



YALE NATIONAL INITIATIVE[®]
to strengthen teaching in public schools



Directory of Colleges and Universities,
Agencies and Organizations
Represented at the Invitational Conference

30 October 2015

Preface

The White House College Opportunity Summit on December 4, 2015, focused on building sustainable collaborations in communities with strong K-12 and higher education partnerships to encourage college going, especially for first-generation, low-income, and underrepresented students.

For the Summit, Yale University, through the Yale-New Haven Teachers Institute, recommitted to increasing the preparation and effectiveness of teachers in public schools that enroll a significant proportion of students from low-income families. Toward the goal of ensuring an equitable distribution of effective teachers for engaging and educating students from low-income families, Yale pledged to convene a national conference on the role of Teachers Institutes in supporting and retaining teachers in high-need schools. The present Conference fulfills that commitment.

During the summer of 2015, Yale President Peter Salovey invited presidents and chancellors of colleges and universities across the United States to attend. As he wrote,

At the conference, we will hear case studies and panels comprising both university faculty members and public school teachers who are experienced in this work. The day will provide a forum for us to consider how universities can – not only through their admissions policies, but also through supporting teachers in the neediest schools – help to ensure that many more students from low-income families are prepared to enroll in college and to succeed at that level. This is especially timely as Congress considers reauthorization of provisions in the Elementary and Secondary Education Act and the Higher Education Act that promote teacher quality.

The response was heartening. Representatives of colleges and universities in twenty-four states, Puerto Rico, and the District of Columbia are participating in the conference. They come from magnificently diverse public and independent research, master's, and baccalaureate institutions. All were invited to provide information for the present directory on their institution, its location, and any current or planned activity in high-poverty school districts in their area.

The pages that follow reveal the wealth of experience and knowledge that our colleagues from these institutions bring to the conference. We are immensely grateful for their participation.

James R. Vivian

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Alma College

Alma, Michigan

Alma College is a private liberal arts college located in Alma, MI. Students receive an individualized education emphasizing personal and professional development. Academic studies are reinforced through relevant experiential learning opportunities including internships, original research projects, and international study as well as a supportive and active student life experience.

Current or planned activity in high-poverty school districts

During the 2014-15 academic year, the Department of English at Alma College collaborated with Detroit's Michigan Future Schools (MFS) on monthly workshops for 1-2 lead teachers from each of the schools MFS works with (for a total ranging from 10-12 teachers). Built on the train-the-trainer model, each of these teachers is responsible for in turn sharing what they have learned with their own faculty. Although the number of teachers we interacted with was smaller than we originally proposed, the impact of our work was more extensive. While the original intention was to provide basic pedagogical training on the teaching of writing at each school, as a faculty development workshop, we are instead now engaged with much deeper, systemic work relating to the very structure and design of the four year composition program at these schools, including consulting on the backwards mapping of the entire writing curriculum (across the disciplines), beginning from measures of minimum and average college-level competencies. As a follow-up to these workshops, Alma College and MFS are jointly hosting a three-day summer workshop in Detroit for these same teachers, a workshop where we will collectively redesign targets that have been given to each school. As part of this process, we have worked to narrow down the foundational skills that are necessary to all college writing, and we have reduced the range of different types of papers that students write in high school. Finally, we will work with the staff in the Center for Student Opportunity at Alma College to provide a report back to the schools who had alumni in our Campbell program this year. The Campbell program (named in memory of an Alma alum and long-time trustee) involved scholarships and community-building support at Alma College for eight students from the MFS schools in the 2014-2015 school year and another seven in 2015-2016. This report will provide assessment data on how they performed in general, as well as detailed information on their readiness for college-level writing.

Summary of the White House Summit pledge and accomplishments

Alma College committed to partnering with charter schools in Detroit to bring students from across the city to college. In two years, fifteen Campbell Fellows have enrolled at Alma, and we are enthusiastic about prospects for the future. We have built a support system for these students on campus, hiring two new advisors to work with them, even as we have engaged faculty across campus in assisting with the program.



Alverno College

Milwaukee, Wisconsin

Alverno College is a Catholic institution of higher education sponsored by the School Sisters of Saint Francis and dedicated to the undergraduate education of women. The student — her learning and her personal and professional development — is the central focus of everyone associated with Alverno. Alverno extends its mission of service by offering graduate and adult programs to both women and men.

Current or planned activity in high-poverty school districts

Partnership with Teach for America

- Currently work with about 50 TFA cohort members who are working in high-poverty schools and working on teacher licensure partnership with Schools That Can Milwaukee
- Currently work with Schools That Can Milwaukee to educate cohorts of aspiring and current school leaders working in high-poverty schools in obtaining their licensure in administrative leadership
- From the SCTM webpage: "In partnership with Alverno College and the Burke Foundation, Schools That Can Milwaukee operates a rigorous principal licensure and master's degree program that equips leaders for success in the urban context." In partnership with Mount Mary University, we participate in the Urban Education Fellows, an organization that provides alternative licensing options for candidates working in high poverty and high needs primarily parochial schools in the Milwaukee area. While this program is scheduled to sunset in August 2015 (it has been in operation for almost 15 years, pre TFA), we have begun some discussion about how a new iteration of this concept might be developed for the future given the significant changes in the education landscape since it first began. For all Alverno School of Education Students: Four in-depth field experiences in schools, with at least one, and preferably more, in an identified high-poverty school or agency (for special education teacher candidates) Grant with the Milwaukee Public Schools to provide mentoring and support for new principals in the system. In Discussion: The School of Education is currently undertaking a self-study in conjunction with its community school partners to review and revise the vision, mission and approach to educating all our students to work in high poverty schools and remain there.



