain the services of an outside advertising agency.
- Created PowerPoint, script, feedback card, and fact sheet for MCoC.
- Arizona Republic forming panel discussions with students, business leaders, and parents regarding college-going and completion.

Use of Data

- Established a Public Indicator Plan: 1) High School Retention; 2) High School Completion; 3) College Enrollment; 4) College Retention; 5) College Completion.
- Developed a large number of potential internal indicators and collected initial baseline data.
- Provided the Pipeline team, Workforce team and EDY team with data
- Developed a power point presentation for the public indicators and for the EDY team meeting.
- Established job descriptions for data personnel and roles & responsibilities for data team.
- The data positions reassigned to the City under the Executive Director.

Partnership

- Hired Executive Director, Established all work teams, comprising of a cross institutional participants and community partnerships.
- Conducting monthly Board of Director's meetings, providing regular updates and reports.
- In the process of creating a 501 (c) (3) for the purposes of sustainability
- Created a website to store documents, share information, schedule meetings, etc.

Policy and Practice:

- Modified the Policy and Practice Action Plan and received final approval from NLC.
- Pipeline & Practices Team – 1) Reviewed high school and college graduation requirements; 2) discussed Common Core Standards during a brown-bag luncheon; 3) Reviewed and studied high-school grade distributions in Math, English, Science and Social Studies; 4) Planning a series of joint professional development activities this summer; beginning with English instructors from both MPS and MCC participating in four ½ day training sessions. Also planning professional development activities for next year, including a focus on instructional rounds; 5) Presentation to MPS High School Counselors from ASU associates showcasing the new ASU E-Advisor System.
- Engaging Disconnected Youth Team – In the process of drafting a scope of work to hire a consultant to prepare a community audit of education resources, programs and partners.
- Workforce Development Team – In the process of creating and implementing a Mesa-based WIA Youth Program emphasizing post-secondary completion through Maricopa Workforce Connections (MWC) located in a publicly accessible location. Also working to establish measureable indicators.

Success:

- Planning a series of joint professional development activities this summer; beginning with English instructors from both MPS and MCC participating in four ½ day training sessions. Also planning professional development activities for next year, including a focus on instructional rounds. Modified the Combined Action Plan, approved by NLC.

Challenge:

- Combining 3 distinct and diverse institutional cultures.

GRADUATE NYC! THE COLLEGE READINESS & SUCCESS INITIATIVE: OVERVIEW

NEW YORK CITY, NY

- CITY UNIVERSITY OF NEW YORK
- CITY OF NEW YORK
- NEW YORK DEPARTMENT OF EDUCATION (DOE)
- POP: 8,308,163

Graduate NYC! The College Readiness & Success Initiative takes aim at three imperatives key to improving student outcomes: Transformation of the culture in NYC related to college readiness & success, the use of data to drive change and hold the community accountable for success, and the need for change in policy and practice to reflect best practices and orientation toward student success. The partnership will work toward the goal of increasing the associate degree completion rate from 10 percent (1,668 students) to 25 percent (6,847 students) by the year 2020.

Commitment:

- Graduate NYC! created a Community Best Practice Forum series to encourage best practice related to college readiness & success in broader community, and increase brand awareness.
- To inform what type of “public campaign” Graduate NYC! pursues, the External Awareness & FAFSA Project Teams cataloged and analyzed the mechanisms and materials utilized within CUNY and DOE, and public college readiness/success campaigns aimed at students and families.
- Graduate NYC! is undertaking the development of management metrics for the effort, which will ultimately inform the public messaging about progress towards ‘doubling the numbers’.

Use of Data:

- Surveyed hundreds of programs to identify college readiness, access, transition & success activities. Will be used to inform an online resource for students and families to be developed in Year 2, and for a gap analysis of program availability in NYC.
- Surveyed K-12 schools to identify advisement structures, content and professional development currently being utilized across all NYC public schools. Will inform professional development delivery.

Partnership:

- Created seven Project Teams; three focused on increasing skills proficiency, two focused on improving advisement & planning structures, and one focused on building data capacity. To manage the Teams, tools were developed to support work and enable for coordination, including an online sharing site, planning documents, and substantial technical assistance.

Policy and Practice: (To be completed by June 30, 2011)

- Strategy for the development of a faculty/teacher collaborative for both Math and ELA disciplines, which will take place in Year 2.
- Development of a “master” teacher professional development contract between CUNY and DOE.
- Definition of a college transition program.
- Collected information on advisement services across the CUNY campuses to aid in the creation of a master catalog for counselors and college advisors.
- Ongoing development of the automated matching algorithm; expected completion by Sept. 30.

GRADUATE NYC! STATUS REPORT:

(since October 2010)

Progress

Commitment:

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Policy and Practice: (To be completed by June 30, 2011)

Increasing Skills Proficiency:

- Strategy for the development of a faculty/teacher collaborative for both Math and ELA disciplines, which will take place in Year 2.
- Development of a “master” teacher professional development contract between CUNY and DOE.
- Definition of a college transition program.

Advisement and Planning:

- Collected information on advisement services across the CUNY campuses to aid in the creation of a master catalog for counselors and college advisors.

Operations:

- Ongoing development of the automated matching algorithm; expected completion by Sept. 30.

Success: To launch the work, Graduate NYC! hosted a kick-off meeting in December for Chairs and Retreat in February for Teams. This structure has enabled Graduate NYC! to engage a large number of people across the City, and begin to cultivate supporters and build a “buzz” around the work.

Challenge: Defined management structures are critical to our ability to be successful, but managing complex group dynamics at scale has taken substantial staff time, and there continues to be ongoing challenges to define the role of the institutions vs. the work of Graduate NYC!

