

# Pre-College Academic Programs and Interventions



PATHWAYS  
TO COLLEGE  
NETWORK

Rhonda Jones

The Pathways to College Network is an alliance of major foundations, non profit organizations, educational institutions, and the U.S. Department of Education, working together to improve college access and success for large numbers of underserved youth.

The Education Resources Institute (TERI) was founded in 1985 to provide education financing and information services to students and their families. As a private, not-for-profit organization, TERI recognizes that middle-income Americans are increasingly excluded from traditional financial aid programs. To help fill the financial aid gap, TERI offers loans based on creditworthiness, not income limitations.

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*Pathways to College Network Clearinghouse  
Educational Opportunity Clearinghouses  
Pell Institute for the Study of Opportunity in Education  
1025 Vermont Ave. NW, Suite 1025  
Washington, DC 20005*

*Telephone: 202-638-2887  
Fax: 202-638-3808*

*Electronic copies in PDF format can be downloaded at <http://www.pathwaystocollege.net>*

Pathways to College Network  
31 St. James Ave., 6<sup>th</sup> Floor  
Boston, MA 02116

Telephone: 617- 556-0535  
Fax 617-422-8841

*<http://www.pathwaystocollege.net>*

## Pre-College Academic Programs and Interventions

### COMPREHENSIVE ACADEMIC/SUPPORT SERVICES

#### NATIONAL

PROGRAM	<b>Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up)</b>
DATE FOUNDED	1998
LOCATION	Nationwide
DESCRIPTION	Seeks to encourage colleges to develop partnerships with middle schools to academically prepare students for post secondary opportunities.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Mentoring</li> <li>• Counseling</li> </ul>
COHORT SERVED	“At-Risk” students
KEY COMPONENTS	Program provides technical assistance workshops after school programs, college site visits, mentoring, counseling, and tutoring
FUNDING	U.S. Department of Education, Ford Foundation, and National Center for Urban Partnerships
EVALUATION	N/A
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>General Electric College Bound</b>
DATE FOUNDED	1989
LOCATION	Nationwide
DESCRIPTION	Supported by the GE Fund the program's K-12 initiative offers competitive grants to inner-city schools with the intent of increasing the college going rate for selected low income communities. Major requirements are that the schools enhance their academic curriculums, with the involvement of GE personnel and volunteers.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Mentoring</li> </ul>

	<ul style="list-style-type: none"> <li>• Career Counseling</li> <li>• Social/Cultural Activities</li> </ul>
COHORT SERVED	“At-Risk” students
KEY COMPONENTS	Program components include: tutoring; cultural/social activities; SAT preparation; counseling; and Saturday/summer enrichment programs
FUNDING	General Electric
EVALUATION	“Rand” Formative Assessment. The evaluative data for the most part was non-conclusive. Schools could improve if given substantial support and resources.
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Student Support Services (SSS)</b>
DATE FOUNDED	1965
LOCATION	Nationwide
DESCRIPTION	The U.S. Departments of Education, the Department of Energy, Health and Human Services, Labor, and the National Science Foundation in collaboration with colleges, universities and community agencies, coordinates the largest number of federal programs to promote college access among low income and underrepresented youth. With the passage of the 1964 Economic Opportunity Act, the Department of Education established the Upward Bound Program in 1965, which was thereby later incorporating with the Student Support Services, and Talent Search Initiative, compounding in the TRIO program.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Parental Involvement</li> <li>• Mentoring</li> <li>• Financial Aid</li> <li>• Social/Cultural Activities</li> <li>• Summer Program</li> </ul>

	<ul style="list-style-type: none"> <li>• Career Development</li> </ul>
COHORT SERVED	Students K-16
KEY COMPONENTS	The majority of programs operate with the following basic features: integrated K-16 initiatives; increasing parental involvement; peer mentoring support; financial support; cultural and social activities to promote liberal learning, well roundedness, and critical thinking; academic enrichment through after school and Saturday tutoring to enhance math, science, and English; curricula advisement such as advance placement; career exploration; and a 6-week summer enrichment academic program.
FUNDING	Title IV of the Higher Education Act of 1965
EVALUATION	When matched to a comparison group, student participants earned more academic credits and retention rates significantly improved
WEBSITE	<a href="http://www.westat.com">www.westat.com</a>
REFERENCE	Jurich: Raising Academic Achievement

PROGRAM	<b>Upward Bound</b>
DATE FOUNDED	1965
LOCATION	Nationwide
DESCRIPTION	Federal initiative for underrepresented (low-income, first generation college) youth to pursue post-secondary opportunities.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Summer Programs</li> <li>• Social/Cultural Activities</li> <li>• Mentoring/Counseling</li> <li>• Financial Aid (stipends)</li> </ul>
COHORT SERVED	Students in grades 9-12
KEY COMPONENTS	Comprehensive student support services: tutoring; counseling; career planning; social and cultural activities; stipends; and academic enhancement programs
FUNDING	Title IV of the Higher Education Act of 1965
EVALUATION	Mathematica Policy Research.