California State University, San Bernardino

San Bernardino, California

California State University, San Bernardino (CSUSB) is located at the base of the San Bernardino mountains in Southern California. It is a public university that has been designated as a Hispanic Serving Institution of learning. The student population is quite diverse and serves students from the local community as well as a large contingent of international students. CSUSB offers both undergraduate and graduate majors.

Current or planned activity in high-poverty school districts

San Bernardino County covers an area of 20,105 square miles making it the 12th largest county in the United States. According to the US Census Bureau, 19.1% of its residents reside below the poverty line, though the numbers are much higher for people coming from diverse backgrounds. Because of the high number of students living in poverty, CSUSB engages in several outreach projects aimed at supporting teachers, students and families from the local area. On campus the Watson and Associates Literacy Center provides free literacy tutoring services for K-12 students in the community. Additionally the campus trains and sends America Reads and America Counts tutors to work with children at local elementary and middle schools at no cost to the participating schools. This program is supported by funds from the Federal Work Study Program. Beginning in the summer of 2015, the mathematics department, in collaboration with the Riverside County Office of Education, was awarded an i3 grant aimed at improving the mathematics achievement of English language learners through the use of the "lesson study" model of instruction. This grant supports participating teachers from two high poverty school districts through intensive professional development and the implementation of high impact mathematics strategies. This project will continue through 2019. The campus also has a very strong service learning philosophy that supports and encourages the design of community-based learning experiences for students at the undergraduate and graduate levels.



Centre College

Danville, Kentucky

Centre is a top-50 college located in Central Kentucky that is focused on the liberal arts and sciences. It is widely known for its study abroad program, its Centre Commitment — a promise of graduation in four years, at least one opportunity to study abroad, and a guaranteed internship or undergraduate research project — and its focus on teaching that serves to prepare young people for their lives of work and service.

Current or planned activity in high-poverty school districts

Our local school district, Danville Independent Schools, is a high-poverty district. The ways in which our College — through its students, faculty, and staff — is engaged with the local district are too numerous to mention. Eighty-five percent of our students volunteer, and a sizable number are involved in school-day and after-school programs designed to enrich the lives of the young people in our community and region.

Summary of the White House Summit pledge and accomplishments

As the White House was focused on college opportunity, Centre College announced and put in play the Grissom Scholars Program, a full-ride-plus scholarship for first-generation high achieving, high need students. The first group of Grissom Scholars joined Centre College in fall of 2015. They are a remarkable group from eight different states and three foreign countries. Centre has long been a place of high achievement AND high opportunity, but this new program, made possible by a \$40 million endowment gift from Mr. and Mrs. J. David Grissom of Louisville, Kentucky, serves to underscore the institution's long-term commitment to being a place of high achievement AND high opportunity.



Drew University

Madison, New Jersey

Drew University, a Phi Beta Kappa liberal arts university, includes the College of Liberal Arts, Drew Theological School and the Caspersen School of Graduate Studies. Drew is located on a beautiful, wooded, 186-acre campus in Madison, New Jersey, a thriving small town close to New York City. Particularly noteworthy opportunities for undergraduates include the Wall Street Semester and Semester at the United Nations.

Current or planned activity in high-poverty school districts

This is a recent news story covering activity in a high-poverty school district in our area and is one example of our frequent collaborations. Students in Drew’s Master of Arts in Teaching (MAT) program collaborated with students in eighth-grade classes at the Oliver Street School in Newark, New Jersey, on an environmental justice project — a “museum” that included multimedia displays and reflected the history of environmental issues in the Ironbound neighborhood in Newark. As part of the project, the Oliver Street School students studied pollution in the nearby Passaic River, the creation of Riverfront Stadium and Riverfront Park and a Newark garbage incinerator. Drew’s involvement drew praise from Nicole Neil, a teacher at Oliver Street School, who said, “This project offered great opportunities for our students to learn about their neighborhood beyond their backyard. They were exposed to a collegiate culture and taught the importance of research and collaboration. Many of our students were thrilled with the projects that they created. This was truly an invaluable experience for all involved.” Jonatan Aliaga, a Drew MAT student, said one of the goals was to teach the students history and social studies skills they would need in high school. Partnering with the local public library and the Ironbound Community Corporation, the Oliver Street School students chose research topics and learned how to use primary and secondary sources to conduct historical research. “It was fantastic to raise their awareness,” he said. “We were building their academics and a rapport with the students.” The work with Oliver Street School, led by Professor Linda Swerdlow, was so successful that Swerdlow and her students were asked to present their project at the New Jersey Association for Middle Level Education conference. Participating along with Swerdlow were Jonatan Aliaga, Chris Brophy, David Gillespie, Larisa GJivoje, Shauntia Harrison, Jack Kane, James McCourt and Amanda Taylor.

Additional information for Conference participants

Drew's strengths — strong faculty mentorship of students, multiple programs that turn New York City into a classroom and our hundreds of real-world, hands-on learning opportunities — provide a distinct and valuable education that leads to nearly 100% of recent graduates being employed or attending graduate school within six months of graduation.



