

St. Louis High School and College Access Program Directory

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Project Rationale: Why high school and college access?

- By 2018, it is estimated that 59% of jobs in Missouri will require a college degree
- In 2011, 37.8% of St. Louis' adult population had a post-secondary degree
- In 2010, the earnings differential for different levels of education in St. Louis was:
 - Less than high school: \$18,620
 - High school Diploma: \$27,453
 - Some college or associate's degree: \$33,064
 - BA: \$45,422
 - Graduate/Professional degree: \$59,953
- Fewer college degrees leads to more unemployment, strengthening family poverty cycles
- More education in the region leads to a stronger regional economy and better outcomes for St. Louis youth
(From St. Louis Graduates, 2011)

US College Access/Graduation Rates

In the US, by socioeconomic status (NCAN, 2011)

31% of low-income high school graduates enroll in a post-secondary institution

56%: of middle-income high school graduates enroll in a post-secondary institution

75%: of high-income high school graduates enroll in a post-secondary institution

25% of top quartile low-income students do not enter college

In the US, by race (College Board, 2008)

56% of African American high school graduates enroll in a post-secondary institution

70% of Caucasian high school graduates enroll in a post-secondary institution

College graduation rates (College Bound, 2012)

10.9% of first generation, low-income students will graduate from college

57.7% of students with \$100K+ family income will graduate from college

St. Louis High School and College Access Data

High School Graduation (St. Louis Graduates, 2011)

- Region (city and county): 87%
- African American: 78.5%

College Enrollment (St. Louis Graduates, 2011)

- Region (city and county): 42.2%
- African American: 18.4%

Degree-Attainment (Source: St. Louis Graduates, 2011)

- Region (city and county): 37.8%
- African American: 23.8%
- 27.4% degree gap between highest and lowest PUMA (public use micro data area)

St. Louis High School and College Access Program Directory
St. Louis-based programs

High school access programs

Access Academies
De La Salle Middle School Graduate Support Program
inspireSTL
Marian Middle School
Bridge Program UMSL

College access programs

Universidad Ya!
The Scholarship Foundation
College Bound
Kaplan University

Non-traditional/non-academic programs with a high school or college access component

Aim High
St. Louis Internship Program
Wyman Teen Leadership Program
Youth Learning Center
Higher Education Consortium

National programs

(With a St. Louis chapter or that serves St. Louis youth)

High school access programs

KIPP thru College—St. Louis
National Society of Black Engineers
Princeton Review
Girls Inc.

College access programs

College Summit
College Admission Central
Boys Hope, Girls Hope
Boys and Girls Club of St. Louis
Leadership Enterprise for a Diverse America (LEDA)
Missouri College Advising Corps
Strive for College
Upward Bound
Jobs for America's Graduates-MO

Additional National Programs of Interest

Breakthrough Twin Cities
Year Up

ACCESS Academies

Year founded: 2005

Website: <http://www.accessacademies.org>

Mission Statement: Access Academies (Academies Creating Challenging Education for St. Louis Students) is a not-for-profit corporation established to ensure that socially- and/or economically- disadvantaged students in the St. Louis area have access to top-quality, values-based education, regardless of race, ethnicity or religious affiliation. It employs the Nativity Miguel model of education and collaborates with individuals and organizations to ensure the ongoing success of its students.

ACCESS Academies Programs Overview

ACCESS Academies transforms the challenging middle school years into a launching pad for high school success for socially/economically disadvantaged students in faith-based schools in St. Louis by using the proven Nativity Miguel model of 10-hour school days, a 10 ½ -month school year, dedicated teachers and parental involvement. The ACCESS Graduate Support Program provides tutoring, mentoring, tuition assistance, counseling and other forms of assistance to graduates through their high school years.

Middle school programs:

- ACCESS Academies uses the Nativity Miguel model, a rigorous, faith-based academic program including a 10-hour school day focused on academics and social/emotional well-being after school as well as tutoring for students who need it.
- During summer, students attend a mandatory summer school program (extending their school year to a 10 ½ month year) focused on reading, writing, and math.
- Starting in the 8th grade, students begin to receive support from the Graduate Support Program. A specialist at each school teaches a high school prep class, hosts family nights to help orient families with the high school application process, and goes through the financial aid process with each student.

High school programs:

- Students who matriculate into a private high school (Catholic or secular) receive a \$3,000 scholarship during grades 9-12.
- All students (private or public-school bound) who participated in ACCESS Academies are supported in high school through the Graduate Support Services program.
 - The Specialist of Graduate Support from that student's middle school will visit with him/her at least once a quarter and up to once a week if that student is struggling academically or socio-emotionally.
 - The Specialist coordinates ACT prep courses, college campus visits, helps students apply for college, and helps families fill out the FAFSA.
 - The program does not provide funding for college.

College program: none, services stop at the end of high school

Outcomes:

- 97% of ACCESS 8th grade graduates were accepted to college-prep high schools
- 98% of 2009 8th grade graduates completed high school on time.
- 98% of their high school seniors graduated on time
- 92% of ACCESS students are admitted to college.

Relevant program logistics

Number of students served: All middle school students at the three partner middle schools are served by the ACCESS program: Most Holy Trinity Academy, St. Cecilia Academy, St. Louis the King at the Cathedral. Once in high school, students continue to receive services through the Graduate Support Program. In 2012-2013 208 students were served by the ACCESS Graduate Support Program.

Demographics of students served:

- 85% of ACCESS students qualify for free and/or reduced lunch
- 90% of their students are African American or Hispanic
- Catholic Affiliation of middle school students served: 88% at St Cecilia's, 8% Holy Trinity, 0% at St Louis the King

Admission criteria: Any student accepted into these three schools receives ACCESS services

Application information: None

Limitations if enrolled in other programs: None

Cost: Families pay to attend the schools on a sliding scale.

Duration of services: Grades 6-12

Funding sources:

- Scholarship funds: gala every year, about 290 donors, \$560,000 raised last year (2012)
- Private funding for general operations (170 donors last fiscal year), no gov't funds, no funds from Archdiocese

Scholarship information: ACCESS Academies provides a \$3,000 yearly high school scholarship to every 8th grade graduate of the three partner middle schools who is attending a private high school.

Access Academies Stakeholders

Staff:

Betsy Liberatore, Executive Director
Carolyn Dubuque, Director of Mission Effectiveness
Julie Linder, Director of Communications

Board of Directors:

John C. Vatterot, Chair	Retired, Vatterot College
Marian V. Mehan, Vice Chair	Partner, Lewis, Rice, Fingersh
Thomas M. Nolan, Secretary	Retired, Executive Director, ACCESS Academies
Rev. Richard H. Creason	Pastor, Most Holy Trinity Parish
James Cunnane	Retired, General Dynamics
Don Danforth III	President and Founder, City Academy
David O. Danis	Retired Attorney
Joseph F. Jedlicka, III	Consultant
Marie Kenyon, Director	Peace and Justice Commission, Archdiocese of St. Louis
Tom Mackowiak	Asst Vice President, Business Mgmt, Commercial Truck Division, Enterprise Holdings, Inc.
Robert J. Mathias	President, Cass Commercial Bank
Paul Minorini	Executive Director, Boys Hope/Girls Hope
Birch M. Mullins	President, Baur Properties
John T. O'Neill	Retired, International Treasurer, Monsanto
Richard H. Patton	Executive Director, Vision for Children at Risk
Leo C. Saenger	Principal, Millenium Financial Group
John G. Simon	Managing Partner, the Simon Law Firm
Blanche M. Touhill, Ph.D.	Chancellor Emerita, University of Missouri, St Louis
Mark A. Wilhelm	President, Safely National Casualty Corporation
Alan G. Winkelmann	Associate Superintendent, Archdiocese of St. Louis

Sources:

<http://accessacademies.org/wp-content/uploads/2013/08/LN.CharityAwardsFinalist.June2013.pdf>
www.accessacademies.org
<http://accessacademies.org/wp-content/uploads/2012/04/QuarterlyInvestorsReport-082013-FINAL.pdf>
Personal interview with Blake Youde, Executive Director, September 26, 2013
<http://accessacademies.org/wp-content/uploads/2012/04/2012-2013AnnualReport.pdf>

De La Salle Middle School Graduate Support Program

Year started: 2004

Website: <http://delasallems.org/>

Mission statement: Rooted in the mission of Jesus and the Lasallian tradition of making a quality education accessible, the urban community of De La Salle Middle School at St. Matthew's provides excellence in education, promotes service with justice and respects each individual in our daily pursuit of loving and learning.

History: De La Salle Middle School opened as a Nativity Miguel Model School for 5th - 8th graders in 2001. Its first 8th grade class graduated in 2004, which is when the Graduate Support Program started.

De La Salle Middle School Graduate Support Program Overview

Middle School students:

Graduate Support Program

- Beginning in the 5th and 6th grade years, all De La Salle Middle School students take a high school prep class once a week for half of the school year. Seventh and 8th grade students take this class once a week for the entire school year. The program involves career exploration, financial literacy and an introduction to test prep and the college admissions process.
- Students go on college exposure tours as part of the program. Fifth and 6th graders will tour local universities. The exposure tours include the University of Missouri, universities in Chicago, Nashville and Kansas City, depending on grade level.
- Most Graduate Support Program's high school placement services occur in the 8th grade:
 - Students continue to receive high school preparatory instruction at least once a week for the duration of the 8th grade. The fall focuses on high school application support.
 - Program staff helps students make a list of which high schools would be "best fits" for them.
 - Program staff facilitates meetings with students and their families to discuss high school placement options. Staff also attends parent teacher conferences to partner with parents in discussions on "best fit" schools for their child.
 - De La Salle schedules and pays for transportation for up to two shadow visits to high local high schools.
 - Program staff assists students in completing the high school application process for private, charter, magnet, and parochial high schools.
 - De La Salle pays the fee for students to apply to Catholic high schools in the area (one application for all 24 area high schools; students rank their top three; \$12 to apply to all of them)

- Depending on the cost of other high school applications, De La Salle will pay for all or part of the application. This depends on how much the family can contribute and whether or not the high school would be willing to waive the fee.
- During February of the 8th grade year, Program Staff begin conversations about financial aid with families. Families must generally pay to apply for financial aid; De La Salle will help/cover those costs, if necessary. The majority of private high schools in the area require families to fill out the FACTS form (others require TADS or PSAS) and program staff helps families fill out the form.
- Program staff also encourages—but does not typically help—families complete their taxes as they will need this information to apply for financial aid at their student's high school.
- In March, once high schools have released their financial aid awards to families, Graduate Support Program staff will have conversations with both schools and families regarding cost and how to access a financial aid package that is appropriate for the school and family. If there is a small deficit that the family cannot make up and the high school cannot cover, De La Salle may award more scholarship money to the student. This generally occurs because a De La Salle donor has a relationship with a child and Graduate Support Program staff is able to facilitate extra giving.
- Program staff provides academic and behavior records to high schools.
- If there is a summer bridge program associated with the student's high school and there is a fee involved that the high school will not waive, De La Salle can typically cover the cost.

IDA Program

- During the last 6 months their 8th grade year, De La Salle opens an Individual Development Account (IDA) through US Bank for each student. This is funded through a grant by PNC bank.
- Students can put up to \$120 in the account over a six month period. Students must deposit at least \$5/month, or can decide to put the majority of the money in at one time (i.e.—some families have put in \$60 two times over the course of six months; some families have chosen to deposit the entire \$120 at once)
- Students can work around the school building to earn money to deposit in their IDA. They can also get Khan Academy points by completing Khan Academy classes to turn into money to deposit into their IDA.
- De La Salle contributes by matching the funds at a ratio of between 2:1 and 7:1 depending on the amount of the grant from PNC. For the 2013-2014 school year, the amount awarded would have amounted to a 4:1 match typically, but because the 8th grade class is smaller, students will receive up to a 5:1 match if they deposit the entire \$120.
- As soon as a week after they graduate from middle school, they can withdraw the funds, to be used in the following ways only:
 - Tuition for high school or a summer bridge program
 - Purchase of a laptop or other supplies for school
 - Money can be rolled into a MO 529 College Savings Plan account

- After students graduate, for any student that opens a PNC bank account, De La Salle Middle School will provide \$30 of seed money. Additionally, if graduates open a bank account for a dependent, De La Salle will provide \$100 seed money.