WEBSITE	www.mathematica-mpr.com
REFERENCE	Jurich: Raising Academic Achievement

### STATEWIDE

PROGRAM	<b>Advancement Via Individual Determination (AVID)</b>
DATE FOUNDED	1980
LOCATION	Statewide: CA, CO, GA, IL, KY, MD, NE, NJ, NC, SC, TN, TX, VA, and DOD schools overseas
DESCRIPTION	Geared toward low income, ethnic, minority students who have average grades, have the potential to obtain high achievement scores, and are often overlooked by teachers and guidance counselors. Students are selected by program coordinators and parents must sign a contract of agreement to support the students.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• COUNSELING</li> <li>• ACADEMIC ENRICHMENT</li> <li>• PERSONAL/SOCIAL ENRICHMENT</li> <li>• MENTORING</li> </ul>
COHORT SERVED	Middle and High School Students
KEY COMPONENTS	Participation is voluntary. The program is implemented as integral part of the school day. Students are placed in college preparatory classes instead of general or vocational classes. All AVID students are socialized together and are provided promotional logo markers so that they will be able to identify one another. Students are provided with weekly sessions of academic tutoring, guest speakers, field trips, attend mini lecturers given by college professors, and are provided assistance with college and financial aid applications.
FUNDING	Combination of foundation grants, state, and local education contracts
EVALUATION	AVID does not keep extensive tracking for students' who've completed the program compared to those who began. The 1996 evaluation illustrated that a significant number of students had

	gone to 2 and 4-year institutions, which was comparable to data of non-participants. The program was very effective concerning Blacks and Hispanics, which marked significant increases for participation rates, and rates of college going attendance, and retention rates.
WEBSITE	<a href="http://www.avidcenter.org">www.avidcenter.org</a>
REFERENCE	Jurich: Raising Minority Achievement

PROGRAM	Broad Multi-Focus Resource Center The centers funding sources are derived from federal, state, city agencies, private foundations, corporations, colleges, and universities.
DATE FOUNDED	
LOCATION	Statewide: Arizona, California, Indiana, Oklahoma, Vermont, and Wisconsin Citywide, Limited Statewide: Boston, MA, Seattle, Pacific Northwest, and Omaha, Nebraska Citywide: Philadelphia and St. Louis
DESCRIPTION	Operated statewide or concentrated in major cities, these centers are free and centrally community based in public libraries or schools. While the majority of centers do not provide extensive individual involvement, the centers offer an array of services in the areas of dissemination, and academic preparation.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Information</li> <li>• Application Assistance</li> </ul>
COHORT SERVED	High school students
KEY COMPONENTS	These centers include extensive resource libraries, are complete with counselors who provide information on postsecondary awareness programs, financial aid, careers, admissions, testing, and assistance with admissions and financial aid applications, for typically first-generation college bound students.
FUNDING	State and local funding
EVALUATION	External evaluations and longitudinal studies have

	concluded that resource centers provided information, college, and financial aid application assistance had a profound impact on college going. As a result, college enrollment among underrepresented students increased and a number of students were able to finance their education.
WEBSITE	N/A
REFERENCE	Coles: School to College

PROGRAM	<b>College Now</b>
DATE FOUNDED	1984
LOCATION	Statewide: New York
DESCRIPTION	Developed for moderate achievers whose grade averages fall between a D-B. Partnership between CUNY, Kingsborough Community College, and 17 NYC public high schools, which assesses the level of college readiness and provides them academic assistance (remedial-college-level).
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Retention/Mentoring</li> </ul>
COHORT SERVED	Public high school students
KEY COMPONENTS	CUNY placement test, college-level course, and remedial courses
FUNDING	State of Michigan
EVALUATION	Westate “Reaching for College” case studies evaluation book 1992
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>College Reach Out Program (CROP)</b>
DATE FOUNDED	1992
LOCATION	Statewide: Florida
DESCRIPTION	Low-income students who would not have considered attending college without additional support/assistance
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Parental Involvement</li> </ul>

	<ul style="list-style-type: none"> <li>• Career Counseling</li> <li>• Institutional Collaborations</li> <li>• Mentoring</li> </ul>
COHORT SERVED	Students in grades 6-12
KEY COMPONENTS	Recruitment; academic enrichment; career counseling; tutoring; mentoring; competitive award program in the form of matching funds; parental involvement; and institutional collaborations
FUNDING	General Appropriations Act
EVALUATION	Statewide Evaluation Annual Report 1995-1996
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

<b>PROGRAM</b>	<b>Early Identification Program (EIP)</b>
DATE FOUNDED	1987
LOCATION	Statewide: Virginia
DESCRIPTION	Collaborative program between George Mason and the Fairfax County Public schools that seeks to assist would be first generation students complete high school and pursue post secondary opportunities.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Retention/Mentoring</li> <li>• Parental Involvement</li> </ul>
COHORT SERVED	“At-risk” high school students
KEY COMPONENTS	Summer, Saturday, and school year academic program; tutoring, SAT preparation; parental involvement; application assistance
FUNDING	George Mason University; school superintendent’s office
EVALUATION	Westate “Reaching for College” case studies evaluation book 1992
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

<b>PROGRAM</b>	<b>Educational Awareness Centers</b>
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DATE FOUNDED	
LOCATION	Statewide
DESCRIPTION	Offers academic and social support services for minority/low income inner city students. Centers provide information in the form of workshops and pamphlets to encourage student to finish high school and be able to meet academic standards set by post secondary institutions. Students are either selected to participate or they volunteer. Programs target different grade with activities that are appropriate for that grade level.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Mentoring</li> <li>• Counseling</li> <li>• Social/Cultural Activities</li> <li>• Parental Involvement</li> </ul>
COHORT SERVED	High school students
KEY COMPONENTS	While each program is individually tailored, certain key functions: include: academic support (tutoring; mentoring; peer advising; weekend/summer enrichment activities; cultural and social activities; academic advising/ preparation) information (college site visits/planning; financial aid workshops and information for students and parents; and classroom activities related to career development and training academic advisors and mentors).
FUNDING	Programs exist statewide and are funded as a collaborative initiative among federal, sponsoring colleges and universities, public school systems, professional associations, state agencies, corporations, and student loan agencies.
EVALUATION	
WEBSITE	N/A
REFERENCE	Coles: School to College