COMPLETION COUNTS - A RIVERSIDE LEARNING PARTNERSHIP: OVERVIEW

RIVERSIDE, CA

- RIVERSIDE CITY COLLEGE
- CITY OF RIVERSIDE
- ALVORD & RIVERSIDE UNIFIED SCHOOL DISTRICTS
- POP: 300,430

Completion Counts - A Riverside Learning Partnership, based at Riverside City College, will benefit from the support of a broad collaborative including municipal, school district, community-based, and workforce stakeholders and leaders. The partnership will increase community-wide commitment to achieving college success goals, establishing postsecondary completion as the standard for educational attainment for all young adults and a city-wide college-minded culture. As a partnership, *Completion Counts - A Riverside Learning Partnership* will engage the community in a concerted effort to increase college-going and college-completion rates. Striving towards two overarching goals,

the local partnership will work to increase associate degree completion rates for all students in Riverside from 14 percent to 20 percent by the year 2013, and a 46% postsecondary completion rate by the year 2020. Similarly, by 2020, the goal is to have a 50% postsecondary-going rates and a 62 percent postsecondary-going rate by 2020.

Commitment

- Collective approach to deepen, connect, and focus efforts through a public call to action and targeted messaging within schools, programs, and communities will accelerate community buy-in.

Use of Data

- Through improved data-sharing, *Completion Counts* will routinely share and report data on the postsecondary success of Riverside's students and annually distribute a public postsecondary success report card, detailing progress and outcomes
- The data-driven partnership will also track and share student and system outcomes, internal assessments of college readiness and success, program evaluation, assessment of college-minded culture, and local economic impact.

Partnership

- Local partners are structured within an executive committee and a technical advisory committee that is composed of the chair of five working groups. These groups have distinct roles and leverage resources across organizations within Riverside's college access and success system.
- Partners in *Completion Counts* will continue to identify and address transitional obstacles along the postsecondary success pipeline, and develop comprehensive support services throughout partnering institutions.

Policy & Practice

- *Completion Counts - A Riverside Learning Partnership* will allow for greater curriculum alignment, career pathways, and coordinated services, via the development of three programs:
 - Early Assessment and Accelerated College Preparation,
 - A Career and Technical Education (CTE) Initiative,
 - A Web-Enabled Public Information Function and Coordinated Network of Academic, Student, and Social Support Services

Completion Counts - A Riverside Learning Partnership fits into the community's broader work to ensure a passion for learning, a highly-sought-after next-generation workforce, and an outstanding quality of life in the city.

COMPLETION COUNTS - A RIVERSIDE LEARNING PARTNERSHIP: STATUS REPORT

(since October 2010)

Progress

Commitment

- Resolutions have been signed by all Completion Counts partners
- Approval of Completion Counts organizational chart and partner roles

Use of Data

- Data workgroup provided convincing evidence to the math department which lead to them accepting the EAP scores at Riverside City College on a pilot basis
- Data was used to assist the various Boards better understanding the reality of Riverside students in terms of: placement scores, college-going rates, completion rates, etc.
- Data has been shared in numerous presentations to better educate stakeholders on the statistics of Developmental Education
 - Percentage of students testing into remedial level coursework
 - High cost associated with remedial coursework
 - Impact on "success" rates for students that test into remedial classes

Partnership

- Prior Policy Advisory Group has now become a more active and robust Executive Committee
- Core team membership now includes representation from both school districts
- Google site created to keep members up-to-date in a centralized location
- Monthly updates will be sent via email and posted regularly to the Completion Counts Google site

Policy and Practice:

- Both school districts are working to offer English 50 and Expository Reading/Writing during senior year
- Both school districts will use the same "student engagement" software system

Success:

Riverside City College's math department has agreed to accept Early Assessment Program (EAP) passing test scores as a pilot program. Students that pass the math section of the EAP will go directly into college-level math. Hopefully this will encourage the math department at University of California, Riverside (UCR) to follow suit and also agree to accept passing math test scores.

Challenge:

One of our primary challenges is to get the English departments, both at RCC and UCR, to accept the EAP test scores. Unlike the math department, the English departments are strongly opposed to even allowing a pilot program.

SAN FRANCISCO'S BRIDGE TO SUCCESS: OVERVIEW

SAN FRANCISCO, CA

- CITY OF SAN FRANCISCO
- CITY COLLEGE OF SAN FRANCISCO (CCCSF)
- SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SFUSD)
- POP: 798,176

San Francisco's *Bridge to Success* will implement critical changes in both systems and practice, utilizing a call to action that will build and sustain a strong accountable partnership and sophisticated data systems to help guide and monitor system changes and improvements in student outcomes. *Bridge to Success specifically targets* low-income African American and Latino students who are currently not successfully attaining postsecondary credentials. The partnership's ultimate impact will be an increase in the citywide college completion rate (for those who reach at least ninth grade) of 20 percent (1100 more students) in the next 10 years.

Commitment

- Building the commitment of local stakeholders, the partnership will publish a report card that shows San Francisco's status on a number of dimensions for postsecondary success; craft a policy platform of successful policies already in place; develop new policies and activities necessary to further success; and engage philanthropy, parents, and students to heighten their ownership of postsecondary success goals.

Use of Data

- Data capacity will be expanded to monitor and track student-level progress towards graduation in SFUSD, including an early warning system, and information will be shared regularly with students' academic and support counselors.
- A data team, consisting of representatives from each institution's research departments will review all policy-level analysis.
- The partnership also plans to create a research partnership, modeled after the Consortium for Chicago School Research.

Partnership

- The partnership will strengthen coordination at multiple levels, between high school faculty and college faculty, between school and community organizations, and between the workforce system/business community and the schools.