High school students:

- If De La Salle alumni take public transportation to get to their high school, De La Salle will pay for half the cost of their bus fare.
- Graduate Support Program staff visits students at their high schools at least four times per year and up to 15 times, depending on the individual student's need.
- Program Staff helps students develop a four-year academic plan that includes college prep, upper-level classes, four years of math, three years of science, and at least two years of a foreign language.
- Students can access tutoring services at De La Salle's campus throughout their high school years. Tutoring is typically done by college students but Program Staff provides tutoring referrals if more intense tutoring is needed.
- The Graduate Support Program coordinates and pays for transportation for six to seven college visits per year for De La Salle alums on weekends and holidays. These college visits are conducted in tandem with graduates from the other local Nativity Miguel Model Schools: Loyola, Marion, Most Holy Trinity, St. Cecilia's, and St. Louis the King.
- The Graduate Support Program offers a free 10-week ACT Test Prep through the Study Smart Tutors curriculum, created specifically for low income, first generation minority students.
 - This service is also offered as a partnership with the other Nativity Miguel Model schools. Students can choose to attend classes on Saturdays at Marian Middle School and/or on Monday nights at De La Salle.
 - The 10-week ACT Prep course is offered to students between four to five times per academic year, depending on demand.
 - If students need to take public transportation to attend classes, De La Salle will provide bus vouchers to offset the cost.
- De La Salle Middle School pays for students to take the ACT if their high school cannot get a fee waiver or does not apply for one.
- Graduate Support Program will make efforts to help students enroll in College Bound and get services through the Scholarship Foundation. Some students will be served through College Summit or will have a MCAC advisor at their high school. Program staff will determine—based on other supports students have—how much help to provide to students with their college application process.
- Program staff helps high school students locate and access college application resources during their junior and senior years. This includes help accessing Naviance, an application hub and portal that many private schools subscribe to.
- Graduate Support Program staff will put on workshops for families on the financial aid and college application process. Most families are referred to the Scholarship Foundation.
- If students cannot get a fee waiver, De La Salle will pay for up to two college application fees per student.
- After April of a student's senior year, Graduate Support Program staff act as social supports for students.

Summer Scholars Program:

- A free four-day, three-night college-simulation program at SLU over the summer offered to all rising junior and senior alumni of Nativity Miguel Model Schools in the area.
- Up to 40 students can participate in the program each year.
- The program offers the following to students:
 - Three night-stay at a SLU dorm and all meals throughout students' stay
 - Use of SLU's athletic facilities
 - Courses on how to locate and use college-access websites and services including Collegeboard.org, Fastweb, the Common Application, and the Facebook college app.
 - A presentation by SLU's office of Student Support Services
 - All students write at least one college essay
 - Students participate in a mock-college class with SLU professors
 - Students undergo a two-day eight-hour ACT basics boot camp.
- The Missouri Department of Higher Education Grant pays for this program. SLU charges for use of its facilities, but at a highly subsidized rate.

Outcomes:

- Historically, 97% of De La Salle Middle School students have graduated from high school. In the last three years, 100% of De La Salle alumni have graduated from high school.
- 85% of De La Salle Middle School alumni have enrolled in a post-secondary institution.
- The current college persistence rate is approximately 60%.
- De La Salle high school graduation rate is 97%
- Acceptance Rate at a 2 or 4 year college is 77%
- Three point increase from pre- to post-ACT for students who have completed the Study Smart Tutors 10-week program

Relevant program logistics

Number of students served: Currently, there are 69 students attending De La Salle Middle School. Since De La Salle opened in 2001, 158 students have graduated. The Graduate Support Program serves all current students and graduates through their senior year of high school.

Demographics of students served:

- 93% of students qualify for free and reduced lunch
- 100% of students are African American

Admission criteria: All De La Salle Middle School students receive Graduate Support services. Admission for the school is based on availability. On average, based on funding, between 15-20 incoming students are accepted. If a space is available for an incoming fifth grader, a student will be accepted if they do not have conditions in their IEP that the school cannot meet (e.g, high level autism, excessive behavior problem). There is a preference for students living within walking distance and for those who have a sibling that has gone to De La Salle.

Application information: To apply to De La Salle, students and their families fill out an information card, they do a shadow visit at the school, staff members conduct a home visit, and the family completes an application, including a financial aid profile.

Limitations if enrolled in other programs: None

Cost: De La Salle Middle School charges a sliding fee for students. Most families pay an average of \$50/month to attend De La Salle. Once students have graduated from De La Salle, they do not pay any money to continue to receive Graduate Support services.

Duration of services: Students receive support through their senior year of high school and services stop upon high school graduation.

Funding sources: For the last four years, De La Salle has received a MO Department of Higher Education Grant. Private donors and foundations provide additional support. A De La Salle Middle School endowment was recently established.

Scholarship information: Students receive between a \$2,500-\$3,000 annual scholarship if they matriculate into a private high school. In order to keep the scholarship, they must maintain a 2.0 GPA. In addition, the De La Salle Graduate Support Program helps students locate and apply for local and national scholarships and helps students liaise with The Scholarship Foundation to access no-interest loans and other scholarship money.

De La Salle Middle School Graduate Support Program Stakeholders

Staff:

Christine Holladay
Alina Baietti

Director of Graduate Support
Graduate Support Advisor

Board of Directors:

Ryan Hawkins
Chuck Kretschmer
James Hill
Demetrius Grooms
Father Patrick Quinn
Jackie Jones
Mark Schuchart
John Key
Paul Byrne
Matt Padberg
Paul LaVigne
Tricia Harrison
Justin Lucas
Robert Mills
Brandan Mueller
Bro. David Poos, FSC

Ed Rataj
Mark Conrad
Susan Turner

Sources:

Personal conversation with Christine Holladay, Director of Graduate Support, October 16, 2013

www.delasallems.org

<http://www.guidestar.org/organizations/43-1932840/de-la-salle-middle-school.aspx>

inspireSTL

Year started: 2011

Website: www.inspirestl.org

Mission statement: The long-term prospects of our city hinge upon our ability to educate and empower the future leaders of St. Louis. inspireSTL provides bright, underserved middle school scholars access to the region’s top college-prep high schools. We support their ongoing academic, social and emotional progress to realize a steady crescendo of their potential. Beyond college, scholars return to their community to serve as catalysts for systemic change and growth through service and leadership.

History: inspireSTL was the creation of four 2009 Teach for America St. Louis middle school teachers who were frustrated with the realization that their students’ potentials and dreams would not be realized if they continued on their current trajectory and attended neighborhood public high schools, where the average graduation rate is only 60% and the average college-going rate is approximately 8%. By contrast, approximately 80% of students attending local “college prep” high schools enroll in college. Armed with this information, the four founders decided to form an organization that would help students reach their potential and put them on the road to college by helping them access and support them in college prep high schools. inspireSTL will become a program housed under the main Wyman umbrella, and will serve as a sister program to Wyman’s locally based Teen Leadership Program (TLP) and nationally recognized Teen Outreach Program (TOP). On June 15, 2015, inspireSTL signed a formal collaboration agreement that would merge the two organizations. The agreement will cumulate permanently in early 2016.

inspireSTL Program Overview

inspireSTL’s programs directly align with its mission to place talented, low-income middle school students into the region’s top college-prep high schools and support them throughout their academic journey through college graduation. By partnering intimately with a scholar’s entire “village”—his or her teachers, families, counselors, faith leaders, and other influencers—inspireSTL achieves its mission through five programs, detailed below.

High school Access

- inspireSTL seeks to recruit bright and underserved students. Teachers, counselors, and administrators at local public and charter middle schools identify these students and provide an inspireSTL application for them in the spring of their 7th grade year.
- Throughout 8th grade year, inspireSTL prepares scholars academically, socially and emotionally for a college prep high school.
- inspireSTL coaches work with scholars and their parents to identify a “best fit” high school for the scholar. Every scholar must apply to Metro Academic and Classical High School. Parents, scholars, and coaches then decide together what other schools scholars will apply to. These schools include public, private, and parochial high schools.

inspireSTL helps cover high school application fees when necessary (i.e.—when fees are not waived or when families cannot cover them)

- inspireSTL hosts workshops for parents of inspireSTL scholars and other interested parents in the community on the importance of advocating for scholars to enter college-prep high schools and how to navigate the high school admissions process.

Academic Preparation: Summer Academy

- Every summer, inspireSTL holds Summer Academy, an eight-week program that runs five days a week for eight hours per day on SLU's campus.
- The program provides intensive academic enrichment and focused instruction in English, study skills, math, and science. Paid, qualified teachers provide instruction.
- All inspireSTL rising 8th and 9th grade scholars must attend Summer Academy. Older scholars may attend the program if they choose to.
- inspireSTL provides bus passes if students need them. Food is provided as well. SLU provides food and space. Qualified teachers are paid to teach summer academy.
- A 14-month program is currently being developed for incoming inspireSTL scholars that will serve them the summer after 7th grade through the summer before ninth grade. This program will look much like the Summer Academy and will take place twice a week.

Scholar Support

Coaching

- Every inspireSTL employee (besides the ED) works intensely with a set of scholars in a coaching role. Each coach is assigned between 7-28 scholars, depending on their other responsibilities within the organization.
- Coaches provide access to resources, empower students to advocate for themselves and achieve their goals, and provide emotional support during difficult times.
- Coaches visit scholars at their schools at least once per week.
 - Coaches have access to scholars' grades, so these visits typically involve reviewing grades, discussing study skills, planning for the week ahead, helping scholars prepare for exams.
 - Coaches also set long-term goals with scholars and help them set smaller goals to achieve along the way.
- Coaches also act as a liaison between inspireSTL and the scholar. Parental and family involvement is encouraged.

Tutoring

- All inspireSTL scholars that currently have more than 1 C or any Ds or Fs must attend tutoring three times per week.
 - Monday and Wednesday, tutoring is offered at the inspireSTL office at the Sanctuary.
 - Saturday, tutoring is offered at SLU.
 - Transportation assistance is provided for scholars (bus passes or rides from coaches)
- Tutoring services are provided by volunteers through a number of partnering organizations including Mortarboard at Washington University.
- Based on a scholar's need that day, he or she is paired off with the appropriate tutor.

- Current average attendance at tutoring is between seven and eight scholars on Mondays/Wednesdays and between 10-15 scholars on Saturdays.

College Access: ACT Prep and College Matching

- This program involves ACT prep from outside ACT test prep professionals every Wednesday and Saturday for inspireSTL juniors.
 - Wednesday ACT prep occurs at inspireSTL's office at the Sanctuary
 - Saturday ACT prep occurs at SLU.
- Princeton Review provides free pre- and post-test ACT exams for scholars.
- The 8-week program is mandatory for all inspireSTL juniors.
- This program is currently in the creation phase and will be developed by one of inspireSTL's AmeriCorps VISTAs
- Junior and senior year of high school, Coaches will be working with scholars to find a good match for college. This will involve:
 - Assistance with navigating college access websites
 - Assistance with college applications
 - Assistance with understanding the financial aid process
 - Facilitating connections to the Scholarship Foundation of St. Louis
 - Taking scholars on college visits throughout their junior and senior years.

Leadership Development

- The goal of this longitudinal program that will follow scholars through their inspireSTL experience is for scholars to, once they have completed their education, return to the community and serve as leaders.
- This program is currently in the creation phase and will be developed by an incoming inspireSTL AmeriCorps VISTA.

Outcomes:

- 100% placement rate in college prep high schools for all inspireSTL scholars
- Over \$700,000 in financial aid from area high schools
- Current inspireSTL sophomore and junior scholars have a "B" average collectively
- Scholars are serving in a variety of leadership roles at their high schools including student council officers, heads of extracurricular groups, and captains of sports teams.
- inspireSTL graduated all 18 scholars in its inaugural Class of 2015.
- The 2015 scholars have achieved a 100% college acceptance rate, with over \$1.5 million in scholarship awards.

Relevant program logistics

Number of students served: 105 Scholars. 40 accepted new each year as rising 8th graders. The current scale model includes 400 scholars at any one time, but the number is limited by placement opportunities.

Demographics of students served:

- 76% African American
- 5% Caucasian
- 7% Hispanic
- 12% Asian
- 9% Multiracial
- 57% female, 43% male
- 68% of them are low income as defined by free and reduced lunch status
- 84% will be the first in their families to attend college

Admission criteria:

- Students must currently be in the 7th grade attending an inner-city public or charter school.
- Two teacher recommendations must indicate that the student is diligent, hard-working, and of high-character.
- GPA of at least 3.2 for 6th and 7th grade for acceptance in to the program.
- Strong performance on MAP tests, preferably proficient or advanced in both math and communication arts.

Application information:

- inspireSTL seeks to recruit bright and underserved students. Teachers, counselors, and administrators at local public and charter middle schools identify these students and provide an inspireSTL application for them in the spring of their 7th grade year.
- The inspireSTL admissions committee includes an MICDS admissions professional, a representative from City Academy, the former principal of Clayton High, the former assistant director of inspireSTL, and the current executive director. They review applications and determine which 20 scholars will gain entry into the program.

Limitations if enrolled in other programs: None

Cost: None

Duration of services: inspireSTL will support scholars from the spring of their 7th grade year through college graduation.

Funding sources: Individuals and family foundations, corporate foundations, and SLU all provide in-kind funding for Summer Academy.