PROGRAM	<b>King-Chavez-Parks Initiative</b>
DATE FOUNDED	1986

LOCATION	Statewide: Michigan
DESCRIPTION	Developed in honor of Martin Luther King, Jr, Caesar Chavez, and Rosa Parks. The program was designed to increase minority enrollment in college preparatory courses in 35 targeted school districts.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Retention/Mentoring</li> <li>• Financial Aid</li> </ul>
COHORT SERVED	Public school students in grades 6-11
KEY COMPONENTS	Program includes exposing students to the college environment including academics and counseling. Bridge programs; travel money
FUNDING	State of Michigan
EVALUATION	Boyer County Research Services 1995
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Neighborhood Academic Initiative (NAI)</b>
DATE FOUNDED	1991
LOCATION	Statewide: California
DESCRIPTION	Started by the University of Southern California and geared towards low income Black and Hispanic students in the seventh grade. The program is designed to “untrack” students traditionally labeled “at risk”.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Parental Involvement</li> <li>• Mentoring</li> <li>• Financial Aid</li> <li>• Academic Enrichment</li> </ul>
COHORT SERVED	Grades 7 <sup>th</sup> -12 <sup>th</sup>
KEY COMPONENTS	Math and English enrichment classes; Saturday sessions; tutoring; academic preparation; counseling; parental involvement; summer enrichment programs; and upon successful completion full tuition at USC.
FUNDING	University of California; private foundations
EVALUATION	To date there have been two cohorts of program completers. 64% were retained in the program for

	6 years, and 60% went to a 4-year research university (52% USC and 96% somewhere else). The cost of the program is expensive and therefore serves only a small cohort of students
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>New Jersey College Bound</b>
DATE FOUNDED	1986
LOCATION	Statewide: New Jersey
DESCRIPTION	Serves historically underrepresented students who are located in special needs schools. The program exists at 13 sites in NJ colleges and universities.
INTERVENTIONS	Academic Enrichment Counseling Mentoring Parental Involvement
COHORT SERVED	Students in grades 6-12
KEY COMPONENTS	The program provides a range of academic services, which include in-school enrichment, summer programs, tutoring, mentoring, career counseling, college counselors, and parental involvement.
FUNDING	Annual state appropriation from the Governor's Office: NJ Commission on Higher Education
EVALUATION	NJ Commission on Higher Education
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Postsecondary Enrollment Options Program (PEOP)</b>
DATE FOUNDED	1985
LOCATION	Statewide: Minnesota
DESCRIPTION	Provides funds for high school students to access to post secondary classes (private, vocational, and industrialization centers) at the states expense
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> </ul>

	<ul style="list-style-type: none"> <li>• Financial Aid</li> </ul>
COHORT SERVED	High school juniors and seniors or adults 21 years or older or do not hold a high school diploma.
KEY COMPONENTS	College courses and scholarships
FUNDING	State legislature funds from the Governor's Office
EVALUATION	State Division Office of the Legislative Auditor
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Project GRAD</b>
DATE FOUNDED	1993
LOCATION	Citywide: Houston, TX
DESCRIPTION	Comprehensive program that provides academic enhancement, social support services for families, self-regulation and motivation.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Mentoring</li> </ul>
COHORT SERVED	Students K-16
KEY COMPONENTS	Mathematic enrichment; reading and comprehension,
FUNDING	Corporate sponsorship and Houston school district
EVALUATION	Annual evaluations include pre and post data on student outcomes on high school graduation and college matriculation in comparison to non-participatory schools.
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Puente Project</b>
DATE FOUNDED	1993
LOCATION	Statewide: California
DESCRIPTION	Servicing largely Hispanic students in the 9th grade, the program grew out of a California community college initiative that was expanded to include high schools. Students are selected in the 8th grade based on counselor's recommendations and students must demonstrate a desire to

	academically improve and have college intensions.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Social/cultural activities</li> <li>• Academic Enrichment</li> <li>• Parental Involvement</li> </ul>
COHORT SERVED	Full range of student who desire to attend college.
KEY COMPONENTS	The program has three components: 2-year college English preparatory; counselors; and mentors. Students are enrolled in rigorous academic courses and there is substantial parental involvement.
FUNDING	Private foundations, University of California, and state funding
EVALUATION	<p>Evaluated in 1998 using samples of student data. Attrition was high due to students' relocation and total withdrawal from school. Utilizing comparative demographic sample groups, longitudinal studies demonstrated that the Puente students were significantly better prepared to enter college than their peers; demonstrated a commitment to attend college and succeed; and their self-esteem was significantly increased.</p> <p>Although there was no significant difference in high school retention, there were differences in college matriculation. Cost wise, the program's operational budgets were minimal</p>
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