Florida International University

Miami, Florida

Florida International University-Miami's first and only public research university, offering bachelor's, master's, and doctoral degrees, FIU is worlds ahead in its service to the academic and local community. Designated as a top-tier research institution, FIU emphasizes research as a major component in the university's mission. Main Campus: Modesto A. Maidique Campus 11200 S.W. 8th Street Miami, Florida 33199 (305) 348-2000

Summary of the White House Summit pledge and accomplishments

- Opened 4 new active learning rooms (374 seats), incentivizing STEM faculty to do active learning
- Expanded use of the Active Learning rooms in (150 seats in 2 rooms)
- Expansion of LAs in spring 2015. We had 178 LAs working in 110 sections of STEM courses (9 disciplines), impacting 6,700 enrollments.
- Expanded LA utilization in Fall 2015 due to Provost’s LA Initiative (a CI). Estimate that we have 225 LAs this semester, based on an extra 60 LAs in the LA seminars.

Additional information for Conference participants

FIU offers more than 190 bachelor’s, master’s and doctoral degrees. Our enrollment of more than 54,000 students. FIU serves a diverse community with a student body that represents the future of American public universities. We are a federally designated minority serving institution. More than half of our undergraduate students qualify for Pell grants and are the first in their families to graduate from college.



Heritage University

Toppenish, Washington

Heritage University is an independent, non-denominational institution offering undergraduate/graduate education to underserved/educationally isolated populations. It is located in the Yakima Valley on land deeded from the Yakama Reservation. Only 6% of adults in our Lower Valley have a college degree. Heritage's undergraduate student body, all commuters, is 90% Pell-eligible, 85% first gen, 55% Latino, 10% Native American.

Current or planned activity in high-poverty school districts

Heritage has a close relationship with all school districts in Yakima County (the Yakima Valley), and the great majority of them are high-poverty. The median family ability to pay tuition is zero, the mean average not much higher. Our largest major is Education, followed by Social Work and Business. Heritage prepares high quality teachers known for culturally sensitive preparation. Its teacher prep program has both a traditional class-based and an innovative residency-based track in those Valley schools. A new Education Administration curriculum trains principals with new models of education leadership. The ELL/BLE program is widely respected. A new Accelerated program prepares workers from other fields to move into helping to solve the current severe teacher shortage. Early Childhood Education is an area of emphasis, and we have committed to developing more strength in Special Education. Our science and math faculty are out working with middle and high school classes to excite students about learning and have been especially involved in schools with substantial Native populations.

Additional information for Conference participants

Heritage is only 33 years old, founded by two Yakama Native women and led by only two presidents — MacArthur Award winner Kathleen Ross, snjm, and former Clark University (MA) president John Bassett. With all commuters and no dorms, it does have three regional sites on community college campuses where it teaches only juniors, seniors, and grad students. It is the only 4-year university for miles in any direction.



Huntingdon College

Montgomery, Alabama

Huntingdon College is an academic and co-curricular learning community where students seek to discern or confirm their vocations and where they graduate with the wisdom and competencies necessary for lifelong learning, work and service that contribute to the common good. Founded in 1854, Huntingdon is a baccalaureate, liberal arts College of the United Methodist Church located in Montgomery, Alabama.

Current or planned activity in high-poverty school districts

In keeping with the College's cornerstone values of faith, wisdom, and service and intentional embrace of its historic mission as a College of the United Methodist Church, Huntingdon College focuses on creating exemplary classroom experiences for Huntingdon teacher preparation students in socioeconomically disadvantaged (Title I) public schools. Launched in early 2015, the Huntingdon College Kingswood Initiative is designed to place Huntingdon students intentionally in high poverty schools in Central Alabama. The program is named after The Kingswood School, founded by John Wesley in Bristol, England, during the 1740's to serve children of low income families with limited access to formal education. By design, Huntingdon College teacher preparation candidates majoring in elementary education, special education, music education and physical education complete a minimum of 60 percent of their field experience hours, practicum hours, and internship hours in schools that have students who are traditionally considered underserved and/or high poverty. The thematic focus of partnerships with these schools is "engagement of learning through literacy." This focus carries forward the mission of The Kingswood School into the 21st Century. Additionally, Huntingdon has a long history of securing alternative placements for field experience hours in order for students to have the opportunity to work with nontraditional populations in a variety of contexts. At Huntingdon, students gain hands-on experience with groups like the Montgomery Area Non-Traditional Equestrians, Special Olympics, Boys and Girls Club, Ability Sport Network, Montgomery Children's Center and various other programs that serve children and youth with special needs from a highly diverse economic and racial population.

Additional information for Conference participants

In addition to P-12 and secondary certification programs, Huntingdon offers one of only four elementary/special education collaborative programs in Alabama leading to certification in two endorsement areas: elementary education and collaborative special education (K-6). In 2016, Huntingdon will become the first college or university in the State of Alabama to offer certification in secondary education/special education.



Kalamazoo College

Kalamazoo, Michigan

Kalamazoo College is a nationally renowned and internationally oriented four-year college of liberal arts and sciences located midway between Detroit and Chicago. Founded in 1833, K is home to the K-Plan that focuses on rigorous scholarship, international and intercultural engagement, career internship, and leadership development. Kalamazoo College does more in four years, so students can do more in a lifetime.

Current or planned activity in high-poverty school districts

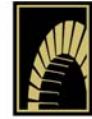
Programs offered through the College's Stryker Center for Civic Engagement support the goal (embraced community wide) of improving the high school graduation rate in Kalamazoo Public Schools (KPS), a high poverty school district. Kalamazoo College initiatives are long-standing programs mutually crafted with participating agencies/schools and include a tutoring program in a public housing community, academic support for ESL students, mediation training for juvenile offenders, providing college science mentors for middle school girls. Although most of our interventions are student-focused, a faculty member in chemistry coordinates a program sponsored by the American Society of Biochemist and Molecular Biologists (ASBMC) that links biochemists with public school teachers to enhance science teaching at the K-12 level. Admission and financial aid staff participate in programs designed to provide high quality information in college admissions and the financial aid process on an annual basis at local KPS high schools.