Policy & Practice

- *Bridge to Success* will also institute a set of policy and practice changes in five critical areas:
 - strengthening and aligning curriculum and teaching across systems;
 - creating counseling and support relationships to help students navigate to and through college;
 - improving transitions between SFUSD and CCSF;
 - partnering with the community to improve outreach to the students and families we intend to serve; and
 - providing workforce connected pathways that are designed to increase graduation and enrollment rates among vulnerable students

San Francisco's *Bridge to Success* CLIP initiative is part of The San Francisco Partnership for Postsecondary Success, a joint effort among the city government, school district, and city college.

BRIDGE TO SUCCESS: STATUS REPORT

(since October 2010)

Progress

Commitment

- FRISCO Day was a huge success, with multiple media mentions across TV and print, participation of elected leaders including the Mayor and CCSF Board of Trustees, over 200 CCSF volunteers and coordinators at all 18 SFUSD high schools. It truly served to mobilize our extended community around the issue of college enrollment.
- We have scheduled an "outreach summit" with CBO partners, the district and college outreach teams to discuss what our common message are around college completion and how to work together to get those messages out
- We have also engaged a communications consultant to develop a 12-18 month communications plan

Use of Data

- Publication of 3 research briefs with the Youth Data Archive on our overall pipeline, identifying students to target for our summer bridge, and early warning indicators for incoming 9th graders
- Conceptual design of SF Research Consortium in place, to launch its first project this summer
- YARG (Youth Action Research Group) applications open, to be seated by mid-May. 6-8 youth will serve as a qualitative research group, spearheading their own B2S projects and helping teams incorporate youth voice in their projects

Partnership

- Core team and committee structures in place and well understood by team members
- SF State University, the SF School Alliance, and the SF EdFund all brought on to the executive committee for increased alignment of efforts

Policy and Practice:

- FRISCO Day and Summer Bridge programs completed and launched respectively
- English, Math and Counseling PLCs meeting regularly
- Outreach team merging with SFUSD, CCSF and community efforts to align messaging and better leverage each others efforts

Success:

FRISCO Day was a huge push for us and as a first time event a real success. We had over 2000 students across our 4 sites participate, and while the numbers aren't final we believe several hundred enrolled in CCSF who might not have otherwise. It was also successful as a messaging tool, as noted above, engaging our elected leadership, faculty, and broader community in the college going message.

Challenge:

We will face the challenge of coordinating many both complimentary and at times competing initiatives in this space. We have made strides by bringing more partners to our table and defining our work more clearly, but the complications of coordinating fundraising, the need for different groups to take leadership/credit for different pieces, and the backdrop of the dire budget situation make it difficult.

BOSTON, MA

- CITY OF BOSTON
- BOSTON PUBLIC SCHOOLS (BPS)
- U-MASS BOSTON
- THE BOSTON FOUNDATION
- POP: 613,086

SUCCESS BOSTON: OVERVIEW

Boston's efforts to boost postsecondary completion rates are embodied in *Success Boston*, Mayor Thomas M. Menino's community-wide challenge calling for a 50 percent increase in the college graduation rate for college enrollees from the BPS Class of 2009, and a 100 percent increase – doubling the college graduation rate – for college enrollees from the BPS Class of 2011.

Commitment

- A partnership led by the Boston Public Schools, the University of Massachusetts, Boston, the Boston Foundation, and the Boston Private Industry Council has focused attention on postsecondary success in public higher education institutions as a top priority for local leadership in the higher education, business, and non-profit sectors. The partnership continues to work collaboratively to address the challenges that many BPS students face as currently await the college acceptances for the class of 2011 and our benchmark for the Success Boston Initiative.

Use of Data

- *Getting to the Finish Line: College Enrollment and Graduation*, a report prepared by the Center for Labor Market Studies at Northeastern University for the Boston Private Industry Council and the Boston Public Schools used data from the National Clearinghouse, the BPS, local colleges, and surveys to document college persistence and graduation for BPS graduates at area colleges and universities. The report was the impetus for the *Success Boston* initiative and established benchmarks for measuring progress and success.
- Improved data collection/analysis has helped to inform the development of AP courses

Partnership

- In support of the *Success Boston* initiative, Mayor Menino established a College Success Task Force that convenes local leaders in education, philanthropy, business, and the nonprofit sector who collaborate on a range of strategies for student success, focused on "Getting Ready, Getting In, and Getting Through."
- The Boston Private Industry Council convenes the Boston Compact, the city's collaborative school improvement agreement among the mayor, the leaders of Boston's business and higher education communities, the Boston Public Schools, and the Boston Teachers Union.
- Boston continues to expand partnership with College Board through Accuplacer project.

Policy & Practice

- At BPS, schools have adopted the superintendent's *Acceleration Agenda*, which increases academic rigor via more advanced placement classes, dual enrollment options, and early administration of state placement exams.
- 33 area colleges are currently developing and implementing *college success plans* that will help better track student progress and target intervention and support strategies for BPS students who enroll on their campuses.
- Innovative pilot programs such as the ACCESS College Success Initiative are in place, where students participate in summer preparation for college including academic preparation and training in the enrollment/transition process, receive financial aid advising for students and families, and partake in year-long transition coaching and mentoring.
- BPS has produced an updated College and Career Guide to help BPS students in their search for college and career pathways. The Guide has been distributed to all high school students

SUCCESS BOSTON: STATUS REPORT

(since October 2010)

Progress

Commitment

- Launch and continued progress on web site: www.successboston.org

Use of Data

- Improved data collection and analysis by BPS has helped to inform the development of AP courses
- *Progress Report: Winter 2010-2011* by the Boston Private Industry Council/Center for Labor Market Studies analyzes current outcomes/progress data for Success Boston students