### **CITYWIDE**

<b>PROGRAM</b>	<b>ABACUS &amp; ASHS</b>
DATE FOUNDED	1990s
LOCATION	New York City
DESCRIPTION	The Academic Bilingual and Career Upgrading System program offers pre-vocational training in careers related to business, law, or health. The Auxiliary Services for High Schools program prepares “non-traditional” students for the GED. Students must score at or below the 40 <sup>th</sup> percentile

	in the Language Assessment Battery test to be eligible.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• ACADEMIC ENRICHMENT</li> <li>• PERSONAL AND SOCIAL ENRICHMENT</li> <li>• CAREER DEVELOPMENT</li> </ul>
COHORT SERVED	Students with limited English proficiency (LEP) in grades 9-12
KEY COMPONENTS	<p><b>ABACUS:</b> ESL classes; 30% native language instruction; bilingual content of area subjects (math, social sciences, sciences); vocational education in areas of law, business, and health; field trips; after school programs</p> <p><b>ASHS:</b> GED; ESL; native language instruction (Chinese, Greek, Haitian, Korean, and Spanish)</p>
FUNDING	Title VII of the Elementary and Secondary Education Act: New York City Board of Education
EVALUATION	Students were assessed before entering the program and monitored throughout the year. 53% showed significant improvement in mean gain of Normal Curve Equivalents; 90% and above of students passed their native language exams; 90% passed courses in mathematics, science, social studies, and computer sciences.
WEBSITE	<a href="http://www.nycenet.edu">www.nycenet.edu</a>
REFERENCE	Jurich: Raising Academic Achievement

PROGRAM	<b>A Better Chance (ABC)</b>
DATE FOUNDED	1963
LOCATION	Citywide: Boston, MA
DESCRIPTION	Independent non-profit organization that provides low income, minority student access to private boarding schools. Once nominated, tested, and interviewed students are matched with member schools that provide financial and academic support.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Financial Aid</li> <li>• Mentoring</li> </ul>

	<ul style="list-style-type: none"> <li>• Counseling</li> </ul>
COHORT SERVED	Minority junior high school students
KEY COMPONENTS	Recruitment strategy; career counseling; academic counseling; SAT preparation
FUNDING	Philanthropic organizations: Ford Foundation, the Rockefeller Foundation, and federal support.
EVALUATION	The latest evaluation completed in 1990 was based on alumni surveys. It demonstrated that these students who were largely likely to academically succeed, successfully completed four year institutions.
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Detroit Area Pre-College Engineering Program (DAPCEP)</b>
DATE FOUNDED	1976
LOCATION	Citywide: Detroit, MD
DESCRIPTION	The program offers rigorous academic assistance to students who are motivated to pursue careers in the sciences, engineering, and mathematic related fields
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Parental Involvement</li> <li>• Financial Aid</li> <li>• Academic Enrichment</li> </ul>
COHORT SERVED	Minority middle and high school students who are academically prepared.
KEY COMPONENTS	Saturday and summer enrichment; financial aid; partnerships with corporations, governments, and educators; parental involvement; academic enrichment
FUNDING	Annual corporate gifts, in-kind support Detroit Public Schools, NSF sub grant, United Black Fund/Combined Federal Campaign, local, state, and federal sources
EVALUATION	Student tracking reports compiled in 1976-1996 have concluded that.

WEBSITE	Graduateschool.heller.brandies.edu/chr/index.html
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Gateway to Higher Education</b>
DATE FOUNDED	1986
LOCATION	Citywide: New York
DESCRIPTION	Comprehensive four-year high school programs operated through the City University of New York in five New York high schools, that aims to prepare minority students for post secondary careers in science, medicine, and technology. Eligible students must be at the 50% on NY City's 7 <sup>th</sup> grade math test and the Degrees of Reading Power Test, have regular attendance, and have grades of 80 or better.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Summer Programs</li> <li>• Academic Enrichment</li> <li>• Social/Cultural Enrichment</li> <li>• Extended Learning Environment</li> </ul>
COHORT SERVED	Minority high school students
KEY COMPONENTS	Extended day school (double periods of math and science & tutorials); extended 11 month school year (month long summer enrichment program for freshmen and juniors and seniors at high level universities and research institutions); advance placement courses; SAT preparation; college information seminars and site visits; social/cultural activities; and internships
FUNDING	City of New York
EVALUATION	Evaluation data was reported in terms of course-taking, test-taking, standardized test scores, grades, graduation and post-secondary attendance and retention in comparison to non-participatory subgroups. Tabulated survey results revealed that Gateway students were more likely to enroll in advanced science and math courses, students scored at higher rates on standardized exams, and

	students scored relatively higher on SATs, Regents, and Advance Placement Examinations. Graduate rates were higher, college going rates had increased, with a significant portion attending selective institutions, and college rate of retention had improved.
WEBSITE/PHONE	(212) 807-4229
REFERENCE	AYP: Some Things Do Make A Difference

PROGRAM	<b>The Posse Program</b>
DATE FOUNDED	1989
LOCATION	Citywide: New York
DESCRIPTION	Designed to encourage groups of low-income and underrepresented students' access to post secondary institutions, the program was begun in New York with three objectives: college access and success; to foster a more diverse atmosphere among selective colleges and universities; and to produce more minority graduates. The program was created in response to students who felt their educational experiences would be enhanced if surrounded by their peers. Students are selected by interviews and are observed during group activities.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Academic Support</li> <li>• Financial Aid</li> </ul>
COHORT SERVED	Public high school students
KEY COMPONENTS	Key components include a full scholarship; alternative recruitment strategy; skill building workshops; 34 week college training program; and graduate student mentors.
FUNDING	Foundations, private contributors, colleges, universities, and federal funding
EVALUATION	Evaluation of the program included a sample set of 41 students at Vanderbilt University with 41 randomly selected athletes, and 41 students with similar SAT scores. While both groups had higher