Summary of the White House Summit pledge and accomplishments

Pledged to increase efforts to enroll students from community colleges (cc); and to continue efforts to improve the 4 year graduation rate among Pell eligible students. Goal of ensuring no significant differences in the graduation rates of Pell eligible students when compared to the whole student body. Improved information and created on line Course Equivalency Guide for transfer applicants, expanded recruitment efforts and support once enrolled. CC transfers have increased from 50% to 67% of the transfer pool in two years. The gap in graduation rate between Pell recipients and non-Pell recipients continues to decline: 78% compared to 82%. Pell grad rate has improved by over 10% in last 3 years

Additional information for Conference participants

The *New York Times* includes Kalamazoo College among colleges and universities that are successfully supporting low income and first generation students. Over a ten year period enrollment of Pell eligible students has increased from 9% to 20%.



NEBRASKA
WESLEYAN
UNIVERSITY

Nebraska Wesleyan University

Lincoln, Nebraska

Nebraska Wesleyan University is a liberal art university located in Lincoln, population 280,000, which is the capital of Nebraska. Founded in 1887 by Methodists, the university enrolls 2,100 students today in bachelor's and master's programs. The most popular undergraduate majors are biology, business, psychology, theatre, and education. Its students have consistently won numerous prestigious national awards.

Current or planned activity in high-poverty school districts

Nebraska Wesleyan University partners with both an elementary school and a middle school in the neighborhood. These two schools enroll high numbers of children receiving free and reduced lunches. In 2016 NWU plans to begin offering a Master of Education degree that will be unique in this region in having a global context and a focus on student resilience. Many of the degree candidates will be from public schools in Lincoln, which is a Federal refugee settlement center and has more than 50 languages spoken in the homes of school children, and in Omaha, which has a very high rate of children and youth in poverty. Nebraska Wesleyan has also been exploring the development of a partnership project with the local school district and community college to provide a pathway for disadvantaged and minority youth to complete an associate's degree, then a bachelor's degree, and return to the Lincoln Public Schools as teachers.

Summary of the White House Summit pledge and accomplishments

At the January 2014 event Nebraska Wesleyan proposed a 2-2-2 pathway from the junior and senior years in high school, through community college study, and culminating in a bachelor's degree for future school teachers, particularly from disadvantaged and minority backgrounds. This initiative is currently in discussion with the three cooperating institutions. Foundational steps taken to date include an articulation agreement with the nearby community college for transfer students in the teacher preparation program. NWU's president meets every six to eight weeks with the school superintendent and community college president to advance our common goals.

Additional information for Conference participants

Nebraska Wesleyan University hosts Global Service Learning, an entirely student-run organization leading practice and reflection on service learning locally, nationally, and globally. Approximately one-third of traditional undergraduate students study abroad before graduation. NWU ranks eighth in the nation among all institutions of all sizes for the number of student-athletes designated Academic All-Americans.



Northern Arizona University

Flagstaff, Arizona

Northern Arizona University is a high-research university with a statewide enrollment of 28,000 students. More than 20,000 students attend the Flagstaff campus, with 8,000 students enrolled online and at Extended Campus sites statewide. Research in genetics, forestry and ecology has drawn international recognition to the university, which also is highly regarded for its education, business and engineering programs.

Current or planned activity in high-poverty school districts

The college is proud to partner with multiple Title I schools across the state, including several that border the Navajo reservation. A key aspect is the expansion of early field experiences to develop stronger connections between pre-service teacher candidates, school and district personnel, and cultures to provide them with a clear vision of the expectations of the profession. As part of these partnerships, the college is committed to providing professional development activities to teachers and other education staff in the schools. Through Improving Teacher Quality State Grants, NAU collaborates with high-need local schools to create and implement a professional development program for principals/assistant principals and teacher leaders to facilitate the successful implementation of the Arizona College and Career-Ready Standards in Mathematics and Science Education. Since 2004, NAU students and faculty in the College of Education twice yearly hike 8 miles to the Village of Supai, which is located in Havasu Canyon. This is in a southwestern branch of the Grand Canyon only accessible by foot, horseback and helicopter. Students and faculty work with education professionals to provide outreach to children who attend the Havasupai Community School and Head Start. Child Find which is a component of the Individuals with Disabilities Act (IDEA '04) that requires Public Education Agencies, to locate, identify and evaluate all children with disabilities, aged birth through 21 who are in need of early intervention or special education services. Our faculty and graduate students work with several high-poverty communities to help these agencies locate and identify individuals in need of these services. The American Indian School Leadership Project works with some our poorest and most rural communities. This program cultivates leaders by working with promising leading teachers at schools that serve Native Americans.

Summary of the White House Summit pledge and accomplishments

NAU pledged to foster a college-going culture in Arizona and in our Native American Communities, to expand support and programming to ensure college services are available to all students, and to increase college-going rates. Since Dec. 2014, NAU has engaged more than 4,000 students and families in college access services, assisted 1000+ high school seniors with completion of college applications and the FAFSA, provided 600+ juniors with ACT test prep coursework, and presented 70+ college readiness workshops to 18+ high schools. NAU received a grant in Oct. 2015 that will allow for us to continue and expand work in partnership with other state programs by assisting 89 schools.