Partnership

- *Strategic Plan for Cross Sector Collaboration* (November 2010). Consultant report offers recommendations for collaborative strategies among Success Boston partners
- Completed college success plans for BPS students submitted by 25 colleges and universities
- Pilot efforts with BPS teacher-faculty co-teaching to support curricular alignment efforts
- Alignment between city-supported afterschool providers and Success Boston
- Boston Private Industry Council engages with employers to find summer jobs for Success Boston participants

Policy and Practice:

- *Significantly Increasing the Postsecondary Degree Attainment Rates of Boston Public School graduates: Higher Education's Plan*, by Dr. Ann Coles and Dr. Joan Becker (February 2011) Higher education planning process completed, resulting in written "college success plans" by 25 area colleges and universities. Provides details of current efforts as well as future goals.
- Planning underway for an early college high school within the Boston Public School system

Success:

Data show a significant increase in the one-year college persistence rates of the 2009 Success Boston cohort attending 2-year colleges: 77.1% compared to 67.3% for 2008 BPS enrollees in 2-year colleges.

Challenge:

This success is not uniform across all groups of students. Persistence rates for Hispanic students, in particular, are lower than the average: 68.1 %

DAYTON, OH

- LEARN TO EARN DAYTON
- CITY OF DAYTON
- SINCLAIR COMMUNITY COLLEGE
- MONTGOMERY COUNTY
- DAYTON PUBLIC SCHOOLS (AND MULTIPLE DISTRICTS IN THE COUNTY)
- POP: 144,008 (CITY)
- POP: 537,700 (COUNTY)

LEARN TO EARN DAYTON: OVERVIEW

Learn to Earn Dayton is creating a cradle to career strategy that increases the career-readiness of students who are secondary students attending one of the Dayton Public Schools' high schools and four high schools in neighboring inner ring suburbs, young adults who have dropped out of one of the "target" high schools, young adults with high school diplomas but no postsecondary credentials, and low-income students enrolled at Sinclair Community College. Ideally through *Learn to Earn Dayton*, by the year 2020, an additional 10,000 students (above current projections) will obtain a "high quality credential" from Dayton area higher education institutions, with Sinclair as institutional lead. All high schools in the County are now participating in the NSC data collection process to better document student success.

Commitment

- Increasing readiness for and enrollment in postsecondary education requires a media campaign, or "battle cry" (or *Learn to Earn Dayton* pledge) that sets postsecondary credential attainment as the new minimum standard for young adults, and emphasizes the need for secondary and postsecondary curriculum and culture alignment at the 10-14 grade levels, increased capacity to deliver dual enrollment options, and an inventory of existing services and development of new wrap-around services.

Use of Data

- A new Applied Research Center on Student Success is envisioned in Dayton to handle data collection, analysis, and sharing among secondary, postsecondary, social service and faith-based organizations, and adult basic and literacy education programs.
- Local educational partners are publicly reporting postsecondary completion results (NSC) to update the community on progress toward postsecondary success goals.

Partnership

- *Learn to Earn Dayton* is lead partner as the Dayton region's P-20 (cradle to career) collaborative.

Policy & Practice

- The Fast Forward Center is designed to serve as a hub for high school dropout recovery activities, working with secondary school administrators who refer every 17 year old with less than 11 credits to an alternative school.
- The delivery of developmental education at Sinclair Community College and at area high schools is being restructured. This could include developing learning communities with cohorts of developmental education students participating in success courses, technology-enhanced learning, tutoring, early support plans, and success coaching from Counselors and Completion Advisors.
- Scholarship programs are being established to ensure that all students from the higher poverty school districts have access to an affordable education option.

In Dayton, plans for the local CLIP partnership are called *Learn to Earn*, a title that communicates that the pathway out of poverty toward a good job is through education.

LEARN TO EARN DAYTON: STATUS REPORT

(since October 2010)

Progress

Commitment

- The community has created a pledge that all school districts are “signing” and has established clear goals and data indicators (see below) for all school districts to achieve.

Use of Data

- Data are being collected to determine student success for all 12 indicators of the Learn to Earn Dayton Continuum (see below).



¹The current percentage of college graduates in Montgomery County is 35.8%. To ensure economic vitality, The Lumina Foundation has set the goal to “increase the percentage of Americans with high-quality degrees and credentials to 60 percent by the year 2025.” www.luminafoundation.org

Partnership:

- The school districts and funding partners are working together to prioritize efforts around policy issues and student readiness for pursuing a college education.

Policy and Practice:

- Partners are now working closely with legislators to identify policy fixes that will enhance the college readiness of our high school graduates.

Success

All Montgomery County school districts (high schools) are participating in NSC data collection to document percent of students enrolling in college, percent persisting and percent graduating.

Challenge:

The biggest challenge is getting everyone in the community to see the urgency of getting more “degreed” or “credentialed” persons.

JACKSONVILLE, FL

- CITY OF JACKSONVILLE
- FLORIDA STATE COLLEGE AT JACKSONVILLE
- DUVAL COUNTY PUBLIC SCHOOLS
- POP: 804,536

JACKSONVILLE LEARNING TO SUCCEED (LTS) INITIATIVE:

OVERVIEW

Jacksonville's CLIP partnership, the *Learning to Succeed* (LTS) Initiative, identifies four clear goals: To create a sustainable leadership infrastructure that supports long-term postsecondary attainment for low income young adults; to build local capacity to provide "real time" data and analyses to inform decision-making and to track progress; to frame relevant research studies to further inform the LTS work; and to develop and support targeted interventions that provide socio-economic safety nets, academic support, and enrichment opportunities to improve student performance and persistence at both the secondary and postsecondary levels. LTS seeks to increase college completion rates

from 7.94% (172 students) to 20% (454 students).