Scholarship information: inspireSTL provides high school scholarships if there is a gap between what a school is willing/able to provide and what the scholar's family can afford to pay.

inspireSTL Stakeholders

Staff:

Charli Cooksey	Executive Director
	Scholar Support and Admissions Director
Karen Bernstein	Prep Academy Director
Sarita Moody	inspireSTL Coach and Community Outreach Coordinator

Rosemary Galmiche	inspireSTL Coach
Kenny Hofmeister	Development and Marketing VISTA
Emily Brennan	AmeriCorps Director and inspireSTL Coach
Adam Layne	Scholar Support and College Access Director
Tracie McKeown	Development and Marketing AmeriCorps VISTA
Madeline Brophy	Prep Academy AmeriCorps VISTA
Mari McGilton	College Support AmeriCorps VISTA
Tremesha Robinson	Scholar Support and College Access Coordinator and AmeriCorps Member
Marshida Harris	inspireSTL Coach and AmeriCorps State Member
Cyana Goolsby	Recruitment, preparation, and placement coordinator and AmeriCorps Member
Deja Strong	inspireSTL Coach and AmeriCorps Member

Board:

Bob Fox, Chair	CEO, Newspace; Chair of the Board, Casa de Salud
Lisa Lyle, Vice Chair	Head of School, MICDS
Eric Fencl, Treasurer	Chief Bearrister—General Counsel, Build-a-Bear Workshop
Kristin Thompson, Secretary	Financial Advisory, Renaissance Financial
Holly McDonnell James, Ed.D.	Former first grade teacher
Dan White	Partner, Bryan Cave
Rosemary Galmiche	Retired Teacher
Ian Buchanan, Ed.D.	Director, District and School Partnerships, Teach for America; former principal, Gateway Middle School
Charli Cooksey	Executive Director and Co-Founder, inspireSTL

Sources:

www.inspirestl.org
Personal correspondence with Grace Hogan, Scholar Support VISTA, October 10, 2013
Personal correspondence with Charli Cooksey, ED, October 15, 2013
Personal interview with Kenny Hofmeister, Marketing and Development Program Design VISTA, October 16, 2013
Revised with Board Chair, Bob Fox, August 2014

Marian Middle School

Year started: 1999

Website: <http://www.marianmiddleschool.org>

Mission statement: Marian Middle School, a Catholic school serving adolescent girls of all religious, racial, and ethnic backgrounds, is committed to breaking the cycle of poverty by fostering spiritual, academic, social, moral, emotional, and physical development as a foundation for study at a college-preparatory high school.

History: Marian Middle School was founded in 1999 by seven religious communities seeking to educate young urban adolescent girls. The communities have a long history of service to the St. Louis area with outstanding reputations in education, social work, health care and service to others.

Program Overview

Middle School programming: Middle school students can enroll in the school. Adhering to the Nativity Miguel model of education, these young girls commit to an intense 10-month, 10-hour-per-day schedule, where they develop critical thinking, problem solving, leadership and life skills that will take them successfully into the next chapter of their career. The school year begins in early August and ends in late May. They are a college preparatory middle school, which provides a rigorous academic experience for each student with a curriculum including but not limited to: mathematics, language arts, science, social studies, religion, and Spanish. Their academic program has a strong emphasis on family involvement.

Daily Schedule (Monday – Thursday)

7:30 – 7:50	Arrival and Breakfast
7:50 – 8:05	Homeroom and Prayer
8:10 – 11:50	Academic Classes
11:55 – 12:05	All School Assembly
12:05 – 12:45	Lunch and Recess
12:50 – 3:05	Academic Classes
3:05 – 3:15	Chores/Packing-Up for the Day
3:15 – 3:50	Study Hall
3:50 – 4:00	Light Snack
4:00 – 5:30	Enrichment Program
5:30	Dismissal

*Friday 3:30 Dismissal

Starting in 7th grade, families work closely with the administration to explore different high school options. In 8th grade, students shadow different high schools and apply for admission. Students who achieve specific academic and behavioral goals while at Marian and choose to attend a tuition-based high school are eligible to receive partial scholarships from Marian.

High School programming: High school students participate in the Graduate Support Program through Marian Middle School. It supports its graduates financially, emotionally and socially through their high school years. Students attending tuition-based schools receive partial scholarships from Marian to make their education more affordable. They have College Readiness Officers who visit students at their high school to make sure they are continuing to succeed in their courses, getting involved in activities, and maintaining social and personal well-being. Additionally, they offer ACT prep, information on financial aid, early college awareness, study skills, as well as assistance with completing applications for jobs, summer programs, and college. Students will go on college visits, attend college fairs, and participate in community programs such as St. Louis ArtWorks, St. Louis Internship Program, and College Bound.

Student from Marian attend the following schools:

Bishop DuBourg High School	Rosati-Kain High School
Cardinal Ritter College-Prep	Notre Dame High School
Cor Jesu Academy	Villa Duchesne
Crossroads College-Preparatory School	Trinity Catholic High School
Incarnate Word Academy	Ursuline Academy
Nerinx Hall	Grand Center Arts Academy
St. Joseph Academy	Career Academy
Gateway STEM	Carnahan High School

68% private schools, 22% magnet and charter schools, 10% public school

College students:

Marian graduates are represented at the following schools:

Truman State University	Hampton University
Tennessee State University	Harris-Stowe State University
University of Missouri-Columbia	Lindenwood University
Robert Morris University	Kentucky State University
Stephens College	Saint Louis University
St. Louis Community College	St. Charles Community College
Brescia College	Alabama A&M
Southeast Missouri State	Rust College
Ranken Technical College	University of Missouri- Kansas City

Other programsming

Academic Saturday Program: A field trip or special activity held once a month that is related to a topic covered in the classroom.

Ranken Science Camp: Engages students in robotics, computers and engineering

Community Service: Students participate in community service projects that result in approximately sixty hours of service completed each year.

Enrichment Programs: The enrichment program provides a series of activities that empower each girl to choose a healthy lifestyle, build self-esteem and realize her full potential.

- **Mind, Body, and Soul:** Students learn how to care for their bodies through presentations, meditation, and yoga.
- **Fine Arts and Junior Achievement:** Students engage in critical thinking and creative writing while observing the world through drama, music, and art.
- **Work It Out:** Students have a variety of activities such as volleyball, basketball, dance, track and field, Kung Fu, etc. to encourage them to be physically fit.
- **C.H.O.I.C.E.S.:** Students learn life lessons through the choices they make, thereby becoming productive members of their communities.

Athletics- Marian Middle School supports physical activity to promote a healthy lifestyle. Marian is a member of the CYC athletic league.

Outcomes:

Student Attendance Rate: 96%

Parent-Teacher-Student Conference Attendance Rate: 99%

Alumnae: 176

Average high school GPA for Marian Middle School Graduates: 3.19

Students who depend on financial aid from Marian Middle School: 36

High school graduation rate: 93.5%

Marian Middle School students average GPA: 2.6

Relevant program logistics

Number of students served: Marian has the capacity to educate 80 students during a given school year. In 2014-2015 they served 75 students.

15 in 5th grade

21 in 6th grade

19 in 7th grade

20 in 8th grade

Demographics of students served: Marian Middle School serves urban adolescent girls from the greater St. Louis metropolitan area representing over 20 different zip codes.

62% live in St. Louis City

37% live in St. Louis County

1% lives in and around East St. Louis, IL

93% of the student body qualifies for free and reduced lunch.

73% African American

17% Hispanic

8% Multiracial

1% Asian

Admission criteria: Students must be in 5th – 8th grade, of average or above average ability, in need of a challenge or falling behind in a traditional school setting, and a girl of promise, capable of meeting the eligibility requirements of a college preparatory high school. Marian Middle School is committed to serving urban adolescent girls from diverse backgrounds. To be considered for admission each student must qualify for the free/reduced lunch program, demonstrate motivation to pursue a rigorous academic structure, have good behavior, a positive attitude, strong attendance record, and score within the parameters of the admissions exam. Additionally, each student must be supported by at least one caring adult in her family. The parent/guardian must commit to supporting the student and the school. Mandatory participation includes regular parent-teacher-student conferences and eight hours of service each year. Tuition is nominal and based on the family's financial situation.

Application information:

Cost: Tuition is nominal and based on the family's financial situation. On average, Marian families pay about \$40 per month.

On average, it costs \$12,000 to educate one Marian girl. Each family is responsible for approximately \$400. The remainder is covered through generous donations from individuals, corporations, grants, and foundations.

Duration of services: 5th grade through high school graduation, some assistance through college

Funding sources: 71% Grants and Contributions, 22% Fundraising Events, 3% Lunch Program, 2% Tuition, 1% Investment Income, 1% Other

Scholarship information: Tuition is nominal and is based on the family's financial situation. For high school, students who meet academic and behavior goals at Marian Middle School are eligible for scholarships to attend private high schools.

Relevant Stakeholders

Staff:

President- Mary Elizabeth Grimes

Principal- Christy Toben

Faculty—

Stephanie Airaghi

Ashley Vohlken

S. Sarah Heger, CSJ

Blair Hopkins

Sara Mathew

Dianne Decker – Business Manager

Gabrielle Hearn- Social Services Director

Jessica McCarthy – Manager of Philanthropic Gifts

Ana Paula Pantazi – Special Events and Database Manager

Sister Barbara Roche, Academic/Graduate Support Associate
Kaitlyn Sanders, College Readiness Officer
Pearl Scheve, Administrative Assistant
Terrie Webb, Teacher's Assistant and Coach

Service Volunteers from the Loretto Volunteers, and Ignatian Volunteer Corps

Board:

Members' Board

Ann Barrett, OSU
Patricia Clune, CSJ
Rosemary Hufker, SSND
Ellen Orf, CPPS
Barbara Roche, SL
Pauline Schwandt, OSF
Mary Catherine Warehime, DC, Chair

Board of Directors Officers:

Craig Hunt, Chair
Donna Farmer, Ph. D., Vice Chair
Peter France, Treasurer
Mary Jo Gorman, M.D., Secretary

Members

Diane Bernard	Gwendolyn Packnett
Joe Garea	Greg Patterson
Trish Geldbach	Betsy Ross
Victoria Gonzalez	Carmen Schnyder, CPPS
Rosemary Hufker, SSND	Andrew Small
Donna Jahnke, Ph.D.	Barbara Thomas, ASCJ
Cynthia McCafferty	Wenona Tompkins
Pat McGuire, M.D.	Chris Young
Marcia Niedringhaus	Tracie Johnson

Sources:

<http://www.marianmiddleschool.org>

http://marianmiddleschool.org/assets/Docs/MMS_Fact_Sheet.pdf

<http://marianmiddleschool.org/assets/Docs/AnnualReport13.pdf>

In-person meeting with Mary Elizabeth Grimes, Christy Toben, and Kaitlyn Sanders on August 25th, 2014.

Bridge Program UMSL

Year Founded: 1986

Website: <http://www.umsl.edu/precollegiate/Program%20Opportunities/>

Mission: Each Bridge Program component is designed to encourage students to complete high school and pursue post-secondary attainment; prepare and motivate students to seek careers in math, science, engineering and technological fields; support mathematics and science instruction in participating schools; promote the development of strong academic, personal, interpersonal and professional skills.

History/Overview: Since its inception in 1986, the University of Missouri-St. Louis Bridge Program has provided exemplary college access services to the St. Louis community. Bridge remains one of the most successful and widely emulated models, providing unique and comprehensive year-round pre-collegiate programming for St. Louis area high school students and parents. Student participants represent public and private high school institutions throughout the St. Louis metropolitan area.

As UMSL's flagship pre-collegiate program, Bridge prides itself on providing program offerings that equip students with competencies critical for the successful matriculation to post-secondary institutions throughout the United States. Bridge continues to lead the way while exemplifying college access best practices throughout the St Louis area.

High School Programming:

Summer Academy: The Bridge Program Summer Academy is held from mid- June to mid-July for students in grades 9 and 10. The Summer Academy offers academic enrichment courses in mathematics, science, written and oral communication, career research, personal and professional development and college planning.

*Saturday Academy-*The Bridge Program Saturday Academy is held the first two Saturdays of each month, from October through March. The academy provides an intensive 11-Saturday program for students in grades 9 through 12. You will be immersed in mathematics, science, written and oral communication, career research, personal and professional development and college planning.

Other Programs:

Parent Academy: The Bridge Parent Academy is held on the first Saturday of each month, from October through March. Parents, you are invited to become engaged in essential and effective workshops to promote the success of your college-going student. Parents are exposed to a variety of workshops specifically designed to provide effective strategies for supporting the college bound student. Collectively students and parents will be involved in a variety of speaker

seminars to offer additional expertise and useful resources. Whether your child is a high school freshman or senior, the Parent Academy Program will provide invaluable information for success in high school as well as college! All workshops begin at 8:00 a.m. and will conclude at 12:00 p.m.

All students in each program participate in:

1. **Academic Skills Workshops Include Math, Science and Writing:**

Students participate in critical thinking activities designed to enhance their ability to perform well on college entrance exams.

2. **Career Development Workshops:**

Freshmen and sophomore students will be involved in structured career planning workshops developed to guide students through important key steps for career identification and effectively develop a focused career plan.

After School Clubs: Bridge Program After School Clubs meet from September to May in selected schools around the St. Louis metropolitan area to engage you in inquiry and discovery specifically in the fields of math and science. You will be involved in the math and science clubs and meet weekly to conduct research, participate in math and science competitions and become active high school students on the UMSL campus.