Quincy University

Quincy, Illinois

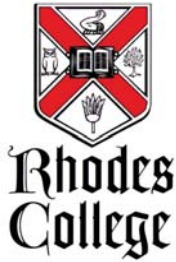
Quincy University (QU) is located in Quincy, Illinois, a community of 40,000 in the west central portion of the state. QU is a Catholic, independent, liberal arts institution in the Franciscan tradition.

Current or planned activity in high-poverty school districts

Quincy University's School of Education collaborates with public and parochial K-12 schools in the local community through a professional development school model of teacher preparation. QU places students in high poverty schools beginning with the first education course they take. Field service hours are also spent in poverty settings. Teacher candidates serve as tutors, mentors and models for students from poverty backgrounds. Through these partnerships, K-12 teachers and QU instructors provide feedback to teacher candidates as they assume increasing levels of responsibility for planning and delivering instruction. Teacher candidates move from working with individual students to small group instruction and finally to large group instruction. We share curricular resources and collaborate on course content to address the needs of students in high poverty settings. Students in methods courses plan, implement and evaluate evening events such as science and math nights to build interest in those subjects.

Additional information for Conference participants

A high percentage of students enrolled at Quincy University fall in one or more of the following at-risk categories: low income, first generation, minority status, disability status, or academically underprepared. Through the targeted interventions such as a Student Success Center and Success Coaches, significant gains have been made in improving both retention and graduation rates for this population.



Rhodes College

Memphis, Tennessee

Rhodes College is a residential liberal arts college enrolling 2,000 students from across the country and around the globe. Situated in the heart of Memphis, Tennessee, the college emphasizes interdisciplinary coursework with significant opportunities for experiential learning throughout the broader community. Rhodes aspires to graduate students with a "lifelong passion for learning and compassion for others."

Current or planned activity in high-poverty school districts

Located in the heart of Memphis, Tennessee, Rhodes has worked with the surrounding community and neighborhood schools to establish The Learning Corridor. This college-community collaboration includes the neighborhood just north of the campus, a high poverty area with the second highest infant mortality rate in America. Neighborhood school enrollments are over 95% students of color with almost all students receiving a free or subsidized lunch. Over the last decade The Learning Corridor has expanded to include a Rhodes community house where members of the Rhodes community and the broader community convene to find solutions to neighborhood challenges. Working together, we maintain extensive tutoring and mentoring programs for youth as well as health and wellness initiatives for all residents. The Learning Corridor has been the primary site for intensive teacher training for Rhodes students and the catalyst for developing a new Urban Education and Teacher Licensure program. With approximately 10% of Rhodes graduates now interested in pursuing education as a profession, the college is poised to contribute in a meaningful way to the educational reform movement in Memphis.

Additional information for Conference participants

Rhodes is featured in both Colleges that Create Futures and Colleges that Change Lives.



Saint Anselm College

Manchester, New Hampshire

Founded in 1889, Saint Anselm College is a four-year liberal arts college in the Catholic, Benedictine tradition. Located in southern New Hampshire near Boston, Saint Anselm is well known for its nursing programs and the New Hampshire Institute of Politics. The college is dedicated to providing all its students a distinctive liberal arts education that incorporates opportunities for professional and career preparation.

Current or planned activity in high-poverty school districts

Saint Anselm College partners with the Manchester, NH public high schools to operate an on-campus after-school educational program for refugee, immigrant and underrepresented students. The Access Academy collaborates with the district's English Language Learning, Extended Learning Opportunity and guidance programs to engage over 60 high school students in high quality educational programs. The Academy is largely managed by Saint Anselm student leaders from the college's Meelia Center for Community Engagement, and is supported with student volunteers and service-learners, faculty and professional staff. The Access Academy grew out of dialogue with ethnic groups in Manchester regarding the educational barriers facing their children. After defining and prioritizing the barriers, the ethnic leaders, parents, and students asked for help to:

1. Increase skills for refugee and immigrant student success
2. Provide more contact between the underrepresented high school students and college student role models
3. Create opportunities for underrepresented high school students to spend time on college campuses to strengthen their identity as aspiring college students
4. Accelerate the accrual of high school credits for the refugee and immigrant students so required for high school graduation. Programming began in 2010 with a small grant for the NH Humanities Council which sought to bridge the gap between NH natives and the large number of newly arrived immigrants and refugees in Manchester where nearly 70 dialects are spoken at its largest high school. Meelia developed the Humanities After-School Program where HS students conducted research into portraits of human greatness from cultures that send refugees to NH and then developed the skills to present their research to local audiences.

Over the past 5 years the program has evolved into the Access Academy with six programs including:

- Humanities After-School: support from faculty presenters and research librarian
- Environmental Studies: support from faculty and science students
- College Admission.



Suffolk University

Boston, Massachusetts

Located in the heart of downtown Boston, Suffolk University is a private higher educational institution offering full- and part-time undergraduate and graduate study. The university is comprised of the Suffolk School of Law, the College of Arts & Sciences and the Sawyer Business School.



Texas A&M International University

Laredo, Texas

Texas A&M International University part of TAMUS, is on the US-Mexico Border. Primarily a Hispanic-serving, State-assisted institution founded in 1970, it serves an underserved region. Offers undergraduate, graduate and doctoral degrees focused on developing an international academic agenda for Texas. Its proximity to Latin America helps prepare graduates keenly attuned to problem solving on an international scale.