Commitment

- As an Affiliate CLIP partnership, the Learning to Succeed Initiative is working to "Regroup, Redefine, and Refocus."
- The partnership plans to increase community commitment to postsecondary attainment via a long term targeted outreach and marketing campaign, utilizing a variety of media resources, relying on the High Level Leaders to maintain a high profile for the LTS Initiative and to denote its importance to the community.
- The proposed *Learning to Succeed* partnership structure and a P-16 Council seek to galvanize community focus on postsecondary attainment as a community priority.

Use of Data

- The decision-making and strategic planning of leadership groups would be supported by easy and timely access to data through a new local Analytic Center or data repository.

Partnership

- CLIP partners in Jacksonville plan to formalize the coalition for postsecondary attainment in a similar manner as is the case for the Early Learning Coalition (Pre-K) and the Learning to Finish Collaborative (K-12).
- The anticipated participants for the Learning to Succeed Postsecondary Collaborative will include Edward Waters College, Florida State College at Jacksonville, Jacksonville University, University of North Florida, Regional Workforce Board (WorkSource), and Jacksonville Chamber of Commerce.
- The timeframe for the task is: 2010-early 2011.

Policy & Practice

- After the formalization of the postsecondary collaborative, the team will address the formation of a P-16 Council that encompasses the Early Learning Partnership, Learning to Finish, and Learning to Succeed.
- The partnership calls for the expansion and creation of innovative strategies that focus on Cross-Over Programs, Retention and Persistence Programs; Dropout Retrieval Programs; and Data Analytics and Research).

JACKSONVILLE: STATUS REPORT

(since October 2010)

Progress

Partnerships: The main emphasis of the Jacksonville team efforts has been on Partnerships

- **City of Jacksonville – Jacksonville Commitment:** Advisors have intensified efforts to have students submit college applications, complete financial aid documents, and complete scholarship portfolios. The focus for March was to complete classroom visits and plan for the upcoming school year. The number of classroom visits increased from 241 to 469 as we attempted to encourage seniors to complete late applications, to complete final matriculation requirements, and to use the JCCA as a resource. During the Week of Spring Break, the JCCA's met with financial aid coordinators, a JC academic advisor, and a scholarship program coordinator to establish a tentative calendar for the 11-12 academic year. The JCCA's fashioned a calendar to present to each school's administration in preparation for serving students next year.
- **Community-based Organization - Jacksonville Public Education Fund:** JPEF has hired a full-time data analyst who is working to develop a regular series of policy briefs about important issues in education, including graduation. He is also working with a community group to develop a dashboard of indicators about student performance, particularly as it relates to college readiness, both at the district and school-by-school level.
- **Community-based Organization - Learning To Finish:** Learning To Finish, a community-wide collaborative of more than 40 organizations, continues to meet and develop joint strategies to address the graduation crisis. The Early Warning and Response System (EWRS) that was first piloted in six schools will be integrated next year into the district's data system, and LTF is working with the district on a Race to the Top-funded high-school intervention model for students at one school identified through the EWRS system. Also, Schools for the Future, the newest multiple pathway option for under-credited students in Jacksonville, will open its doors in August 2011.
- **Regional Workforce Board, WORKSource:** WORKSource provided funding to offer the 21st Century Academy project to provide an educational and workforce training program that will consist of strong academics and career preparation leading to successful high school diploma/GED completions and workforce certificates. Now in Phase III of the project, participants receive case management, industry field trips, motivation workshops, monthly newsletters, employment referrals and an awards ceremony. Participants are identified through program specific criteria with outcomes to include 1) 90% maintain or increase basic skills level in program areas, 2) 90% attain a secondary school diploma or recognized equivalent, and 3) 90% place and progress in postsecondary education, advanced training, military service, employment, or qualified apprenticeships.
- **Florida State College at Jacksonville and Duval Public School System:** In collaboration, FSCJ and DCPS are participating in a College Success Academy. Funded with state "Race to the Top" funds and based on Senate Bill 1908, the project is designed to provide postsecondary readiness testing and remediation (when needed) prior to high school graduation in order to prepare students for entry-level college credit courses in mathematics and English.

Success: See above

Challenges: The main challenge is to provide quality advisement to a growing population, often with small staff structures in the community organizations. Each year, we have been able to fine tune our efforts and create efficiencies that allow us to do more with less. Each year, we also come to a heightened realization of the overwhelming need.

LOUISVILLE, KY

- CITY OF LOUISVILLE AND JEFFERSON COUNTY
- JEFFERSON COUNTY PUBLIC SCHOOLS
- KENTUCKY CHAMBER OF COMMERCE
- MULTIPLE POSTSECONDARY PARTNERS
- POP: 741,096

LOUISVILLE 55,000 DEGREES: OVERVIEW

In May, 2010, members of Mayor Abramson's Education Roundtable signed the *Greater Louisville Education Commitment*, dedicated to making Louisville a top tier metropolitan area in education attainment by increasing the number of college-educated adults by 40,000 bachelor's and 15,000 associate's degrees by 2020. In October 2010, the Roundtable launched *55,000 Degrees*, an organization to coordinate the work laid out in the Commitment. The members of the Mayor's Education Roundtable became the board of directors for *55,000 Degrees*. Action Teams are being formed around five objectives: Create a strong college-going culture; Use the business community's unique point of leverage to accelerate attainment; Prepare students for success in

college, career, citizenship and life; Make postsecondary education accessible and affordable; and increase educational persistence, performance and progress. Mayor Abramson retired in January and Mayor Greg Fischer now chairs *55,000 Degrees*. Fischer has embraced the goals and strategies of *55,000 Degrees*, and is challenging the community to make individual commitments to support students.