- Carnahan School of the Future
- Clyde C. Miller Career Academy
- Hazelwood Central High School
- Hazelwood East High School

Outcomes: 100% of participating graduates complete high school and successfully transition to a post-secondary institution.

Relevant Program Logistics

Number of students served: Saturday Academy selected 600 students to participate in 2015. 200 students participated in Summer Academy in 2015.

Demographics of students served: not stated

Admission criteria: Students must be from participating school districts, and in grades 9-12. Application process required.

Program Requirements:

Summer Academy

- All applicants must be currently enrolled in grades 9-10.
- All applicants must have a 2.5 or higher cumulative grade point average.
- All applicants must submit a completed application, recommendation letter and high school transcript.
- All applicants should be enrolled in or have completed Algebra.
- All participants must agree to meet attendance, performance and behavior requirements for successful completion of the Academy.
- All participants are expected to complete assigned tasks and fully participate in class activities to meet program requirements.

Saturday Academy

- All applicants must be currently enrolled in grades 9th-12th.
- All applicants must have a 2.5 or higher cumulative grade point average.
- All applicants must submit a completed application, recommendation letter and middle school final grade report or high school transcript.
- All applicants should be enrolled in or have completed Algebra.
- All senior participants must meet with Bridge staff at least once during the Saturday Academy.
- All participants must agree to meet attendance, performance and behavior requirements.
- All participants are expected to complete assigned tasks and fully participate in class activities to meet program requirements.

Application information:

- Bridge Program Online Application *completed online* by the student. Please complete all sections of the online application form.
- Recommendation Letter completed by your high school counselor, administrator or instructor and submitted to the Bridge Program Office. (*Note: This is **not** a requirement for **returning** Bridge participants.*)

- High School Transcript (*All 9th grade students are required to submit a copy of their 8th grade report card.*)

Limitations if enrolled in other programs: None

Cost: None

Duration of services: middle school through end of high school

Funding sources: not stated

Scholarship information:

The **AT&T Foundation Endowed Scholarship Fund** for Math, Engineering, Technology and Science is made to first-time freshman students that participated in the Bridge Program pursuing majors in mathematics and science.

The **Bridge Program Alumni Fellowship** is awarded each year to an outstanding UMSL graduate student who participated in the Bridge Program studying math, computer science, biology, chemistry and physics.

The **Bridge-Residential Life Scholarship** is offered to five students who successfully complete the Bridge Program with a 2.5 cumulative GPA who will be attending UMSL in the fall following high school graduation.

The **Margaret Bush-Wilson Scholarship** is offered to students who participated in the Bridge Program, with preference given to students pursuing majors in mathematics and science.

The **Margaret Bush-Wilson Endowed Scholarship** is offered to students who participate in the Bridge Program.

The **Monsanto Minority Math and Science Scholarship Fund** is awarded to top-ranking students that participated in the Bridge Program pursuing majors in mathematics, computer science, biology, chemistry, engineering or physics.

The **Monsanto/Marguerite Ross Barnett Scholarship** is awarded to a student with academic promise, who is admitted to UMSL, and is pursuing a graduate degree.

While Bridge scholarships are available only to students attending UMSL, the Bridge Program provides assistance with college and scholarship applications to all Bridge participants.

Bridge Program UMSL Stakeholders

Staff:

Natissia Small

Channon Peoples

Kimberly Edwards

Lisa Sturgeon

Sources: <http://www.umsl.edu/precollegiate/Program%20Opportunities/saturday.html>

http://www.stlamerican.com/special_sections/article_fd137ce8-c86c-11e4-9dd7-83ee9e340501.html

Universidad Ya! (College Now)

Year started: 2013 as an educational initiative of the Hispanic Arts Council of St. Louis

Website: <http://www.hispanicartscouncilstl.org/universidad-ya>

Mission Statement: To empower Latino youth to complete high school and to provide access to higher education regardless of their legal status.

History: Program started by three St. Louis Hispanic professionals who saw a gap in services for Hispanic students seeking post-secondary education.

Universidad Ya! Programs Overview

The goals of Universidad Ya!’s programs are to:

- Provide access to higher education to underprivileged Latino youth
- Empower families by providing them with the tools to help themselves
- Support the journey through post-secondary education.

Universidad Ya! provides legal assistance, academic preparation, college application support and information about financial aid resources by hosting informative events in both Spanish and English. Universidad Ya!:

- Participates in advocacy efforts directed toward changing the narrative of what it means to educate undocumented students
- Partners with colleges and universities in Missouri and Illinois to support Hispanic students in applying for school, obtaining financial aid and loans, matriculating, and remaining in school until students graduate
- Provides information sessions tailored to the specific needs of the students and their parents
- Provides informal near-peer mentorship programs with adults who provide support to students while in college and after graduation to offer networking, internships and employment opportunities
- Provides training sessions for peer mentors, parents (‘Padres Promotores’), and education providers
- Provides one-on-one support to address student’s specific legal needs, ACT practice, college applications, writing essays or applying for scholarships.
- Hosts a yearly college fair for Hispanic students and their families at St. Cecilia’s church

Outcomes: n/a as the program is in its first year

Relevant program logistics

Number of students served: At this point, difficult to quantify because the program is so new. 400 attendees at April 2013 college fair; provided 8 scholarships of \$2500 each to students through a partnership with Cardinals Player Carlos Beltran. They have had two Hispanic college fairs, the latest one on November 10th, 2013.

Demographics of students served: Program is too new to have a lot of demographic data. 100% of students served are Hispanic.

Admission criteria: To gain access to Universidad Ya!'s services, you must be Hispanic or of Hispanic descent. Legal documentation status is not a factor in decision-making for scholarships or services.

Application information: Send an email to educacionlatina@gmail.com or call (314) 863-0570

Limitations if enrolled in other programs: None specified on website

Cost: None

Duration of services: Freshman year of high school through college graduation

Funding sources:

- Hispanic Chamber of Commerce provides a \$1000 scholarship
- Carlos Beltran, while playing for the Cardinals, will provide \$20,000 a year for scholarships
- The three staff members provide their time for this initiative on an unpaid basis.

Scholarship information: Universidad Ya! provides both formal scholarships and education about scholarships and the financial aid process. In 2013, 8 scholarships of \$2500 were provided by a donation from Carlos Beltran. Additionally, the Hispanic Chamber of Commerce donated \$1000 for a scholarship that was awarded at the April 2013 College Fair. A complete list of scholarships available to Hispanic students in St Louis can be found at <http://www.hispanicartscouncilstl.org/scholarships-becas>

Universidad Ya! Stakeholders

Staff:

Virginia Braxs	Provides academic support for students through mentoring and tutoring programs and training for parents on academic preparedness and college readiness
Gustavo Arango	Provides legal counsel and advice regarding accessing education to students and their families
Dr. Jeffrey Schneider	Director

Current Board Makeup (of the Hispanic Arts Council of St Louis):

Virginia Braxs, President and Treasurer

Maria Rebecchi, Board Member

Gustavo Arango, Board Member

Rosa Schwarz, Board Member and Past President

Sandra Knight, Board Member

Sources:

<http://www.hispanicartscouncilstl.org/universidad-ya>

Personal interview with Maria Rebecchi and Virginia Braxs, September 17, 2013

The Scholarship Foundation of St. Louis

Year Founded: 1920

Website: <http://www.sfstl.org/>

Mission Statement: The Scholarship Foundation provides access to post-secondary education to members of the community who otherwise would not have the financial means to fulfill their educational goals

History:

The Scholarship Foundation of St. Louis originated in 1920 as a program created by Meta Bettman for the St. Louis section of the National Council of Jewish Women. Its mission was to make financial resources available to young Jewish St. Louisans of limited means so they could pursue their dreams of higher education. The first loan -- \$15 -- helped a young immigrant woman attend Business College. In 1929, the organization incorporated as the St. Louis Jewish Scholarship Foundation.

In 1953, eligibility for the Foundation's interest-free, no-fees loan program expanded to include all qualified applicants without regard to religion. African-American students from St. Louis received the first financial awards made to non-Jewish residents.

In the early 1960s, the organization became independent and non-sectarian as The Scholarship Foundation of St. Louis.

In 1960, St. Louis marketing entrepreneur and philanthropist Evelyn Newman conceived and launched the first ScholarShop, a retail store that sells high quality donated clothing and accessories, generating a dedicated stream of revenue for The Scholarship Foundation's education programs.

Proceeds from ScholarShop, students' exceptional loan repayment rate, and increasing philanthropic support allowed The Scholarship Foundation to grow significantly in the next two decades. In 1989, the Foundation hired its first executive director and initiated a long-term strategic plan to improve and expand services, including increased opportunities through its student loan and grant programs.

In 1994, the Foundation created the Student Advocate and Advising Program to address students' need for information and assistance in navigating the increasingly complicated process of applying for college admission and financial aid.

In 2001, the Foundation launched its Bravo Grant program, which provides scholarship grants to specially selected recipients of the organization's interest-free loans.

In 2009, The Scholarship Foundation of St. Louis helped lead the effort to create St. Louis Graduates (originally known as St. Louis Regional College Access Pipeline Project), a nonprofit collaborative project involving leaders of area educational institutions, community service

providers, businesses, and philanthropic organizations. The group's goal is to increase the percentage of St. Louis area residents who have post-secondary degrees from about 25 percent to 50 percent by the year 2020.

In 2012, some 600 students from the St. Louis region received nearly \$3.6 million in interest-free loans and grants for post-secondary education through the financial assistance programs of The Scholarship Foundation of St. Louis. Since its founding almost a century ago, the Foundation has distributed more than \$62.8 million in interest-free loans and grants for higher education to nearly 10,500 students from the St. Louis regional community. In 2015, the family of Jack Taylor, the founder of Enterprise Rent- A-Car, has generously gifted the Foundation \$500,000 to support students with significant financial need, especially those residing in north St. Louis City and north St. Louis County.

The Scholarship Foundation of St. Louis Programs Overview

- The Scholarship Foundation furnishes direct financial support to students for post-secondary education.
- It provides information that students and families need to make financially sound educational choices.
- To those who share its vision, the Foundation offers opportunities to participate in its realization through financial and in-kind support and volunteerism.
- The Foundation contributes to enlightened public policy through advocacy for its vision of post-secondary educational opportunity without financial barriers.
- The Scholarship Foundation helps lead a collaborative network of community and educational partners dedicated to ensuring that students are prepared for post-secondary education and supported as they persist in their studies and earn their degrees.

Student Loans and Grants Programs:

- Interest Free Loan-Program:
 - Each academic year, the Foundation provides more than 600 students from the St. Louis metropolitan region with interest-free, fee-free loans for higher education. Qualifying recipients receive renewable loans of up to \$9,000, depending on their specific financial needs.
 - Interest-free loans are available to students attending accredited, non-profit post-secondary institutions. All fields of study, with the exception of the ministry, are eligible.
 - Some funds within the Interest-Free Loan Program are earmarked for specific fields of study such as the Deedee Becker Loan Fund for nursing students. Others, called Designated Scholar Loans, are named for specific donors or honorees and include the possibility of personal contact between donors and recipients.
- Emergency Loan Program:
 - Provides quick response assistance to individuals who have experienced an unexpected setback that could cause them to abandon their plans for higher education.

- The Emergency Loan Program helps meet unforeseen educational expenses that can result from the sudden loss of employment; after death, injury, or illness in a family; or because of unanticipated increases in school costs.
- Interest-free loans awarded through the Emergency Loan Program may be renewed in subsequent years.
- **Bravo Grants**
 - Renewable annually, Bravo Grants generally recognize individuals who have overcome great personal adversity to achieve their educational goals, and they often are the first in their families to attend college. Even after assembling financial aid packages from several different sources, they still fall short of being able to meet their educational expenses. Bravo Grants can make up the difference.
 - Responding to significantly increased financial need, The Scholarship Foundation awarded \$426,000 in grants to more than 100 students in 2012.

Student Advocate and Advising Program:

- The program's Student Advocates work throughout the metropolitan St. Louis region at nearly 20 public high schools and community agencies. The program concentrates on delivering services in areas with high proportions of students from low-income backgrounds.
- Students get one-on-one assistance with completing the Free Application for Federal Student Aid (FAFSA), applications for school admission, and applications for The Scholarship Foundation's Interest-Free Loan Program.
- Student Advocates later help students and families review the financial aid award letters they receive from educational institutions and counsel families on the basics of educational debt management.
- During the summer, The Scholarship Foundation provides opportunities for first-time freshmen to meet others with whom they will be attending college, receive financial aid training, and learn about the resources available on campus to support academic success.
- Once students have begun their post-secondary educations, The Scholarship Foundation's Program Advisor and Student Advocates work in tandem with school counselors and academic assistance departments. The goal is to ensure that students receive the consistent, continuing support they may need to deal with difficult financial and education challenges and allow them to complete their studies and earn their degrees.

ScholarShop Employment and Volunteer Experiences:

- These experiences offer high school and college students a unique opportunity to further their educational goals with practical retail experience. ScholarShop has both student employees and volunteers work with customers and donors in every aspect of retail operations.