Current or planned activity in high-poverty school districts

All Laredo school districts are considered high-poverty, and the University trains the bulk of area educators at all levels. Teacher training programs are firmly rooted in cultural sensitivity and awareness. South Texas remains a critically underserved area and we have extensive outreach programs that focus on critical areas of student preparation including local and regional initiatives. Among these are Early Literacy Programs, volunteer tutoring programs, summer enrichment programs and assessment initiatives focused on intervention. Degree and certificate programs are developed to address critical shortages, such as bilingual educators and science, technology, engineering and mathematics (STEM) educators. The University is also home to an acclaimed Early College High School and recently dedicated its Texas A&M International University Academy of International and STEM Studies. The University is also a regional center for dual enrollment efforts for high school students, with students bussing into our campus from small cities in our region including Cotulla, Freer and Pearsall. The University hosts ongoing grant-based activities such as various GEAR-UP IV programs throughout a multi-county area, a College Assistance Migrant Program, TexPrep (an engineering and science summer program), High School Equivalency Program, and federal summer lunch programs, among others. While these are focused on specific populations, their combination and strategic deployment continue to yield impressive results and together propel students to commit to higher education participation here or elsewhere.

Additional information for Conference participants

Our efforts are focused on creating opportunities for growth and the expansion of quality of life. Long ago, we realized our mission is best articulated through action and have provided home to entities advancing the communities we serve. We are home to the Laredo Philharmonic Orchestra and Chorale and the Laredo Theatre Guild International. Each has the potential to expand both student and community experience.



Trinity Washington University

Washington, D.C.

Trinity Washington University (Washington, D.C.) is one of the nation's historic women's colleges now also including coed adult and graduate programs. Founded in 1897 in the Catholic social justice tradition, Trinity educates more D.C. residents than any private university in the nation; more than 90% of Trinity's students are African American and Latina; 87% of Fall 2015 first year students are eligible for Pell Grants.

Current or planned activity in high-poverty school districts

Trinity has a longstanding commitment to and partnership with the District of Columbia Public Schools and the Prince Georges County (MD) Public Schools. These are two of the highest poverty school districts in the metropolitan Washington region. Through Trinity's School of Education, thousands of teachers, principals and counselors in these districts have earned licensure, master's degrees and continuing education credits. Trinity has a strong commitment to urban teacher preparation and ongoing revitalization of teacher education for new challenges. In Spring 2015, the faculty and students of Trinity's School of Education conducted a research symposium on poverty and homelessness in Washington, D.C. and the impact of these conditions on the education and health of children and families. Trinity's President is a member of the executive leadership of RAISE-DC, a coalition of educators and funders dedicated to improving K-12 results in DC. Additionally, more than half of Trinity's undergraduate students are graduates of the D.C. Public Schools and Charter Schools. Consequently, Trinity also has a partnership with DCPS to examine patterns of collegiate persistence and success for DCPS graduates at Trinity, with the goal of identifying areas for improvement in the senior high curriculum. Additionally, members of Trinity's faculty work directly with schools and teachers in D.C. on developing reading and math curricula to improve student preparation for college.

Summary of the White House Summit pledge and accomplishments

Trinity made two commitments: (1) to work with DC Public Schools to strengthen student preparation for nursing and healthcare programs by improving math and science readiness in senior high school, including dual enrollment opportunities, and (2) developing a partnership with DCPS on STEM curriculum development engaging high school teachers with Trinity's faculty to build a stronger pathway from high school to college.

Additional information for Conference participants

In 2015 Trinity received a prestigious Carnegie Award for Academic Leadership in recognition of Trinity's success in transitioning from a traditional women's college to a multi-dimensional urban university providing access to high quality education for low income students of color. Trinity's success depends on strong partnerships with schools and organizations that support college access with mentoring and student grants.

UC San Diego

University of California, San Diego

San Diego, California

The University of California, San Diego is a student-centered, research-focused, service-oriented public institution. The main campus is located in La Jolla near the Pacific Ocean and the US-Mexico border. Recognized as one of the 20 best universities in the world, UC San Diego enrolls nearly 25,000 undergraduates and 6,000 graduate and professional students. Over 40% of all undergraduates are Pell eligible.

Current or planned activity in high-poverty school districts

UC San Diego is committed to educational equity. The following are exemplary of programs serving high-need schools:

1. The Center for Research on Educational Equity, Assessment and Teaching Excellence (CREATE) supports local K-12 outreach and college preparation efforts for underrepresented students. Within CREATE are teacher professional development programs focused on writing, math and science.
2. The STEM Success Initiative seeks to improve the success of low-income and underrepresented K-12 students in STEM (science, technology, engineering and mathematics) courses. Drawing on faculty, students and community educational partners, the initiative provides outreach services and teacher professional development.
3. The Preuss School is a charter middle and high school for over 700 low income students striving to become the first in their families to graduate from college. Located on the UC San Diego campus, the Preuss School regularly receives both state and national awards for its transformative impact.
4. Many talented low-income students are admitted to UC San Diego but cannot attend because of the heavy burden of work and loans. Each year the Chancellor's Associates Scholars Program ensures cost-free access to over 100 new low-income students from the San Diego region.
5. The Partners at Learning program provides opportunities for UCSD students to work with under-served K-12 students. Every year over 500 UCSD students provide mentoring and tutoring at more than twenty area schools, contributing over 20,000 volunteer hours.
6. The Scripps Classroom Connection program pairs graduate students at the Scripps Institution of Oceanography with K-12 teachers in schools having a high number of students receiving free and reduced-cost lunches. Teachers receive help in lesson planning and students are able to learn from young research scientists.
7. UCSD Extension serves high-need students in San Diego's District 4 through a summer "STE[+a]M Ahead" program which combines science, food justice, urban gardening and photography.