Commitment

- Louisville's two comprehensive reports, *The Greater Louisville Project's Jefferson County Education Pipeline*, and *The Greater Louisville Project 2010 Competitive City Report* have made clear that the city and region will not remain economically competitive if rates of low college completion persist.

Use of Data

- *55,000 Degrees* published an initial snapshot of preliminary indicators around its five objectives and will publish an annual score card, which will begin the process of including in-depth information on institutional progress.
- Additionally, *55,000 Degrees* will make in-depth data available on its website in a user-friendly data dashboard.
- The Greater Louisville Project will continue to publish its annual report comparing Louisville's progress to fourteen peer cities in three deep drivers of change including education, jobs and quality of place.

Partnership

- Local Louisville workforce and business leaders have been key partners in the city's efforts, and the Business Leaders for Education received a 4-year, \$800,000 grant to develop an Employee Education Delivery System targeting the 100,000 Louisville adults who have some college education, but no degree, assisting them to return to college and complete.

Policy & Practice

- Broad partnership has boosted the development and/or expansion of student support practices such as a coordinating council for out-of-school-time youth services and the "Earn and Learn" Metropolitan College, where students who work the night shift at UPS get a free college education.
- The Close the Deal program represents a concerted effort to inform students that it is important to go to college, using campus visits, assistance with applications and scholarship forms, and help to parents on FAFSA applications.

LOUISVILLE 55,000 DEGREES: STATUS REPORT

(since October 2010)

Progress

Commitment

- Published the 55,000 Degrees benchmark report, which makes the case for dramatic improvement, presents a snap-shot of where Louisville stands on college attainment and leading indicators, and lays out our 2020 goal and key objectives. Over 2,000 copies distributed; launch covered by all media. Background data to Report available on website.
- Convened first Community Forum in December, drawing crowd of 150 representatives from community organizations to hear about 55,000 Degrees and discuss ways they could engage.
- Website averages 150-200 hits a week; E-newsletter format established – 4 have been sent
- Communications consultant contracted to develop a communications plan, identify audiences and targeted messages, and design improved website and social media vehicles.
- The “15K initiative” has formed as a corollary to 55K. Its goal is that 15,000 of the 55,000 additional college degrees be attained by Louisville’s African American population by 2020.

Use of Data

- Presented projections, based on current trends, of local degree production compared to overall goal to encourage each higher education member to set a 10-year commitment or goal.
- Director of Research and Data Analysis hired. Data committee for peer review established.
- Targeting release of first annual progress report in July, with trends as well as indicator update.

Partnership

- Mayor’s Education Roundtable became the Board of Directors for 55,000 Degrees, with the Community Foundation of Louisville acting as fiscal agent and hosting the offices of 55K.
- Louisville’s new mayor, Greg Fischer, officially became the chairman of the 55,000 Degrees board of directors. Mary Gwen Wheeler named as Interim Executive Director for a 1-year term.
- Operating committee established in January; established fiscal oversight, staff terms, and key priorities for action. Meets monthly and will make recommendations to Board at quarterly meeting.

Policy and Practice:

- Jefferson County Public Schools made its “55K commitment,” approved by the board of education, setting 2020 year-over-year goals for high school graduation, college-going, college and career readiness, and freshman retention. Mayor drafted letter to each partner institution or organization asking them to each make a similar commitment, approved by their board or other stakeholders. Partners are currently assessing the policies and strategies that would support such commitments.

Success: Metro United Way and The Community Foundation of Louisville partnered to make \$250,000 in grants to 27 local organizations, focusing on: transition to college or career, high school graduation, middle school transitions, early grade reading, and early childhood education. The grantees will form learning communities in order to share promising approaches with the community at large.

Challenges: We are struggling to answer the question “what does 55K do?” In addition to gathering and publishing data, and convening our partners, how can we best galvanize and support collaborative action between our partners and in the community at large? We have limited support resources and want to dedicate them to the strategies most likely to have impact.

PHILADELPHIA, PA

- CITY OF PHILADELPHIA
- SCHOOL DISTRICT OF PHILADELPHIA
- COMMUNITY COLLEGE OF PHILADELPHIA
- POP: 1,540,351

PHILADELPHIA: OVERVIEW

In Philadelphia, Mayor Nutter emphasizes the importance of an educated citizenry and the inextricable link between educational attainment and economic well-being for the region. His administration is committed to two education goals: halving the high school dropout rate in five to seven years; and doubling the baccalaureate degree attainment rate in five to ten years. Shortly after his inauguration, the Mayor created the Mayor's Office of Education (MOE) to build public support for education improvements, and to coordinate and drive efforts to achieve his education goals. The city is leading a host of initiatives designed to increase rates of postsecondary completion.

Commitment

- Understanding that achieving the Mayor's education goals for the City requires the concerted effort of multiple institutions and organizations, the Mayor established the Philadelphia Council for College and Career Success – comprised of leaders from government, K-12 and higher education, employers, foundations and youth-focused community organizations – to organize and lead these efforts. To address the baccalaureate attainment goal, the Council established a standing body – the CollegeReady Committee – to track and analyze Philadelphia students' postsecondary progress, and, based on that information, to develop models and strategies that promote increased college enrollment and completion. The Committee, in turn, organized itself into three working groups, focusing on data, postsecondary preparation and college completion.
- The city has established the PhillyGoes2College Office and the Graduation Coaches Campaign to provide Philadelphians information about completing high school and going to college.

Use of Data

- The CollegeReady Committee utilizes existing data on postsecondary education trajectories; works closely with the School District, Archdiocese and charters to generate data and report annually on progress; and gathers enrollment, remediation, retention, and graduation data from area colleges and universities with the highest enrollment of Philadelphia students.
- The CollegeReady Committee tracks and analyzes students' postsecondary progress and based on that information develops strategies to promote increased college matriculation and completion. It has three working groups: data, postsecondary readiness strategies, college completion.