	academic averages and SAT scores, the Posse students were nonetheless managing to persist at the selective institution. Peer support was considered to be an important factor in the students' success. Even though there has been no independent evaluation of cost based analysis, the program's expenses allow only a small amount of students to be serviced.
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Quantum Opportunities</b>
DATE FOUNDED	1989
LOCATION	Citywide: Philadelphia, PA; Saginaw, MI; Oklahoma City, OK; San Antonio, TX; and Milwaukee, WI
DESCRIPTION	Offers year round, multi-year comprehensive programs.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Mentoring</li> <li>• Social/Cultural Activities</li> <li>• Career Development</li> <li>• Service Learning</li> <li>• Financial Aid</li> </ul>
COHORT SERVED	Students are randomly selected in the 9th grade and continue through high school.
KEY COMPONENTS	The program is structured to include tutoring, homework assistance, adult mentoring, social/cultural activities, and life skills planning. Service learning activities are widely encouraged and participants also receive small stipends and bonuses, which are later matched to be used for college expenses or additional training.
FUNDING	Ford Foundation
EVALUATION	Evaluations illustrate that while retention rates rose, rate of attrition was significantly reduced. The program reduced the number of teen pregnancies, increased participation in service

	learning activities. A substantial number of students went on to 2-year post secondary institutions and attended 4-year institutions at an increased rate.
WEBSITE	oicofamerica.org
REFERENCE	Jurich: Raising Academic Achievement

PROGRAM	<b>Talent Development High School: Center for Research on the Education of Students Placed at Risk (CRESPAR)</b>
DATE FOUNDED	
LOCATION	Citywide: Baltimore, MD and Washington, DC
DESCRIPTION	Collaborative effort between Johns Hopkins University, Howard University and Patterson High School, the program features a multiple “school within a school” career academy structure.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Financial Support</li> <li>• Academic Enrichment</li> </ul>
COHORT SERVED	Minority “at risk” high school students
KEY COMPONENTS	Established general preparatory freshmen courses; career academies for 10 <sup>th</sup> -12 <sup>th</sup> grades; advising and counseling; development of small learning communities; developed program tracks (college preparatory, vocation-business, general studies); and internship placement support
FUNDING	University funding and state funding
EVALUATION	Utilizing faculty surveys, attendance rates, report cards, and course credits earned surveys from 1994-1996 illustrated that rate of attendance increased significantly.
WEBSITE/PHONE	(410) 516-8800
REFERENCE	AYP: Some Things Do Make A Difference

## FINANCIAL ASSISTANCE

PROGRAM	<b>ACCESS</b>
DATE FOUNDED	
LOCATION	Citywide: Boston, MA
DESCRIPTION	Provides last dollar scholarships for students enrolled in Boston Public Schools.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Financial Aid</li> <li>• Counseling</li> </ul>
COHORT SERVED	High School Students in grades 11 <sup>th</sup> and 12 <sup>th</sup>
KEY COMPONENTS	Last dollar scholarships, and some programs provide academic counseling
FUNDING	State, corporate, and private funding
EVALUATION	
WEBSITE	N/A
REFERENCE	Coles: School to College

PROGRAM	<b>CollegeBound</b>
DATE FOUNDED	
LOCATION	Citywide: Baltimore, MD
DESCRIPTION	The program offers a college access program for disadvantaged high school students.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Financial Aid</li> <li>• Academic Counseling</li> </ul>
COHORT SERVED	College bound students
KEY COMPONENTS	Key components of the initiative include: individual counseling, application, financial aid, and testing assistance and financial aid in the form of "last-dollar" packages.
FUNDING	State funding
EVALUATION	Evaluations have concluded that the dropout rate was lower in comparison to other Baltimore students and students' odd of attending college were increased.
WEBSITE	<a href="http://Graduateschool.heller.brandies.edu/chr/index.html">Graduateschool.heller.brandies.edu/chr/index.html</a>
REFERENCE	Jurich: Raising Academic Achievement

PROGRAM	<b>I Have a Dream (IHAD)</b>
DATE FOUNDED	1981
LOCATION	Nationwide
DESCRIPTION	Provides personal financial commitment with individual support services to randomly selected minority and disadvantaged youths in sixth or seventh grade to remain in school are considering going on to college.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• FINANCIAL AID</li> <li>• ACADEMIC ENRICHMENT</li> <li>• MENTORING</li> <li>• TUTORING</li> </ul>
COHORT SERVED	Grades 6 <sup>th</sup> -12 <sup>th</sup>
KEY COMPONENTS	Key components include: support services (tutoring, summer programs, enrichment activities); mentor/case manager who interacts with students through high school; guaranteed college tuition funding.
FUNDING	Individual, local sponsors
EVALUATION	Evaluations have concluded that target groups have been successfully reached; retention rates have increased; student have adapted a more positive attitude toward education; and there had been an increased level of peer mentoring support among recipients.
WEBSITE	<a href="http://www.ihad.org">http://www.ihad.org</a>
REFERENCE	Jurich: Raising Academic Achievement

PROGRAM	<b>Indiana Career and Postsecondary Advancement Program (ICPAP)</b>
DATE FOUNDED	1986
LOCATION	Statewide: Indiana
DESCRIPTION	Disseminates information for high school counselors for student assistance.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Financial Aid</li> <li>• Counseling</li> </ul>
COHORT SERVED	Indiana students
KEY COMPONENTS	Provides information for students and parents

	concerning post secondary resources. Also provides last dollar scholarships and fee waivers.
FUNDING	Lilly Foundation and state funding
EVALUATION	Statewide data on high school retention, academic preparation, and enrollment.
WEBSITE	
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Milwaukee Parental Choice Program</b>
DATE FOUNDED	1990
LOCATION	Citywide: Milwaukee, WI
DESCRIPTION	Publicly funded school voucher program to increase school options for students whose family income level falls below the national poverty average. The purpose is to increase the rate of low-income students' pursuit of post secondary education.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Financial Support</li> <li>• Academic Enrichment</li> </ul>
COHORT SERVED	High school students
KEY COMPONENTS	Scholarships; school choice
FUNDING	Public (state and federal)
EVALUATION	Princeton University and NBER January 1998
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Oklahoma Higher Learning Access Program (OHLAP)</b>
DATE FOUNDED	1992
LOCATION	Statewide: Oklahoma
DESCRIPTION	Provides financial assistance to students who are academically prepared, but their families' yearly income is \$24,000 or less.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Financial Aid</li> </ul>
COHORT SERVED	Low income students in 9 <sup>th</sup> and 10 <sup>th</sup> grades
KEY COMPONENTS	Scholarships and scholarship information