Workshops and Clinics for Students and Families:

- **Financial Aid Basics**
 - This workshop introduces students and parents to the basics of paying for higher education and helps them identify people, organizations, and sources of information that can help them as they prepare to address the financial challenges.

- The workshop reviews the various federal and state aid programs available to students, discusses eligibility requirements, explains the best ways to search for financial assistance, and shows families how federal programs and educational institutions calculate financial need.
- **FAFSA**
 - This workshop explains the Free Application for Federal Student Aid (FAFSA), including the part it plays in the application process and why it is important to complete the form accurately and submit it as early as possible when seeking financial aid.
 - Although the FAFSA is much less complex than it used to be, there still is much to learn about completing and submitting this form, which is a mandatory part of applying for virtually all financial aid programs.
 - Workshop materials address frequently asked questions, troubleshoot some unique scenarios, and make recommendations for handling other special circumstances. The presentation and accompanying workbook walk families through the FAFSA one page at a time, pointing out specific areas that tend to create confusion.
- **FAFSA Completion Clinics**
 - These clinics complement the FAFSA workshops. On Saturday mornings in February, Student Advocates help students and families complete their FAFSAs during 30-minute sessions at the Foundation's offices. When students call to schedule an appointment, they learn what documents they must bring with them to complete the FAFSA.
 - Students and families receive individualized assistance with their form, as well as information and guidance about what comes next in the financial aid process. In most cases, FAFSAs can be completed and filed immediately at Scholarship Foundation clinics.
- **Application Completion Clinics**
 - People needing help with their Scholarship Foundation application can take advantage of completion clinics at the Foundation's offices starting several days before the annual April 15 deadline.
 - Students can receive one-on-one assistance completing and submitting the application and supporting materials. Student Advocates and other Foundation staff members also are available to answer specific questions about program requirements and the financial aid process.
- **Understanding Financial Aid Award Letters**
 - Determining affordability requires careful comparisons of different schools' financial aid packages, and this workshop explains how to do that. It shows how to review the amount and kind of financial aid being offered, as well as any remaining expense gap that a student and family would have to cover on their own, most often by taking out student loans and going into debt.
 - The accompanying workbook includes a sample of a completed comparison form that illustrates how best to compare the information in financial aid award letters.

It also contains a blank comparison form that families can use in comparing the award letters they actually receive.

Outcomes (2012)

- 97% of interest-free loans awarded by the Scholarship Foundation are repaid without default.
- 85% of students repay in five years or fewer
- 88% of SF students complete their degree, almost twice the national average
- Of 256 SF students who were expected to graduate in 2012, 70% completed degrees, 15% are still in school and 15% are no longer enrolled
- One in six donors to SF is a former scholarship recipient

Relevant program logistics

Number of students served:

- In 2012, 600 students received more than \$3.1 million in interest-free loans for post-secondary education from The Scholarship Foundation
- The Scholarship Foundation awarded \$426,000 in grants to more than 100 students in 2012
- Student Advocate and Advising Program serve 1500 students and their families annually
- In 2013, the Foundation distributed nearly \$3.3 million to more than 560 qualified area students who are pursuing bachelors, associate, and technical degrees at accredited educational institutions throughout the United States

Demographics of students served:

Of newly funded students in 2012

- 8% were African American
- 38% were Caucasian
- 65% were female
- 90% were under 25 years old;
- 35% were first generation college students

Admission criteria:

- Applicants are selected on the basis of academic potential, personal character and significant financial need. There are no age restrictions.
- Recipients may enroll in technical, Bachelor's, or associate degree programs at accredited, nonprofit post-secondary institutions anywhere in the United States. They may pursue any field of study except the ministry.
- To qualify for annual loan renewals, students must demonstrate continuing financial need and satisfactory academic progress toward receiving their degrees.
- The Scholarship Foundation of St. Louis does not discriminate on the basis of race, religion, creed, national origin, gender, age, color, sexual orientation, veteran status, or physical or mental disability.

- Applicants must have lived in the St. Louis metropolitan region for at least two years prior to the date of their application. The metropolitan region consists of the City of St. Louis and St. Louis County; Franklin, Jefferson, Lincoln, St. Charles, Warren and Washington counties in Missouri; and the Illinois counties of Bond, Calhoun, Clinton, Jersey, Macoupin, Madison, Monroe, and St. Clair.
- Applicants must have earned a high school diploma with a minimum cumulative grade point average of 2.0. Alternatively, applicants may have successfully completed the General Education Development (GED) tests to obtain a high school equivalency certificate.
- Applicants must be U.S. citizens or possess a valid Alien Registration Card, also known as a permanent resident card or Form I-551.
- Individuals with a history of educational loan default or bankruptcy are not eligible for the programs, although The Scholarship Foundation may take an applicant's exceptional circumstances into consideration.
- Students who have already obtained Bachelor's degree are not eligible to apply.

Application information:

- Create a profile and fill out the common grant application through St Louis Graduates' Scholarship Central: <http://www.stlouisgraduates.org/students-families/scholarships>
- Two application cycles:
 - Our spring application cycle typically begins in January 1 and ends April 15. Applicants who apply in the spring are eligible for funding during both fall and spring semesters of the following school year. Awards are issued during the summer.
 - Our fall application cycle typically begins August 1, has a deadline November 15, and is awarded in early January. Funding awarded during this cycle is for the upcoming spring semester.

Limitations if enrolled in other programs: None, except that students cannot have already earned a Bachelor's degree at the time of application

Cost: None

Duration of services: Loans and grants are renewable, although students must reapply, as long as students demonstrate continuing financial need.

Funding sources: In 2011, the James C. Bates & Alison Bates Charitable Lead Annuity Trust began providing substantial support to students through the Interest-Free Loan Program

Scholarship information: See program overview section

The Scholarship Foundation Stakeholders

St. Louis Staff:

Faith Sandler	Executive Director
Kim Abel	Deputy Director
Karin McElwain-West	External Relations Director

Robert Foley	MIS/IT Director
Rita Dillard	HR and Volunteer Program Manager
Laura Keeton	Data Support Specialist
Robert Elam	Student Advisor, OPEN, Bookkeeper & Office Services Coordinator
Beth Andrews	Receptionist and Administrative Assistant
Tyronica Dowdy	Administrative Assistant
Cheryl Lewey	Senior Accounting Supervisor
Felipe Martinez	Student Advisor
Liz Sharpe-Taylor	Communications Coordinator
Teresa Steinkamp	Supervisor for Student Support Programs
Ellen Vietor	Scholarship Central Manager
Thurman Young	Program Supervisor

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Estie Pruett

Audrey Shanfeld

Sources:

<http://www.stlouisgraduates.org/students-families/scholarships>

<http://www.sfstl.org/advice-assistance/workshops-and-clinics>

<http://www.sfstl.org/advice-assistance/advice>

2012 Scholarship Foundation Program Report

Personal conversation, Faith Sandler, ED, September 25, 2013

http://sfstl.org/sites/default/files/files/TSF_AR2013%20WEB%20VERSION.pdf

College Bound St Louis

Year founded: 2006

Website: <http://www.collegeboundstl.org/>

Mission Statement: College Bound provides promising students from under-resourced background with the academic enrichment, social supports and life skills needed to succeed in college and careers

History:

College Bound was founded in 2006 by Lisa Orden Zarin, the daughter of a single mom and school teacher who taught and lived in Newark, New Jersey’s riskiest neighborhoods – neighborhoods where students seldom graduated from high school, much less went onto college.

But Lisa’s mother emphasized the importance of education and the message stuck. Many years later when Lisa’s own son was applying to college, she experienced the college admissions process through the eyes of her child, a student of privilege from John Burroughs School. The process was complex and many people helped. She wondered: “What are children doing today who come from neighborhoods where I grew up?”

It turned out that fewer than nine percent of low-income students were graduating from college. When she compared that to 75 percent of high-income students who were graduating from college, the gap seemed impossible to bridge.

In seven years, Lisa has built an organization – College Bound – that has students from the poorest backgrounds achieving at the same rate as their peers from all income levels. CB’s success is unparalleled in the St. Louis community.

In 2006, two school districts approved the CB program, and 36 students placed their hopes for a better future in College Bound. The organization has grown to serve a projected 1,700 students (2012-13 school year) and their families through a variety of programs, including full scale implementation to 9th graders in four partner schools, and a comprehensive program that begins in 10th grade and serves students until they graduate from college. College Bound students come from 39 area high schools and are attending 70 colleges and universities nationwide.

The students who first joined College Bound in 2006 began to graduate from college in 2012. Of these students, 60 percent are on track to graduate from college by their mid-20s — the same rate as students from all income levels. A program evaluation conducted in April 2011 through George Washington University found that “78% of CB students cited their involvement in College Bound as influencing their decision to stay in college.”

College Bound Programs Overview

High school programs:

- *Get Your Prep On:* a year-long program specifically designed for 9th grade students and their families. Provides all ninth grade students in partner schools with three in-school student workshops over the year, an opportunity to have in-school Q&A with a CB College Coach, and “College Prep Hotline” for students to call;
- *Making the Grade:* a comprehensive academic enrichment program consisting of courses in math, language arts, weekly tutoring, AP study groups and skill-building workshops, the goal of which is to give students the academic foundation to succeed in college level coursework at selective four-year institutions. Specific program components include Weekly one-on-one tutoring sessions, AP study groups and in school small group tutoring, three-week summer institute in advanced mathematics and language arts, three-day math intensives over Spring Break, one-week summer immersion and follow-up workshops on note-taking, organization, study skills and time management, workshops on essay writing and critical thinking, guidance on course selection to promote a rigorous college preparatory curriculum, consultation with family and teachers to create study plans and conduct ongoing check-ins.
- *Culture, Character, Capacity:* a wrap-around program that provides students with exposure to cultural events, community service and an ongoing “bank account” of financial, social service and mentoring resources. The goal of the 3Cs are to provide students with the cultural capital to succeed in diverse higher education settings, to experience the power of service to others, and to mitigate the effects of social, financial and psychological hardship that disrupt students on their path to college success. Specifics on this program include residential programs on character building, leadership and citizenship, community service with Habitat for Humanity and Food Outreach, paid, for-credit and volunteer internships in government and local businesses, workshops with community partners on subjects such as mediation, conflict resolution, body image, healthy relationships, goal setting and stress management, weekly field trips to a wide variety of events, i.e., plays, concerts, museum exhibitions, political rallies, referrals to housing, health, crisis and other social service agencies on as-needed basis, stipends to at-risk students on a case-by-case basis.
- *Admission Accomplished:* a college access program at the heart of which closely-knit cohort groups, theories of action that focus on college completion, guidance from professional counselors, a network of supportive relationships and tools to help students create high quality applications to four-year colleges. The goal of Admission Accomplished is to prepare students for selective colleges that closely match their interests, aptitude and financial resources. Specifics on this program include weekly classes on subjects ranging from college vocabulary, admission requirements and goal-setting to financial literacy, career exploration and personal learning styles, ACT preparation courses taught by test professionals, personalized college guidance provided by professional college counselor, quarterly parent education sessions and family meetings, one-on-one and small group workshops for electronic completion of financial aid forms, college tours to visit a range of four-year higher education institutions in and out of state, workshops to help rising seniors apply to summer enrichment programs at colleges and universities, mentoring programs that match College Bound seniors with

collegians, speaker series on degree-required professions, followed by job shadowing days, a three-day residential college application workshop focusing on scholarship research, creating high-quality college applications, activity profiles, personal statements and short answers, on-going mentoring and process guidance (<http://www.collegeboundstl.org/program/high-school-programs/>)

- *Families as Partners*: A program with dedicated staff and curriculum that works with families to inform them and “be there for them” as their children pursue higher education. The goal is to engage families as part of the advocacy team that ensures their child’s high school and post-secondary success.

College program:

Complete U: Begins in the second semester of 12th grade and remains active in students’ lives until they graduate from college. In the high school phase, students prepare for the emotional and psychological challenges of transition; they participate in a financial literacy program, and learn the hidden rules of classroom etiquette and residential life from experienced college advisors. After students matriculate to college, they receive a broad safety net of human and financial resources. The goal of Complete U is to ensure that College Bound students who are admitted to college graduate from college and can go on to enjoy the full benefits of living in a community and contributing to a vital and educated workforce. Specifics on this program include weekly classes during senior year on “making the transition” from high school to college, multiple weekly contacts from the Complete U Persistence Coach, placement in a cohort group, scavenger hunts that promote campus engagement, financial assistance with books, incidentals, travel and emergencies, one-on-one financial aid advising students and families, care packages for finals and holidays, a matching program that connects students to on-campus mentors, assistance with course selection, pre-identified academic services, clubs and social networks, opportunities for reunions at home during breaks and summer vacation.

Other program:

Families As Partners: A program with dedicated staff and curriculum that works with families to inform them and “be there for them” as their children pursue higher education. The goal is to engage families as part of the advocacy team that ensures their child’s high school and post-secondary success.