Partnership

- Over the last three years, the CollegeReady Committee has convened key partners – including the School District and Archdiocese of Philadelphia, non-profits, foundations, higher education institutions, students and parents – in coordinated efforts to accomplish our goals.
- This partnership structure is further supported by efforts of the Philadelphia College Prep Roundtable.

Policy & Practice

- The city publicly emphasized the economic impact of Philadelphia's low postsecondary completion, and has since tracked progress and reported accomplishments annually.

PHILADELPHIA: STATUS REPORT

(since October 2010)

Progress

Commitment

- Held *Toss Your Caps* Citywide College Graduation Celebration to illustrate city's transition from blue collar worker to college educated citizenry.
- City coordinated financial aid campaign to increase number of college bound students who are financially prepared for college.

Use of Data

- OMG has been contracted to analyze enrollment, persistence and completion data submitted by 22 higher education institutions.
- Community College of Philadelphia provided deeper data on remediation placement trends of entering Philadelphia students by cohort and high school.

Partnership

- Engaged media to assist in citywide financial aid campaign. Specifically, partnered with two television stations to host phone-a-thons to educate the community and to answer individual students and parents' questions on any aspect of financing college.
- School District's Parent Programs Resource Center staff new partners in providing information to parents on college going process.
- Financial aid officers new partners in educating college bound students and parents on college affordability and understanding financial aid process.
- Facilitated working relationship between School District's Teaching and Learning Division and higher education academic administrators to address curriculum alignment in accordance with the Common Core Standards.

Policy and Practice:

- City engaged in state and federal advocacy efforts to restore potential loss of funding to School District and higher education institutions.

Challenge:

CollegeReady Committee continues to rely on good will of committed partners. Funding opportunities to support work are almost non-existent. Need funding to support continued data analysis and to pilot initiatives based on promising practice research.

PHOENIX, AZ

- CITY OF PHOENIX
- MARICOPA COMMUNITY COLLEGE DISTRICT (MCCCD)
- PHOENIX UNION HIGH SCHOOL DISTRICT (PUHSD)
- POP: 1,468,633

DEGREE PHOENIX: OVERVIEW

Phoenix College, an urban community college located in heart of central Phoenix, leads the local CLIP partnership, *Degree Phoenix*, along with the city, the large central public high school district, and the local district of community colleges. *Degree Phoenix* takes aim at increasing college readiness, enrollment intensity, retention, degree completion and/or successful transfer to a baccalaureate program for all low-income young adults. Specifically, the partnership targets an increase from 6% (4,417 students) to 12% (8,834 students) in college-aged youth with a degree or credential in the workforce by 2020.

Commitment

- *Degree Phoenix* is focused on raising stakeholder awareness and commitment to creating a college completion culture.

Use of Data

- The partnership will persist in facilitating data-driven solutions by securing unprecedented data sharing agreements among PUHSD, MCCCD, State Universities, the Phoenix Workforce Development and College Depot (place-based college resource center).

Partnership

- *Degree Phoenix* is a collaboration among PUHSD and four MCCCD colleges (South Mountain, Phoenix, Gateway, and Rio Salado), The City of Phoenix, Arizona State University (ASU) Office of Transfer, Northern Arizona University GEAR Up, Valley of the Sun United Way, Helios Foundation, Center for the Future of Arizona, Governor's P-20 Council and a number of community based organizations.

Policy & Practice

- Produce solutions through changes that build an unparalleled communication network among PUHSD, MCCCD, the Arizona State University, and the City of Phoenix Workforce Development.
- Devise a common language used to build and sustain a communication network that facilitates a seamless transition to college access and success.
- Through improved communication, lay the foundation to improve curriculum alignment between high schools and colleges, increase articulation activities, and intensity support systems that transition students from high school to college completion.
- Identify programs and build relationships with and among these college readiness programs and activities.
- Pinpoint and communicate clearly multiple pathways back to education to recapture young adults who have dropped out of high school or college.
- The partnership will improve college knowledge, high school and college alignment and articulation, transition of students from high school to college completion; increasing support services through college and recapturing young adults who have dropped out of high school or college.
- Partnering institutions in *Degree Phoenix* identified desired systematic changes which include PUHSD's changes to district course-taking maps, improved student services, and the Education and Career Action Plan (ECAP) used across institutions allowing more students to enter college prepared to succeed.
- Participation and completion of the Arizona General Education Curriculum (AGEC) and Maricopa-Arizona State-Pathway Partnership (MAPP) will be expanded through direct coaching and advisement to the eight hundred 2011 graduates of PUHSD that are enrolled at Phoenix College, South Mountain and Gateway Community College.

DEGREE PHOENIX: STATUS REPORT

(since October 2010)

Progress

Commitment

- Presentation to Valley Leadership Education Program Day on December 3, 2010.
- Presentation to President's Leadership Council at Phoenix College in November 2010.
- Secured Degree Phoenix Web Site – Development to Begin Fall 2011

Use of Data

- Presentation at monthly Degree Phoenix meetings of numbers of students signing up for MAPPs for each college and by degree programs.
- Use of Clearinghouse Data available to MCCCCD.

Partnership

- Transition with PUHSD and ASU members of the collaboration. New leads have been identified and progress has been continuous with Degree Phoenix collaboration. Illustrates strength of the community learning in partnership.
- New Partnership with Arizona College Access Network which is a part of Arizona's first College Access Challenge grant.

Policy and Practice:

- PUHSD has secured funds for College ACT College Exams for Junior Class an additional year.
- Maricopa ASU Partnership Pathway (MAPPs) has increased degree offering to 91 transfer options.