FUNDING	Oklahoma State Legislature Fund
EVALUATION	1997-1998 year end report
WEBSITE	
REFERENCE	Gandara: Paving the Way

PROGRAM	<b>Sponsor-A-Scholar</b>
DATE FOUNDED	
LOCATION	Citywide: Philadelphia, PA
DESCRIPTION	Philadelphia based five-year mentoring program for disadvantaged youth to complete high school and continue on to postsecondary education.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Academic Enrichment</li> <li>• Financial Aid</li> </ul>
COHORT SERVED	9 <sup>th</sup> grade-freshman year of college
KEY COMPONENTS	Key program components include: mentoring and financial assistance.
FUNDING	
EVALUATION	Based on surveys, the program evaluation concluded that the students obtained higher GPAs; there was increased participation in college preparation activities; students were more likely to attend college right out of high school; and students who had previously lower rates of performance did better than their non participating peers. Although the study did not indicated an increase in self-esteem, more frequent contact with mentors increased measurable outcomes of personal satisfaction.
WEBSITE	<a href="http://www.philadelphiafutures.org">www.philadelphiafutures.org</a>
REFERENCE	Jurich: Raising Academic Achievement

PROGRAM	<b>21<sup>st</sup> Century Scholars Program</b>
DATE FOUNDED	1990
LOCATION	Statewide: Indiana
DESCRIPTION	Guaranteed tuition program that seeks to increase high school retention rates and to increase college-

	going rates.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Financial Aid</li> <li>• Counseling</li> <li>• Retention/Mentoring</li> </ul>
COHORT SERVED	8 <sup>th</sup> grade Indiana students
KEY COMPONENTS	Provides information for students and parents concerning post secondary resources. Provides scholarship assistance for low-income students and free tuition at public universities. Funding is equal if student attends a private institution.
FUNDING	Lily Foundation and state funding
EVALUATION	Statewide data on high school retention, academic preparation, enrollment, scholarship funds expended, and student academic performance.
WEBSITE	N/A
REFERENCE	Gandara: Paving the Way

## MINORITY ASSISTANCE

Latino

PROGRAM	<b>ASPIRA</b>
DATE FOUNDED	
LOCATION	Nationwide
DESCRIPTION	Puerto-Rican community-based organization
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Financial Support</li> <li>• Academic Enrichment</li> </ul>
COHORT SERVED	Hispanic high school students
KEY COMPONENTS	Career advisement; internship placement support; academic counseling; curriculum enhancement
FUNDING	
EVALUATION	
WEBSITE	N/A
REFERENCE	De Necochea: Expanding Hispanic College Pool

PROGRAM	<b>Hispanic Mother Daughter Program</b>
DATE FOUNDED	1984
LOCATION	Statewide: Arizona
DESCRIPTION	Initiated at Arizona State University, the program targets Hispanic female 8 <sup>th</sup> grade students and their mothers. Utilizing a team approach that directly involves the mothers in the educational process, along with school counselors, community leaders and professionals who serve as role models.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Mentoring</li> <li>• Academic Enrichment</li> <li>• Campus Site Visits</li> </ul>
COHORT SERVED	Female Hispanic middle school students and their mothers.
KEY COMPONENTS	College site visits and classroom exercises; academic preparatory curriculum; mentoring; academic counseling; and follow-up contact
FUNDING	
EVALUATION	Since 1984, the rates of high school retention and completion have significantly improved.

WEBSITE	(602) 965-6547
REFERENCE	De Necochea: Expanding Hispanic College Pool

PROGRAM	<b>Hispanic Student Success Program (HSSP): Hispanic Association of College and Universities (HACU)</b>
DATE FOUNDED	
LOCATION	Statewide: Texas
DESCRIPTION	The association of post secondary institutions promoting post secondary opportunities for Hispanic students serves to identify students in four school districts and prepare them for college. The organization also promotes research on student needs in order to improve early outreach efforts and retention strategies.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Financial Support</li> <li>• Academic Enrichment</li> <li>• Mentoring</li> <li>• Culturally Sensitive Programs</li> </ul>
COHORT SERVED	Hispanic high school students
KEY COMPONENTS	College preparatory curriculum; culturally sensitive counseling and support services; financial aid; and Hispanic faculty mentors.
FUNDING	Pew Charitable Trusts
EVALUATION	Although relatively new, the association illustrates the promising possibilities of increased college going rates of Hispanic students
WEBSITE	(512) 434-6711
REFERENCE	De Necochea: Expanding Hispanic College Pool