Outcomes:

- 99.6% graduation rate from high school compared to 53% of urban students nationwide
- 94% of CB students matriculate to college
- 75% of CB students graduate from college by age 24 compared to 9% students from low-income families nationally and 75% students from high income families
- 97% of CB’s students have received federal financial aid (16M in merit scholarships awarded up to 2011)
- 88% of College Bound students have re-enrolled for their sophomore year, and 82% have re-enrolled for their junior year. By comparison, fewer than 50% of low-income students nationally re-enroll for their junior year and just 11% of low-income first generation students graduate within six years.

- In 2014, CB collegians graduated at FIVE TIMES the rate of their low-income, first-generation peers, and above the rate of students with family incomes of \$100,000+.

Relevant Program Logistics

Number of students served: 1500 students in 39 local high schools and 70 colleges (2006-2011); 469 in 2011 out of 1101 to whom outreach was conducted.

Demographics of students served:

- 81.93% of College Bound families qualify for Free and Reduced Lunch (185% or below of the Federal Poverty Line).
- 50.84% live at 100% of the Federal Poverty Line or below.
- 89.82% of our students will be the first in their family to graduate college with a Bachelor's Degree. (Note: All students who receive services through our comprehensive program face multiple risk factors. Typically if a student is not first-generation, it is because their parent was a non-traditional college student.)
- Ethnicity
 - Black/African-American - 88%
 - White/Caucasian - 7%
 - Asian - 1%
 - Latino - 1%
 - Other/Bi-Racial - 3%
- Gender
 - Female - 65%
 - Male - 35%

Admission criteria: Students must demonstrate financial need in order to apply. Priority is given to first generation college students, students whose parents were nontraditional college students and students with other special circumstances

Application information: Submit completed application and recent transcript spring of freshman year of high school. Qualified applications will be interviewed. Limited spots available spring of sophomore year. Students no longer accepted after December of their junior year of high school

Limitations if enrolled in other programs: None

Cost: None

Duration of services: Summer after freshman year of high school through high school graduation. Many students choose to be in the Completion program, so they get support until they graduate from college.

Funding sources:

- (2012) 68% contributions and revenue; 28% special events; 4% in kind donations, 2% interest income
- In 2011--440 donors total [4 state/federal (VISTA, YOP, AmeriCorps, MDHE); 27 Foundations; 42 Corporate Donors; 371 individuals]
- *Get Your Prep On* is funded by the MO Department of Higher Education

Scholarship information: CB helps students apply for scholarships and financial aid but does not award it themselves (over 16M in funding awarded to College Bound Students thru 2011)

College Bound Stakeholders

Staff:

Scott Baier	Executive Director
Micah Anderson	College Preparation 11 th Grade Manager
Laurie Bainter	College Completion Director
Leah Boersig	Director of College Preparation
Kalli Brelsford	College Completion Manager
Joan Friedman	Executive Assistant
Debbie Greenberg	Director of College Counseling
Maureen Hanlon	College Preparation 10 th Grade Manager
Kadijia Hayes	Social Media Coordinator
Andrea Moravec	Finance Director
Andria Nelson	Development Coordinator
Nicole Rainey	Grants Manager
Terry Ross	Marketing Manager
Kimyatta Smith	College Preparation 12 th Grade Manager
Jennifer Starks	Wellness Coach
Lisa Weingarh Picker	Development Director
Michelle Wiegand	AmeriCorps and Volunteer Program Manager

Board of Directors:

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Carol Staenberg	Community Volunteer
Nicky Stern (Treasurer)	CPA
Susan Weissman	President, Dovetail
Lisa Orden Zarin (Ex-Oficio)	CEO & Founder, College Bound

Sources:

<http://www.collegeboundstl.org/program/high-school-programs/>

<http://www.collegeboundstl.org/program/college-program/>

<http://www.collegeboundstl.org/wp-content/uploads/2013/02/AnnualReport2011.pdf>

<http://www.collegeboundstl.org/wp-content/uploads/2013/02/College-Bound-Student-Application-2013.pdf>

Personal correspondence with Michelle Weingad, Volunteer Program Manager (9/11/2013)

Personal interview with Scott Baier, September 23, 2013

<http://www.collegeboundstl.org/wp-content/uploads/2013/10/AR-2012.pdf>

Aim High St. Louis

Year started: 1991

Website: www.aimhighstl.org

Mission statement: Aim High empowers motivated middle school students from high risk environments to strengthen their character, self-confidence, determination, and initiative through a challenging, engaging, academic and personal enrichment program.

History: Aim High's Predecessor was Aim High San Francisco, which began in 1986, founded by Alec Lee, a John Burroughs School graduate. Ellen Mocerri, Richard Sandler, and Keith Shahan incorporated and started Aim High St. Louis in 1991 at John Burroughs School. They began with 50 5th graders. A relationship with Priory began in 1994. While Aim High's office is still housed on the John Burroughs campus, Aim High is its own 501(c)(3) and the only official capacity that John Burroughs School plays in its operations is to be its financial guarantor.

Aim High Program Overview

Aim High Summer Program

- Each summer, approximately 125 students begin the Aim High Summer Program at either John Burroughs School or Priory School. Students and their families choose which campus students will attend based on their geography within the city/county.
- In May before the program starts, all new families attend a New Family Welcome Dinner on the campus where their student will attend the program. The point of the dinner is to orient families to the program, have students meet their future teachers and TAs, and have students and their families begin to develop relationships with each other and the program.
- At the end of May, there is a picnic in Tower Grove Park for all new students and families, returning students and families, board members, program staff, donors, and all alumni to meet and get to know each other.
- The first day of the summer program is always on a Friday in June. Students are given an intense orientation to the program and pretests to determine a baseline for services.
- Students are broken into classes based on their age. Each class will be led by three teaching assistants (TAs) and 1 paid faculty member. Using the "near-peer" mentoring model, TAs are either high school or college-age volunteers. High school TAs—students from Burroughs or Priory—are not paid; college volunteers are. Many TAs are former Aim High students who return to teach current Aim High students.
- A typical day of the summer program will look like the following:
 - Students arrive to their campus by bus (TAs and faculty ride bus with students)
 - Assembly: Announcements and any student performances
 - First two academic classes of the day (math, social studies, science, ELA)
 - Snack
 - Second two academic classes of the day
 - Physical Fun

- Lunch
- Elective classes in the afternoon (these classes are taught by faculty and TAs and vary based on who is available to teach these classes. Past electives offered have included cheer, rocket-building, dance, drama, origami, jewelry-making, lacrosse, whiffle-ball, model-building, and step.)
- Character development and leadership pieces are also infused into the curriculum. Through these program elements, students develop a deeper understanding of themselves within their environment and larger community.
- Special programming days are infused into the summer program. These include:
 - A career day/fair
 - Arts assembly
 - Field trips
 - Talent show and graduation
 - Presentation of yearbook and e-yearbook or blogs that students have created to showcase their summer
 - Field day—an intercampus, intergrade sports/activity teambuilding day

Aim High Saturday Sessions

- Once a month, from 9-12, for eight months school during the school year, Aim High hosts a Saturday program at Burroughs and Priory. Students choose where they will attend the program based on their geography in the city/county.
- Students are served a snack during the program.
- The program differs based on which campus the student attends.
 - The Burroughs program has an academic component and some math or ELA instruction is given based on the students' grade level.
 - At Priory, the focus is on thematic days (engineering, leadership, forensics, etc.) depending on program staff available.
- The aim of the program is to continue fostering relationships with students during the school year, give students a chance to interact with each other, and provide exposure and college visits to students.
- Between one third and one half of Aim High students will attend Saturday sessions.
- Ninth grade graduates of Aim High will sometimes attend Saturday sessions for test prep.

Outcomes:

- 78% of Aim High 2012 summer program participants report that they think more positively about school as a result of their participation with Aim High
- 83% said that they do better in school as a result of their participation in Aim High
- 99% of Aim High alumni responding to the 2011 alumni survey report having graduated from high school
- 95% of alumni survey respondents had enrolled in a post-secondary program
- 87% of alumni survey respondents had completed a post-secondary program

Relevant program logistics

Number of students served: About 125 students matriculate into the program every year. 300 students—split between the two campuses—typically attend Aim High’s summer program each year. Accurate data has not been kept through the program’s duration—an issue Aim High is currently working to remedy—but it is estimated the between 1200 and 1500 students have been served by Aim High’s program.

Demographics of students served (2012 program demographics)

- At least 78% of Aim High’s students qualify for free or reduced lunch.
- 54% female, 46% male
- 94% identify as students of color (80% African American)

Admission criteria:

In the spring of every school year, Aim High staff meets with school administrators and counselors from 20 elementary schools in SLPS, five elementary schools in Normandy, and the elementary schools in the Maplewood-Richmond Heights district and make a presentation about Aim High’s program. Following the presentation, 5th graders that are eligible to start the program are nominated by their teachers, administrators, and counselors. These students have the following characteristics:

- good attendance
- average-performing academically (B or C students)
- typically eligible for free or reduced lunch
- identified as having high academic potential given additional supports

Application information:

- Identified students fill out an application that includes essays, a teacher recommendation form, and the principal’s approval.
- Aim High staff reviews students’ IEPs, if applicable, to determine whether students have a learning condition or physical handicap severe enough to preclude them from being able to participate effectively in the program. Students who struggle with verbal English are also typically determined to not be good fits for the program.
- In an average year, 200 students apply and 170 are admitted; 125 traditionally matriculate into the program every summer.

Limitations if enrolled in other programs: Students cannot be participants in summer programs that would preclude them from being able to attend Aim High’s summer program.

Cost: There is no cost to students to participate in Aim High’s programs.

Duration of services: The majority of students matriculate into the program in the summer following their 5th grade year. There are some slots for students to enter the program following their 6th grade year, but they are few. Students remain in the program for four years. Most remain in the program through the summer following their seventh grade year (75% will return for the last year of programming; 60% of a class of students will “graduate” from the program following their 8th grade year).

Funding sources: individuals, foundations, Luminosity (annual fundraiser), John Burroughs and Priory provide in-kind support

Scholarship information: Aim High does not provide high school or college scholarships to graduates of its program

Aim High Stakeholders

Staff:

Julie Macias Executive Director
Natalie Ott Director of Advancement
Lisa Govro Director of Grants and Admin
32 paid faculty during Summer Program
20-30 paid TAs
40+ volunteer TAs

Board of Directors:

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Kelly Steinkamp
Mary Stewart

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Andy Abbott
Pat Esserman
Thomas Frerking
Jim Kemp
Mike Kinman
Gregory Mohrman
David Molho
Tom Ruwitch

Sources:

Personal interview with Julie Macias, ED, October 10, 2013
Survey results, 2011 Alumni Survey
<https://www.aimhighstl.org/>

St. Louis Internship Program

Year started: 1992

Website: <http://www.stlouisinternship.org/>

Vision/Mission Statement: Providing a world of hope and opportunity through partnerships with underserved youth and businesses, resulting in stronger communities.

- To provide inspiration, support, professional development, and training to high school students with financial needs so they can obtain valuable internships in professional settings.
- To provide life skills for our students and alumni through year-round programming to position them for improved education and, ultimately, full-time employment opportunities.
- To provide our business partners with access to motivated, well-trained, talented employees, and to foster diversity within the workplace.

History:

Mystified by the tragic aftermath of the 1992 Rodney King trial in Los Angeles, Thomas C. Hullverson wanted to create an organization designed to give new hope and direction to the inner city youth living in St. Louis.

The organization is called the St. Louis Internship Program. Before long, he garnered the support of a number of law firms in the metropolitan area, who not only created the initial internships, but also provided much-needed funds to purchase uniforms for all the program participants.

Professional organizations and community groups, such as the Mathews-Dickey Boys & Girls Club and the Bar Association of St. Louis, came on board to support and build on Hullverson's efforts.

Since then, the organization known as SLIP has helped over 3,400 high school students receive job training and internship placement, giving these young women and men the knowledge, experience and confidence that enable them to experience new worlds of opportunities.