Summary of the White House Summit pledge and accomplishments

Access. We are providing both outreach services and teacher professional development to improve pathways for underrepresented students to succeed in K-12 STEM-based courses. To enable low-income community college students to attend UC San Diego, we have established a transfer guarantee program. Working with regional schools, we guarantee cost-free access to education to 100 new low-income students each year. Retention and Placement. We are making significant investments in programs and personnel to ensure that all low-income students are guaranteed a meaningful service learning opportunity and access to alumni mentors and employers.



University of Evansville

Evansville, Indiana

Founded in 1854, the University of Evansville is a private, non-profit institution in Evansville, Indiana. It consists of four colleges and schools: The William Ridgway College of Arts and Sciences, the Schroeder Family School of Business Administration, the College of Engineering and Computer Science, and the College of Education and Health Sciences. Total enrollment, predominantly undergraduate, is 2325 students.

Current or planned activity in high-poverty school districts

The University of Evansville has been working with the Transformation Zone school administrators (a program here in Indiana) to help them recruit and train minority teachers. The Transition to Teaching program provides the academic program elements. This is a slow growth program because of the state of Indiana's admission requirements: Bachelor's Degree, 3.0 undergrad GPA, passing scores on IN CORE Content licensing exam. (2) As part of our Sustained Improvement Plan (our strategic plan for the Education program at UE), we are conducting a case study of teacher retention in high need content areas and minority teacher population. This plan has been submitted to CAEP.



University of Findlay

Findlay, Ohio

The University of Findlay, founded in 1882, is one of the largest private colleges in Northwest Ohio. It offers nearly 60 majors leading to baccalaureate degrees; nine master's degrees; and doctorates in pharmacy, education and physical therapy. Experiential learning opportunities and extensive faculty mentoring distinguish UF as a premier institution that prepares students for meaningful lives and productive careers.

Current or planned activity in high-poverty school districts

The University of Findlay College of Education (COE) works with over 70 school districts, 72% of which are considered disadvantaged in terms of economic status.

The College of Education collaborates with its school partners and other members of the professional community in the design, delivery, and evaluation of field experiences. School partners have been included in professional development activities on topics such as working with students in poverty, school safety, reading intervention strategies, and the edTPA.

The College of Education has sought grants to help fund high need licensure areas such as Math, Science and Foreign Language and applied to become a TEACH grant school. The College of Education tracks diversity in the school districts where we place candidates and works to place every candidate in a diverse setting.



University of Maryland, Baltimore County

Baltimore, Maryland

The University of Maryland, Baltimore County (UMBC) is a public research university known for innovative teaching, relevant research across disciplines, and a supportive community that empowers and inspires inquisitive minds. UMBC serves 14,000 undergraduate and graduate students, and combines the learning opportunities of a liberal arts college with the creative intensity of a leading research university.

Current or planned activity in high-poverty school districts

UMBC's Department of Education works with Professional Development School (PDS) partners in educating approximately 100 future teachers each year; several of these schools are in challenged areas of Baltimore City. In addition, UMBC has embarked on a multi-year partnership with Lakeland Elementary/Middle School in southwest Baltimore. Sherman STEM Teacher Scholars (UMBC students), along with Shriver Center Peaceworkers and Choice Program Fellows, are working with school leadership to develop school- and family-centered strategies that address student and community needs, creating a model school-university partnership that can improve the readiness of students in a myriad of ways. Chief among our goals is to support Lakeland's efforts to improve student reading and math test scores, and we were awarded a Maryland State Department of Education 21st Century Community Learning Center grant to address this goal through after-school and summer programming.

Summary of the White House Summit pledge and accomplishments

In the next three years, the University of Maryland, Baltimore County (UMBC) commits to expanding the lessons learned from UMBC's partnership with four Maryland community colleges on the "Transfer STEM Scholar Pathway," which lays out a clear program of study, from community college to university to graduation. UMBC will disseminate guiding principles and best practices to the national higher education community and expand its partnerships with community colleges throughout the region.



University of Puerto Rico, Río Piedras Campus

San Juan, Puerto Rico

The University of Puerto Rico-Río Piedras campus is a public research institution, located in San Juan. It serves more than 18,000 students and is recognized by the Carnegie Foundation as a "high research activity" institution. It is close to various elementary and secondary schools, some of which serve low-income communities in the area. UPR-RP offers a wide variety of undergraduate and graduate academic programs.

Current or planned activity in high-poverty school districts

The College of Education at UPR-RP has a long-standing and rich history of collaboration with teachers and schools. This school year, we are strengthening our collaboration efforts with two nearby public schools located in a high-poverty school district. We are in the process of getting to know the school teachers and exploring their perspectives regarding the school's strengths and needs, in order to collaboratively develop specific initiatives to improve pedagogical practices and the overall school experience for children.



University of the Southwest

Hobbs, New Mexico

Small, private Christian and Hispanic Serving Institution [HSI] in Hobbs, New Mexico, the Gateway to New Mexico, with 344 on campus students and an online enrollment of approximately 900. Our mission is one of servant leadership and as such, we recently launched a Christian Ministries bachelor's program for incarcerated inmates in New Mexico's prison.