Success

Use of Clearinghouse Data, for example: Although data is incomplete, in 2008 approximately 800 Phoenix Union High School graduates enrolled in one of the four Maricopa Community Colleges that are involved in this project. Two years later, 402 of these students remained MCCCCD students. Fifty-six of the original 800 students were enrolled at a college or university outside MCCCCD and 1 student was reported as earning an award. The status of over 350 students is not known. This could be the result of several factors: student did not give permission to release data, student is not enrolled in any 2, 4, tech, or non-credited college that participates in the clearinghouse, or student did not earn a degree/certificate at any of the types of colleges that participate in the clearinghouse.

Challenge:

Degree Phoenix continues to secure grant funding for initiatives. Have determined best strategy is to breakdown objectives and apply for funding in two phases. We will begin with phase one which is creating a communication foundation. Phase two will be implementing best practices to a defined cohort of students entering community college from the high school, tracking success and barriers to assist in improving education policy and practices in the city and state.

PORTLAND, OR

- CITY OF PORTLAND
- PORTLAND COMMUNITY COLLEGE
- PORTLAND PUBLIC SCHOOLS
- PARKROSE SCHOOL DISTRICT
- POP: 551,226

Portland: Overview

In Portland, Mayor Adams co-chairs the Education Cabinet, (a group of more than 40 educators, business and philanthropic leaders, and politicians developing strategies to reduce high school dropout rates) which has established several goals: Identify 100% of off-track youth by 2011, ensure that 2,234 more students are graduating on time by 2013, ensure that 4,462 students throughout the county are pursuing post-secondary education and training by 2013, build capacity for 500 additional youth are re-engaged through county-wide recovery strategies, employ or engage 2,500 youth in career and post-secondary exposure each summer, and narrow the graduation gap between Caucasian and ethnic minority students.

Commitment

- In 2007, the Portland Schools Foundation published new research that showed far fewer students were graduating from local high schools than previously thought, and thousands of Portland youth were disconnected from school and work. The data also identified academic indicators to predict whether a student would disconnect, giving educators and advocates a roadmap to intervene at key moments. Mayor Adams was compelled by this data, and made addressing these issues a key part of his election campaign.
- Beginning in the fall of 2009 the Portland Leaders Roundtable on Education, the Mayor and County Chair's Education Cabinet and Portland State University joined with other partners to look for an innovative approach to address the deepening achievement gap and lagging educational attainment in Multnomah County. Based on the Strive model, a local "Cradle to Career" initiative seeks to unite investors, educators, providers and stakeholders around the success of all young people in a community using shared issues, goals, measurements and results, and then actively supports and strengthens strategies that work.

Use of Data

- The Education Cabinet has commissioned and completed an inventory to assess the number of dollars and programs currently allocated to drop-out prevention.

Partnership

- Mayor Adams has initiated a discussion with local stakeholders that aims to identify the best possible local P-20 collaborative structure.
- A local group composed of members from the Leaders' Roundtable, Portland State University, the Education Cabinet, and the P-20 Steering Committee are currently working to define and agree to an evolutionary governance structure that will enhance collective work.

Policy & Practice

- The Education Cabinet has approved the city's first ever Scholarship Strategy and prioritized green industry career pathways for youth with focus on economic recovery and job creation including youth pipelines, pre-apprenticeship programs, community college, and labor industry partnerships.
- Portland Community College is home to the first Gateway to College Program, serving over 1,300 students.

PORTLAND: STATUS REPORT

(since October 2010)

Progress

Commitment

- In November 2010, Portland State University released the initial Cradle to Career community report outlining baseline data and public goals across the educational pipeline. Two of the goals, “Enroll in post-secondary education or career training” and “Graduate and enter a career” relate directly to the CLIP initiative.
- On April 6, 2011 the Mayor’s Education team presented a status report to City Council on the City’s investments over the past two years in the Summer Youth Connect, Future Connect, and other strategies. Over 200 stakeholders were in attendance.

Use of Data

- The Education Cabinet contracted with Northwest Evaluation Association (NWEA) and Portland State University Center for Student Success (PSU) to evaluate Cabinet-endorsed strategies:
 1. Quantitative and qualitative evaluation of student outcomes for the Ninth Grade Counts and Career + College Connections (C3) program.
 2. Development of an evaluation plan, including a logic model with measurable outcomes and data gathering methods, that will provide the framework for determining progress
- Over the past two summers more than 3,000 students have participated in career and college site visits, career-readiness activities, and paid internships. Rigorous surveys of Summer Youth Connect participants indicate remarkable early results. Students report feeling more prepared for high school (70-95%), more motivated to graduate (78-95%), and more likely to pursue further education (93-95%).
- The recent quantitative findings reveal that Summer Youth Connect is reaching targeted students of color, students in poverty and students at high risk of dropping out. These supports are positively impacting academic outcomes, particularly high school credit accumulation.

Partnership

- Six Multnomah County school districts representing 91,000 students have reached a Memorandum of Understanding with the four lead Summer Youth Connect Partners to collaborate on efforts to support “academic-priority” students including common definitions, coordinated summer interventions, and data sharing to allow follow on services.
- Local leaders from the public and private sectors, and six Multnomah County superintendents, representing 91,000 students, endorsed the Cradle to Career (C2C) initiative. These leaders have focused their shared efforts into a single, unified effort, and they have selected the Portland Schools Foundation (PSF) as the “backbone organization” to guide the effort.

Policy and Practice:

- The Future Connect Scholarship with \$500,000 in funding from the City of Portland and a commitment of matching funds from the Portland Community College Foundation will award 200 two-year scholarships providing financial assistance and in-school supports at Portland Community College starting Fall 2011.