St. Louis Internship Program Overview

High school Internship Program:

- To recruit students, SLIP partners with all city schools in City of St Louis (private parochial, charter, public) to provide internships for students. The following are the 2013 Partner High schools.
 - SLPS High schools*
 - Beaumont High school
 - Carnahan High school of the Future
 - Central VPA High school

- Cleveland NJROTC School
- Clyde C. Miller Career Academy
- Gateway STEM
- Collegiate School of Medicine and Bioscience
- College Prep @ Madison
- McKinley Classical Leadership Academy
- Metro Academic and Classical High school
- Northwest Academy of Law
- Roosevelt High school
- Soldan IS High school
- Sumner MEGA High school
- Vashon High school

Private, Parochial and Charter High schools

- Bishop Dubourg
 - Cardinal Ritter College Prep
 - Confluence Prep
 - Construction Career Centers
 - Crossroads College Prep
 - Tower Grove Christian Academy
 - Life for Life Academy
 - Rosati-Kain
 - St. Louis Christian Academy
 - St. Louis University High school
 - St. Mary's High school
- Upon being accepted to and matriculating into the program, students complete the St. Louis Internship Program Ten-Week Saturday Training & Development Component. All participants in the St. Louis Internship Program are required to complete the Saturday Training & Development Component. Sessions will be scheduled on Saturdays during February, March, April, and May 2014. Topics will include Dress for Success, Resume Writing, Interviewing Skills, Effective Communications and Business Etiquette.
 - Students enter the program in their sophomore or junior year in high school and are matched with an 8 week summer internship. The following organizations and businesses are internship sites:
 - Aim High St Louis at John Burroughs School
 - American Red Cross
 - Armstrong Teasdale LLP
 - Jon M. Baris Dedicated Internship at the Bar Association of Metropolitan St. Louis
 - Bethesda Southgate
 - Boys and Girls Clubs of Greater St. Louis
 - Carnahan High school of the Future
 - Cassidy Turley
 - City of St. Louis, Communications Division
 - Emerson

- Employment Connection
- Grace Hill Settlement House
- Greensfelder, Hemker, and Gale, P.C.
- Honorable George F. Gunn, Jr. Dedicated Internship to the United States District Court Eastern District of Missouri
- Herzog Crebs LLP
- HM Dunn
- Husch Blackwell LLP
- Lashley & Bear P.C.
- Lawyers Association of St. Louis Dedicated Internship at St. Louis County Circuit Court
- Mathews-Dickey Boys' and Girls' Club
- Millstone-Bangert Dedicated Internship to St. Louis Circuit Attorney's Office – Victim Service Unit
- Northside Youth & Senior Service Center, Inc.
- Nurses for Newborns
- PARIC
- Polsinelli PC
- RubinBrown LLP
- Saint Louis ConnectCare
- Salees Seddon Dedicated Internship to the St Louis Metropolitan Police Department
- Sandberg Phoenix & von Gontard P.C.
- Schlichter, Bogard, and Denton, LLP
- Senniger Powers LLP
- Spencer Fane Britt & Browne LLP
- St. Louis County Circuit Clerk's Office
- St. Louis Internship Program
- St. Luke's Hospital
- The Hullverson Law Firm
- The Youth & Family Center
- Thomspson Coburn LLP
- United Way of Greater St Louis
- URS Corporation
- VA St. Louis Healthcare System
- Washington University School of Law
- White Coleman & Associates LLC
- YWCA Metro St. Louis

College Access Program

- Students who have completed their internships are considered graduates and are eligible to obtain college access services from SLIP.
- College Access Program includes several local and regional college visits each year
- Also includes ACT prep thru Princeton review for juniors. SLIP pays for ACT for juniors
- Lunch and learns offer thorough financial aid overviews for students
- Banking education and financial literacy classes are given to students

Outcomes:

- High School Graduation: 98% on time graduation rate (60-100 each year)
- College enrollment following high school: 98% (including military)
- Since 1992, 98% of 3,400 SLIP interns have successfully acquired employability skills.
- In 2012, 100% of 102 interns successfully completed their internships after completing the SLIP's mandatory Training and Development Component
- 100% of 63 seniors graduated high school and 98% enrolled in college, with one student entering the military.
- Of the 228 9th graders who have completed the SLIP's Pre-Internship Component for the high risk 9th grade year, 100% have graduated or are still enrolled in high school.
- 98 of 100 students who were of college age in 2012 were in school or had completed one or more post-secondary degrees. 2 of 100 students of college age received their GED's and one joined military service while the other is now in vocational school. All 133 responding students of high school age remained in high school.

Relevant program logistics

Number of students served: 128 (2014); 102 (2013); 71 (2012); 85 (2011)

Demographics of students served (2013 data):

- Male: 25%, Female, 77%
- Sophomores: 42% (43); Juniors: 55% (56); Seniors/Graduates: 3% (3)
- African American: 97% (96); Caucasian 2% (2); Other 4% (4)
- 100% qualify for free and reduced lunch
- 95% (93) are city residents; 7% (7) are county residents

Admission criteria:

Students must be sophomores or juniors in college, must live in the St. Louis area, and must qualify for free and reduced lunch.

Application information:

- Students must submit a completed application, which includes the written application, a 300 word essay, two letters of recommendation, their high school transcript (*not a report card*), a signed acknowledgement form, financial need determination verification, and a copy of their social security card and birth certificate. Applications are due on December 16, 2013.
- Oral Interview: Students must complete an oral interview with SLIP staff in January. The oral interviews will be coordinated with the students' schools and the interview will be conducted at the student's school during the school day.
- SLIP will notify prospective interns via U.S. mail of their acceptance into the Training & Development Component. The Training & Development Component is not paid and transportation is not provided.

Limitations if enrolled in other programs: Students cannot be involved in another program where they would be involved in an internship during the summer months in high school.

Cost: There is no cost to access SLIP's services.

Duration of services: Students matriculate into the program as sophomores or juniors. Core services provided are throughout high school. Once students have completed their internship, they are considered alumni. They are then encouraged to participate in college access programs through the organization.

Funding sources: The St. Louis Internship Program is funded by diverse sources of income including employer job site support, dedicated internships funded by community partners, Board of Directors funding, individual donations, special events, and foundation and corporate giving.

Scholarship information: SLIP does not provide college scholarships.

SLIP Stakeholders

Staff:

Shanise Johnson, Program Director, SLIP
Danielle Anderson, Program Specialist

Board of Directors:

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Linda Riekes, Director Emeritus

Martin L. Mathews, Honorary Agency Founder
Lakesha Brown

City of St. Louis
KRW Advisors, LLC
The Vogel Law Offices
Emerson
Staffing One Services
Sandberg, Phoenix, & von Gontard, P.C.
Nurses for Newborns
BJC Behavioral Health
A to Z Therapy
SSM Health
Arch Equity Partners
Benefit Bar
Lathrop & Gape, L.C.
Charter Communications
White-Coleman & Associates, LLC
Armstrong Teasdale LLP
St. Louis Regional Chamber- St. Louis
Business Diversity Initiative
Founding Sponsor, The Hullverson Law
Firm, PC
Foundation Education Director, Community
Volunteer
Mathews-Dickey Boys & Girls Club
XD Web Solutions

Sources:

www.stlouisinternship.org

Personal conversation with Shanise Johnson, Program Director, SLIP, October 15, 2013

<http://stlouisinternship.org/wp-content/uploads/2013/12/2013-Annual-Report-1.pdf>

Wyman Center—Teen Leadership Program

Year started: Wyman: 1898; Teen Leadership Program: 2002

Website: www.wymancenter.org

Mission statement: Wyman’s mission is to enable teens from economically disadvantaged circumstances to lead successful lives and build strong communities.

The Teen Leadership Program’s mission is to serve as a significant resource to develop the positive assets in today’s youth, enabling them to achieve their full potential and contribute to the improvement of their community. TLP will do this through:

Summer Experience: Providing a safe and nurturing residential summer experience, challenging youth with rigorous outdoor activity where they will learn life skills, develop greater self-awareness, and improve self-confidence.

Community Experience: Under the guidance and support of caring adults, encourage youth to become involved in their community by giving back in meaningful ways through leadership roles.

Continuing Education: TLP encourages young people to graduate high school and pursue post-secondary education while examining a variety of positive interests and options. We provide the support and resources for teens to enter and graduate from college.

History: Founded in 1898 by a group of prominent St. Louis citizens, Wyman’s original purpose was to provide children living in sweltering tenements with fresh air, good food and healthy outdoor activities. In the year 2000, Wyman narrowed its focus to the particular and increasingly complex needs of today’s teens by developing and administering long-term, outcome-based programs to help teens find meaning and purpose, develop healthy lifestyles, and then share their success with their communities. The TLP was started in 2002 to provide a more long-term, targeted program with a specific college access focus to the region’s teens.

Teen Leadership Program Overview

Wyman’s Teen Leadership Program (TLP) employs a progressive year-round approach, over the course of six years to support healthy teen development, leadership capacity, college access and college persistence. Each summer includes a significant developmental experience followed by integration of core content and relationship support over the course of the school year. This summer and school year delivery model includes the following core components, provided at appropriate developmental dosages over their six year experience:

The goals of the Teen Leadership Program are to help youth be productive in school and work; to connect to community and family; and to be able to navigate successfully in diverse environments. Specific program objectives include: (1) Form and maintain positive relationships

with other youth and adults; (2) Make a positive contribution to community; (3) Respect human diversity and be capable of working and living in a diverse community; (4) Graduate from high school and pursue higher education or employment; (5) Develop leadership skills in the areas of self-awareness, community, group effectiveness, organization, decision-making, and problem-solving.

Wyman's TLP is based on the following six core components:

College Preparation: Wyman focuses on building a college-going culture among its teens. Activities include building awareness of college preparation skills and decisions, financial aid informational sessions, ACT fee waiver dissemination, college informational sessions with school representatives, regional college tours planned with teens, and overnights on college campuses. Parents and family are considered essential recipients of our college awareness and preparation activities.

Career Exploration: Each year of programming includes age-appropriate career exploration activities such as site visits, job shadowing, interview skills development, resume writing, presentations and meals with a variety of local professionals.

Adventure/Challenge Programming: Adventure challenge programming is designed to develop life and leadership skills. Adventure mediums include high & low ropes course team experiences, river trips, backpacking, outdoor skills education/utilization, and climbing wall experiences.

Service Learning: A variety of service learning experiences are integrated throughout the Wyman Teen Leadership program, with teens completing 40 hours of service learning each year. Service work includes joining larger community volunteer efforts and projects, as well as individual and group projects designed by teens themselves.

Life Skills Development: Numerous life skills are integrated into the summer and year round events, including conflict resolution, nutrition/cooking, peer pressure, online personal safety, etc.

Recreational Opportunities: A variety of healthy recreational opportunities such as archery, swimming, fishing, arts and crafts, hiking, traditional games, etc., are used throughout the Teen Leadership Program to build relationships, build skills, and promote healthy leisure time choices.

College Persistence: In partnership with the Scholarship Foundation of St. Louis, assistance in understanding and obtaining financial aid is provided as well as support transitioning into college, and access to helpful resources to ensure persistence to college graduation.

Programming is broken down into summer and school-year programming. The following table depicts the programming breakdown by year.

Leadership Class	Summer Program Components	School-Year Components
One (rising 9 th graders)	Twenty-one day Wyman campus experience includes: <ul style="list-style-type: none"> • Leadership labs • TLP University • 4-day trek in Southern Illinois • Team-building activities • High challenge course, climbing wall, zip line • Career day • Service learning opportunities • Evening insights and reflections • “Got Skillz” skill development day • Program planning and implementation • Talent Show • Wide variety of daily activities including: sports, art, hiking and swimming 	In addition to service learning and academic requirements: <ul style="list-style-type: none"> • Mentoring contacts and school visits with TLP staff • College access and preparation information • Back-to-School Bash • Mid-year reunion • Legislative Day • Opportunities to participate in a variety of regional events, conferences and seminars
Two (rising 10 th graders)	Twenty-four day Wyman campus experience includes: <ul style="list-style-type: none"> • Leadership labs • TLP University • 9-day trek in Tennessee with focus on college, service and culture • Team-building activities • High challenge course, climbing wall, zip line • Career day • Service learning opportunities • Evening insights and reflections • “Got Skillz” skill development day • Talent Show 	In addition to service learning and academic requirements: <ul style="list-style-type: none"> • Mentoring contacts and school visits with TLP staff • College access and preparation information • Back-to-School Bash • Mid-year reunion • Legislative Day • Opportunities to participate in a variety of regional events, conferences and seminars

	<ul style="list-style-type: none"> • Wide variety of daily activities including: sports, art, hiking and swimming 	
Three (rising 11 th graders)	<p>Nine day summer college tour which includes:</p> <ul style="list-style-type: none"> • Admissions presentations • Classroom immersion experiences • Campus living • Financial aid literacy • Exploring college majors • Scholarship opportunities • Benchmarks for junior and senior year • Service learning activities 	<p>In addition to service learning and academic requirements:</p> <ul style="list-style-type: none"> • Mentoring contacts and school visits with TLP staff • College access and preparation information • Back-to-School Bash • Mid-year reunion • Legislative Day • Opportunities to participate in a variety of regional events, conferences and seminars
Four (rising 12 th graders)	<p>Seven-day college and community experience which includes:</p> <ul style="list-style-type: none"> • College readiness planning and assessment • The “Pathfinder” - an interactive immersion into preparing for college • Personal statement coaching, preparation and scoring • Details of financial aid process overview • Development of a relationship with a Scholarship Foundation coach • Individual advising/plan of action • Service learning • Youth-chosen community issue exploration 	<p>In addition to service learning and academic requirements:</p> <ul style="list-style-type: none"> • Youth-accessed service experiences • Quarterly mentoring contacts and school visits with Teen Leadership Program staff • Back-to-School bash* • Mid-year reunion* • Hands-on FAFSA completion clinic • Legislative Day • Final retreat • Graduation <p>*College access workshops and presentations integrated into each of these events</p>
Five (rising college freshmen)*	<p>Three-day professional development conference - “Summer Bridge” focused on the transition between high school and post-secondary education. Sessions include:</p> <ul style="list-style-type: none"> • Adjustments to campus 	<p>Services students receive while enrolled in college include:</p> <ul style="list-style-type: none"> • 3 check-ins/semester with college coach • Financial, psychological and institutional support
Six (rising college sophomores)		

	<p>living and college life</p> <ul style="list-style-type: none"> • Independent living • Financial literacy and management, including scholarships, loans and grants • Career assessment and networking • Academic skills and potential detours • Professionalism and communication 	<ul style="list-style-type: none"> • Campus visits and connections to cohorts of Wyman students on campus • Connections to Wyman alumni • Care packages • Continued support from Wyman
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*Students can remain a part of TLP even if they choose not to enroll at a postsecondary education immediately following high school graduation.