PROGRAM	<b>Mathematics, Engineering, Science Achievement (MESA)</b>
DATE FOUNDED	1970
LOCATION	Statewide: California
DESCRIPTION	Partnership between schools, colleges, businesses, and private industry. Identifies and academically

	prepares students who are interested in mathematics and sciences to enter college.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Financial Support</li> <li>• Academic Enrichment</li> </ul>
COHORT SERVED	Minority high school students
KEY COMPONENTS	College preparatory curriculum of math, science, and engineering; tutoring; career counseling; field trips; summer enrichment programs; and provides financial incentive awards for academic achievement.
FUNDING	Collaboration between state and private funding
EVALUATION	
WEBSITE/PHONE	(415) 642-5064
REFERENCE	De Necochea: Expanding Hispanic College Pool

PROGRAM	<b>Northeast Consortium of Colleges and Universities in Massachusetts (NECCUM)/Lawrence Project</b>
DATE FOUNDED	1983
LOCATION	Statewide: Massachusetts
DESCRIPTION	To assist minority public school students (Hispanic) gain access to post secondary institutions. A joint effort
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Parental Involvement</li> <li>• Cultural/Social Activities</li> <li>• Collaborative Partnerships</li> <li>• Academic Enrichment</li> </ul>
COHORT SERVED	Hispanic high school students
KEY COMPONENTS	Early awareness; published translated brochures to provide information for parents; information sessions for parents in their native language; college information sessions (videos and lectures); site visits; and school/college partnerships that provide cultural/social activities and academic enrichment.
FUNDING	Bradford College, Merrimack College, Northern

	Essex Community College, the University of Lowell, state and local officials, business, community organizations, and Lawrence Public Schools.
EVALUATION	
WEBSITE/PHONE	(617) 686-3183
REFERENCE	De Necochea: Expanding Hispanic College Pool

PROGRAM	<b>The Options for Excellence Project; Early Options Project</b>
DATE FOUNDED	1981; 1984
LOCATION	Citywide: San Antonio; Dallas; Albuquerque, New Mexico
DESCRIPTION	Improve postsecondary access for minorities. While the original program ended in 1984, a new program was formulated by the Meadows Foundation, the “Early Options Project” in Dallas Texas. Another spin-off was started in Albuquerque.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Financial Support</li> <li>• Academic Enrichment</li> </ul>
COHORT SERVED	Hispanic high school students
KEY COMPONENTS	College preparatory curriculum; counseling; test-taking strategies; establish and expand advance placement courses; and PSAT funding
FUNDING	Minnie Stevens Piper Foundation; Meadows Foundation; Mexico Educational Alliance Foundation
EVALUATION	Improved college placement rates. While original program ended in 1984, the advancement placement program continued expanding to 49 public and private high schools.
WEBSITE/PHONE	(512) 472-0231
REFERENCE	De Necochea: Expanding Hispanic College Pool

PROGRAM	<b>Project Step (The Student/Teacher Educational</b>
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	<b>Partnership)</b>
DATE FOUNDED	1981
LOCATION	Statewide: California
DESCRIPTION	Joint collaboration between the University of Irvine, CSU Fullerton, Chapman College, and Rancho Santiago Junior College to provide support to teachers, counselors, administrators, students, and parents
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Academic Enrichment</li> <li>• Parental Involvement</li> </ul>
COHORT SERVED	Targeted high school students
KEY COMPONENTS	Curriculum review for math, science, reading, and writing; academic counseling; tutoring, and parental involvement.
FUNDING	FIPSE, private and corporate donations/grants
EVALUATION	Westate “Reaching for College” case studies evaluation book, 1992. Increased numbers of students enrolled in college preparatory courses, students taking the SAT, and enrolling in college. The program has strengthened the relationship between secondary schools and post secondary institutions.
WEBSITE	(714) 856-5410
REFERENCE	De Necochea: Expanding Hispanic College Pool

## SCHOOL-TO-WORK

PROGRAM	<b>Career Academies</b>
DATE FOUNDED	1970s
LOCATION	Nationwide
DESCRIPTION	With twenty-five years in application, the program emphasizes retention, career preparation, and college preparation. Previously, the students were enrolled in both academic and career courses, but the program has since evolved to assist a broader range of students. Key featured components of the program were: career themes (health, business and finance or electronics); traditional classes; employers who served as mentors; the formation of advisory groups that were comprised of employers, school officials, and Career Academy representatives; teachers; career and college counseling; and some form of financial aid or support from employers.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Financial Support</li> <li>• Academic Enrichment</li> <li>• Career Preparation</li> <li>• Mentoring</li> </ul>
COHORT SERVED	At its inception, the program initially targeted minority students in grades 9-12 who were on the verge of dropping out.
KEY COMPONENTS	Career advisement; internship placement support; academic counseling; curriculum enhancement
FUNDING	
EVALUATION	Although the majority of resources are allocated for program maintenance, a 1989 evaluation was completed by the University of California, Berkeley, based on surveyed participants have illustrated that while the rates of student performance, retention, and attrition improved overall when compared to other underrepresented students who did not participate in the program, the question of whether student's educational

	objectives were realized or idealized higher career aspirations were obtained proved to be inconclusive.
WEBSITE/PHONE	(212) 532-3200
REFERENCE	AYP: Some Things Do Make A Difference

PROGRAM	<b>Career Academies: California</b>
DATE FOUNDED	1970s
LOCATION	Statewide: California
DESCRIPTION	School-within-a-school program that integrates academic and work-related subjects that center on a specific career theme.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• School to Work</li> <li>• Academic Enrichment</li> <li>• Career Advisement</li> </ul>
COHORT SERVED	High School Students in grades 9-12
KEY COMPONENTS	Integrated curriculum (academic and vocational); partnerships with local employers; paid internships
FUNDING	
EVALUATION	Compared data collected from student records and surveys concerning participants and non-participants revealed that graduation rates increased, the percentage of students presumed to attend post secondary from institutions were likely to increase, the percentage of students likely to attend a four year institution increased
WEBSITE	<a href="http://www.hire.csu Hayward.edu">www.hire.csu Hayward.edu</a>
REFERENCE	Jurich: Raising Academic Achievement

PROGRAM	<b>Career Beginnings</b>
DATE FOUNDED	
LOCATION	
DESCRIPTION	Started by Brandeis University, and now administered by School & Main, the program seeks to improve education, career opportunities, and transitional access to high school and postsecondary education for low-income and under-achieving high school students.