Current or planned activity in high-poverty school districts

The university is located in Hobbs, NM where we have 13 elementary schools (K-5) 2 Middle Schools (6 - 8) 1 Freshman school (9th grade) and 1 High school. Most or all of these schools are Title I schools. In supporting these high-poverty schools, each of the USW athletic teams have adopted one of the schools to partnership with throughout the school year to help in various ways in supporting the school, teachers, and students. These activities include; reading to classes, tutoring children, and helping in different activities. USW also supports our potential teachers by encouraging them to apply for the TEACH grant in order to help with their tuition. This shows the importance of the high needs areas in the high-poverty schools. The student teachers at USW are also placed in these high-poverty schools to assist and support the teachers and students in the school district. The USW is supporting our high-poverty schools by "growing our own" teachers through a program that was established in 2014 in partnership with the local districts (NEXt). This cohort-based program encourages local teaching assistants to pursue their bachelor's degree in education and stay in the Hobbs area to teach in our high-poverty schools upon graduation. This program is delivered in an online format to keep these assistants in the classroom while they are continuing their education.

Additional information for Conference participants

For the first time in 50 years our institution is debt-free; this past fall our on campus enrollment increased 36%; the current net value of our bachelor's degree exceeds \$270,000, the highest of any 4-year institution in our state.



The University of Tulsa

Tulsa, Oklahoma

The University of Tulsa is a private, independent doctoral research university located in Tulsa, OK. With 3,473 undergraduates, 828 graduate and 381 law students, TU has four undergraduate colleges in arts and sciences, engineering and natural science, business administration and health sciences. TU supports a partnership with the University of Oklahoma College of Medicine to operate a new four-year medical school in Tulsa.



University of Washington

Seattle, Washington

The University of Washington, in Seattle, is one of the world's preeminent public universities. Our impact on individuals, on our region, and on the world is profound — whether we are launching young people into a boundless future or confronting the grand challenges of our time through undaunted research and scholarship.

Current or planned activity in high-poverty school districts

Ackerley Partner School Network Overview: Based on mutual benefit and respect, the Ackerley Partnership brings together expertise from the local school system and teacher education to benefit the educational system and, most importantly, positively impact today's young students. This partnership: - Serves K-12 pupils who face the greatest challenges. - Prepares educators to be successful with K-12 pupils in the most challenging circumstances. - Is shaped by K-12 school realities. - Is designed, delivered, and evaluated by a collaborative team of university faculty & K-12 educators. - Is informed by data from program graduates' experiences and impact in K-12 classrooms. Mission to create and support the collaboration of K-12 and university educators to improve teaching and learning in public schools & universities in ways that respond to the needs of students who face the greatest challenges. INSPIRE Innovations in System-wide Professional Improvement and Redesigns in Education: INSPIRE's ultimate goal is to improve educational opportunities and outcomes for students in poverty-impacted, culturally and linguistically diverse public schools. We achieve this by partnering with schools and districts, collaborating on goals, and setting up research-based professional learning routines that will continue long after our formal engagement has ended.

The Institution made commitments at the January or December 2014 White House Summit on College Opportunity.



American Association of State Colleges and Universities

Washington, D.C.

AASCU is a Washington-based higher education association of nearly 420 public colleges, universities and systems whose members share a learning- and teaching-centered culture, a historic commitment to underserved student populations and a dedication to research and creativity that advances their regions' economic progress and cultural development.

Vision

AASCU will be a transformative influence in American public higher education through advocacy, leadership and service.



Council of Independent Colleges

Washington, D.C.

The Council of Independent Colleges (CIC) is the national service organization for 755 nonprofit independent colleges and universities and higher education affiliates and organizations. Founded in 1956, it supports college and university leadership, advances institutional excellence, and enhances public understanding of private higher education's contributions to society. Through conferences, seminars, publications, research, and con-

sulting services, CIC helps leaders of independent colleges and universities to improve educational quality on their campuses, strengthen administrative and financial performance, and raise visibility for the individual colleges and for the sector as a whole. CIC conducts the largest annual conferences of college and university presidents and of chief academic officers. CIC also provides support to state associations of colleges that organize programs and generate contributions for private colleges and universities. To learn more about the Council of Independent Colleges, please visit: www.cic.edu.



National Science Foundation, Directorate for Education and Human Resources (EHR)

Arlington, Virginia

NSF provides critical investments in basic research and people. This investment is a primary driver of the U.S. economy, enhances our nation's security, and gives this country the competitive edge to remain a global leader. The mission of EHR is to achieve excellence in U.S. science, technology, engineering

and mathematics (STEM) education at all levels and in all settings (both formal and informal) in order to support the development of a diverse and well-prepared workforce of scientists, technicians, engineers, mathematicians and educators and a well-informed citizenry that have access to the ideas and tools of science and engineering. The purpose of these activities is to enhance the quality of life of all citizens and the health, prosperity, welfare and security of the nation. Three major focus areas are enhancing learning and learning environments, broadening participation in STEM education, and developing the STEM workforce.

Yes We Must Coalition

The Yes We Must Coalition was founded in 2011 in response to President Obama's call to action to improve the nation's college graduation rates and to intentionally correct the failure of higher education to equally serve all income groups. Coalition members are colleges and universities who by mission serve those not well represented in higher education. Today we have 39 private, non-profit colleges and universities in the Coalition. Though we represent a range of founding principles and geographic settings — some members are rural, urban, Hispanic-

serving, HBCUs, women's colleges, religiously affiliated — we are defined by the common economic status of those we serve. At our institutions, undergraduate enrollment is 50% or more Pell-eligible.



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