INTERVENTIONS	<ul style="list-style-type: none"> <li>• School to Work</li> <li>• Academic Enrichment</li> <li>• Career Advisement</li> <li>• Mentoring/Counseling</li> <li>• Financial Aid</li> </ul>
COHORT SERVED	High School Students in grades 9-12
KEY COMPONENTS	Key components include: partnerships between schools, colleges, and business community; financial assistance in the form of summer employment; monthly workshops on a wide range of career and academic topics; and adult mentors from the business and professional community.
FUNDING	Corporate, private, college, university, and state funding
EVALUATION	Program evaluations have concluded that among this subset of students the rate of college attendance has increased; attrition rates are higher; and students spent less time distracted by work and were better able to focus on school.
WEBSITE	N/A
REFERENCE	Coles: School to College

PROGRAM	<b>Futures 2000</b>
DATE FOUNDED	
LOCATION	
DESCRIPTION	Managed by School & Main, a career and educational awareness program designed to improve career opportunities and transitional assistance from high school to postsecondary institutions. .
INTERVENTIONS	<ul style="list-style-type: none"> <li>• School to Work</li> <li>• Academic Enrichment</li> <li>• Career Advisement</li> </ul>
COHORT SERVED	High School Students in grades 9-12
KEY COMPONENTS	Key components include integrated academic and vocational curriculum; partnerships with local employers; paid internships
FUNDING	
EVALUATION	Program evaluations have concluded that student

	participation has resulted in improved attendance, enthusiasm, and professional aspirations. There had been increased amounts of learning, career choices were expanded, and there had been a favorable increase in the interaction between parents, students, and teachers.
WEBSITE	N/A
REFERENCE	

PROGRAM	<b>High Schools That Work (HSTW)</b>
DATE FOUNDED	1987
LOCATION	Statewide: AL, AR, DE, FL, GA, HI, IN, KS, KY, LA, MD, MA, MS, NC, OK, PA, SC, TN, TX, VA, WV (21 states)
DESCRIPTION	Launched by the Southern Regional Education Board (SREB) in 1987 as an initiative to prepare students to enter the workforce as opposed to post secondary institutions immediately after high school.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Academic Enrichment</li> <li>• Mentoring/Counseling</li> <li>• Career Development</li> </ul>
COHORT SERVED	High school students
KEY COMPONENTS	Integrated academic and vocational curriculum instruction. College preparatory courses that emphasis math, communication, and sciences. Structured work-based learning; Career development; Counseling
FUNDING	SREB
EVALUATION	While the program offers vocational instruction, it also serves to enhance academic achievement through its emphasis on math, science, and English. Vocational and academic instructions produce an integrated curriculum that is more academically rigorous as well as produces applied knowledge that is transferable to the larger world. HSTW is offered in 21 states and it has been determined that it has maximized professional

	opportunities for students without an advance degree
WEBSITE	<a href="http://www.sreb.org">www.sreb.org</a>
REFERENCE	Jurich: Raising Academic Achievement

PROGRAM	<b>PROTECH</b>
DATE FOUNDED	1991
LOCATION	Citywide: Boston, MA
DESCRIPTION	Collaboration between Private Industry Council (PIC) and Boston Public Schools the program was founded to connect high school students enrolled in career based programs to paid internships.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Financial Support</li> <li>• Academic Enrichment</li> <li>• School-to-Work</li> </ul>
COHORT SERVED	High school students
KEY COMPONENTS	Seminars on career advisement; career related summer and part-time school year internship placement support; academic counseling; and curriculum enhancement (applied math, technology, and science courses)
FUNDING	Local, private, and corporate funding
EVALUATION	1993, 94, and 95 surveys of Boston Public School graduates, chi-square and t-tests found that the participating students were better employed, a significant majority was enrolled in post secondary institutions; and an increased amount of students were engaged in combined work and school initiatives.
WEBSITE/PHONE	(617) 423-3755
REFERENCE	AYP: Some Things Do Make A Difference

## SERVICE LEARNING

PROGRAM	<b>Learn and Serve, School/Community</b>
DATE FOUNDED	1993: National and Community Service Trust Act
LOCATION	Nationwide
DESCRIPTION	Supports community based programs to encourage school-aged youth to engage in service learning activities.
INTERVENTIONS	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Financial Support</li> <li>• Academic Enrichment</li> </ul>
COHORT SERVED	Hispanic high school students
KEY COMPONENTS	Career advisement; internship placement support; academic counseling; curriculum enhancement
FUNDING	Corporation for National Service, funded by grants to states and national organizations, and through them individual school districts and community organizations.
EVALUATION	Designed to address institutional and community impact, and return factors, evaluations based on randomly selected pre and post program surveys among middle and high school participants revealed that participants exhibited personal and social responsibility through their actions. Overall, all parties concerned (students, community agencies, and schools) were satisfied with the service learning activities. Although there were no measurable results on the impact of personal and social development of the student participants.
WEBSITE/PHONE	(202) 606-5000, Ext. 448
REFERENCE	AYP: Some Things Do Make A Difference