Outcomes:

- 100% of TLP teens graduated from high school on time.
- 95% enrolled in college upon high school graduation.
- In comparison, only 82% of area teens graduate from high school and only 54% of low income youth go on to college after high school.
- College persistence/graduation rate of 95.7% for TLP alumni

Relevant program logistics

Number of students served: 469 students in 2012-2013 program year. (No new students were accepted 2013-2014 because of changes to the program model). 70-80 are students accepted/class

Demographics of students served (all TLP students, 2012-2013):

- By race:
 - 56% African American
 - 11% Asian/Hispanic
 - 32% Caucasian
- Average per person family income for incoming TLP student (2012): \$6307.90
- 88.6% of incoming TLP students’ parents do not have college degrees

Admission criteria:

The Wyman Teen Leadership Program seeks to provide support for youth growing up in environments that present risks to their successful completion of school and their ability to prepare for college and meaningful employment. Experiences are intended for students who could not otherwise afford them. This does not infer that nominees must be living in poverty or qualify for government assistance. In general, eligibility is based on family income not to exceed approximately \$10,000 per family member in the household. (One suggestion is to look at teens who receive free or reduced lunches at your school—they generally would fall into these income guidelines.) Wyman’s Teen Leadership Program is not an open-enrollment program. Youth must

be nominated by one of our community partners during their eighth grade year, and complete an application and interview process.

Successful nominees display qualities such as:

- Must have a minimum 2.5 GPA to be considered
- Currently in 8th grade – NO EXCEPTIONS
- Positive attitude
- Appropriate behavior in school and the community
- Involvement in school and community
- Leadership potential
- Respectful of peers and people in authority

Success depends on the ability to:

- Adjust to being away from home for summer experience
- Make new friends
- Work successfully in a group
- Listen to and follow directions
- Accept responsibility for personal choices
- Manage conflicts appropriately
- Adjust to being outdoors

Application information:

Reach out to district level or principal, capacity, middle schools, charters, go as far out as NW school district,

Wyman establishes relationships with nominating partners who are public and charter middle schools in the St. Louis region. These schools enter into an agreement with Wyman's TLP to create meaningful opportunities for TLP participants. Nominating partners serve primarily to manage an equitable nomination process by appointing a "coordinator" to ensure that the process for nominating and accepting students is equitable for all appropriate candidates. Only youth affiliated with a nominating partner school are eligible for nomination to TLP.

Nominating partners accept responsibility for making efforts to stay connected with each participant as long as they are in the program and to create service and leadership opportunities for students. There is no guarantee that any student from a particular entity will be accepted. Each student's application is compared with the entire pool of applicants. The number of nominating partners each year is limited. TLP strives to create groups of participants at each school who can work together to support one another and impact their community positively.

Application timeline: In August and September of each year, nominating partners identify and nominate TLP candidates. Candidates attend information sessions and complete applications by the end of October. In December and January, applicants who have been identified as promising candidates are interviewed. By the end of January, final decisions are made on who to accept to TLP, who to waitlist, and who to decline. Accepted teens are then mailed a registration packet to be returned by February 21st.

Limitations if enrolled in other programs: None

Cost: There is no cost to participate in the Wyman TLP

Duration of services: TLP accepts students during January of their 8th grade year. They are then part of the TLP for the next six years, through the end of their sophomore year of college.

Funding sources (Wyman Center):

Earned Income: 56%

Corporations/Foundation: 15%

Individuals: 15%

Interest Income: 11%

Government: 3%

Scholarship information: Each year Wyman provides a few scholarships to award to graduating LC-5s. Wyman determines who will receive a scholarship by looking at each individual's involvement in TLP. Wyman partners with the Scholarship Foundation of St. Louis to encourage TLP students to apply for and receive interest-free loans and scholarships. Wyman has also partnered with three colleges within the state of Missouri to provide additional funding or scholarships to Wyman teens. These colleges are:

Missouri State: Two-three full ride scholarships per year funded by Wyman and the university.

Ranken Technical College: If enrolled and have received a Scholarship Foundation no-interest loan, students are eligible from a scholarship from Wyman/Ranken to cover the rest.

SouthEast Missouri State University: CAP-A (College Access Program Award) of up to \$2,000 for Wyman grads

Wyman Teen Leadership Program Stakeholders

TLP Staff:

Tim Kjellesvik	Teen Leadership Program Director
Jocelyn Masurat	Program Manager, LC 1-2
Bryan Capers	Program Manager, LC 3&4
Danielle Washington	Program Manager, LC 5&6
Audrey Van Deraa	Administrative Assistant

Wyman Board of Directors:

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Janet Mug	Founder; People Resources Inc. & Student Resource Services LLC
John Myers	Partner, Sense Corp
Amie Needham	Attorney; Littler Mendelson, P.C.
Tracie O'Bryan	President; Arcturis
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Chris Ohlemeyer, M.D.	Physician
David K. Rodgers	Vice President Real Estate Management; Brown Shoe Company
Sue Schoemehl	Community Volunteer
Chad Severson	President, Emerson Tool Company
Greg R. Sonderman	Sr. Vice President/ Sr. Portfolio Manager; Commerce Trust Co.
Beth A. Tiffin	Vice President; Wells Fargo Commercial banking
Erin Stucky	Executive Vice President, KVC Health Systems, Inc.
Kristin Thompson	Financial Advisor, Re3naissance Financial Corporation
Bill Voss	Owner; American Family Insurance, Bill Voss Agency, Inc.
Keith Antone Willis, Sr.	St. Louis Associate Publisher; Who's Who Publishing
Scott Wittkop	President; Central Division/McCarthy Building Cos.
Dan White	Partner, Bryan Cave
Joseph Valenti	Senior Vice President of Commercial Lending; BancorpSouth

STUDENT MEMBERS

Ashim Lamichhane	MBA Candidate; Washington University Olin School of Business
Sydney Sarachan	MBA Candidate; Washington University Olin School of Business

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W. Jack Wichmann	Director of Compliance; Stifel Nicolaus & Co. (Retired)
Nancy Willimon	Chair, Kiwanis Camp Wyman Board; Willimon Law Firm
Isaac E. Young	Attorney

Sources:

www.wymancenter.org

Wyman Teen Leadership Program Overview (sent by Allison Williams)

Wyman Participant Selection Guide (<http://wymancenter.org/wordpress/wp-content/uploads/2011/10/Participant-Selection-Guide-2013-20141.pdf>)

Teen Leadership Program Report: 2012 Results (available at <http://wymancenter.org/tlp/partner-resources/>)

Personal conversation with Tim Kjellsvik, Program Director, and Danielle Washington October 14, 2013

Wyman Center 2012 Annual Report (available at <http://wymancenter.org/wordpress/wp-content/uploads/2011/08/2012-Annual-Report.pdf>)

<http://wymancenter.org/faq/>

Youth Learning Center

Year started: 2003

Website: <http://www/ylc-stl.org>

Mission statement: The mission of Youth Learning Center is to provide unique academic & enrichment experiences for youth from underserved communities to inspire lifelong learning, social responsibility, and moral leadership.

History: The Youth Learning Center (YLC) is founded on the belief that every child can be successful given the right opportunities and supportive environments. Minister Willie L. Kent, Sr., and Ray and Judy DeLuca Ford founded the organization in 2003 as Youth Technology and Education Center (YTEC).

Minister Kent and the Fords quickly realized the need to consolidate their mission into one concentrated focus. They wanted to give children as much opportunity as possible, as early as possible to achieve their goals and dreams. The founders teamed up with some great volunteers to provide their time and talents to help tutor and nurture our students as well as serve as founding board members. They first created a gardening project for the children where they learned how to work the land, plant and harvest their crops, and enjoy the food products for themselves and their families. Seeing the amount of energy and enthusiasm the children and community gave to the gardening program, the founders decided to focus that enthusiasm solely on academic preparation, character building, and community service; this was the beginning of YLC. In 2010, the organization changed its name to Youth Learning Center (YLC) to more clearly identify education as the primary aim of the organization. YLC concentrates its learning enhancement activities in mathematics, English and language arts, science, computer science, and entrepreneurship and civic leadership.

Youth Learning Center Programs Overview

Elementary and Middle School Students:

Elementary and Middle school students can participate in the After School Resources for Learning Program where they are able to work in the Math Lab and Tutoring Center. The students enrolled in the tutoring center receive one-on-one tutoring from college students from SLU and WashU, and from various professionals from local companies. When the child is enrolled in the Resources for Learning program, they will take a benchmark assessment in Communication Arts and Mathematics which helps to determine the amount of time spent in the Math or CommArts Labs.

Middle school students can also be involved in the STEAM Enrichment Programs after school. Using a project based learning approach; students engage classes that conclude with presenting their work in a real-world setting such as an Animated Shorts Film Festival, Science Fairs, Art/Digital Art Shows, etc.

High School students: 9th graders can enroll in the Discovery Academy, a STEAM Summer camp. Additionally, they can be a part of IMPACT21 and 2Degrees.

College students: There is no programming offered for college students at this time.

Discovery Academy- STEAM Camp: This camp is for students in grades 3-9. Staff members are professional artists or certified instructors. The program is accredited through the Missouri Accreditation of Programs for Children and Youth. They offer small class sizes and a 1:1 computing environment. Some of their courses include “Introduction to Video Game Design”, “Advanced Video Game Design”, “Digital Comics”, “Aeronautics”, and “Robotics”. The camp runs in two-week sessions.

2Degrees: 2Degrees is a program that creates meaningful connections between St. Louis teens from under-resourced backgrounds and adults working in STEM fields. The program decreases the degrees of separation between teens and opportunities, from the known six degrees to at least two. Program goals: 1.) Increase teens’ access to adults and opportunities in STEM fields; and 2.) Improve teens’ networking skills.

2Degrees targets high school sophomores and juniors who demonstrate academic promise in core subjects and have financial need. Students and Bridge Coaches (STEM professionals who volunteer to network with teens) will complete a vetting process to participate.

The platform to support 2Degrees is an online system through which teens learn about and connect with professionals in their fields of interest. The site will direct teens to Bridge Coach (BC) video profiles, including the type of work they do, what they like about their careers, and their academic credentials. Students will be encouraged to connect with professionals of interest during the program and beyond.

IMPACT21 Social Enterprise Academy- This after school program teaches and encourages students to use 21st century skills like technology and entrepreneurship to make a positive impact on their community to improve chances of success. It focuses on the design of video games that can be used to support people with disabilities because the video games are connected to physical therapy equipment. Therapy participants get to play with games designed by students to make therapy more fun and effective!

Summer Discovery Academy Outcomes:

- 69% of students scored higher in math
- Of the 78 students who completed pre and post-tests in math, 8 (10%) experienced summer slide (learning loss). Of the 80 students who completed pre and post-tests in communication arts 19 (24%) experienced summer slide.
- 63% of students scored higher in communication arts
- The majority of students reported increased interest in STEM programs such as webpage design (85%) computer animation (81%) and in engineering (63%)

- 95% of student respondents believed that the Academy helped them stay out of trouble during the summer.

Resources for Learning Program Outcomes:

- 73% of students increased their math scores.
- 71% of students increased their communication arts scores.
- 94% of students increased their benchmark scores in either math or communication arts.
- The number of students scoring proficient or higher in math increased from 11 (14.3%) in the beginning of the year to 31 (40%) by the end of the year.
- The number of students scoring proficient or higher in reading increased from 36 (47%) to 57 (74%) by the end of the year.
- Over 80% of surveyed students reported that participating in YLC keeps them away from negative influences such as violence and fighting.
- 90% indicated they are better at setting goals and solving problems.

Relevant program logistics

Number of students served: They currently serve 114 children in the after school program which focuses on improving basic math and communication arts skills and immersing them in STEM field studies. In the summer of 2011, more than 120 children were served in the six-week, all-day summer program.

Demographics of students served: 70% of students participate in the free/reduced lunch program. More than ½ of their children receive food stamp assistance.

Limitations if enrolled in other programs: none stated

Cost: Summer Camp sessions are \$320 per two-week session. Before and After care is available for \$75 a week.

Duration of services: The after-school program follows the Saint Louis Public School calendar. Summer Programs are offered for six weeks in two-week increments.

Funding sources: Contributions, grants, interest and dividends, student fees, fundraising events, miscellaneous

Scholarship information: Some scholarships are provided.

Stakeholders

Staff:

President/CEO - Bill Kent, Jr.

Chief Administrative Officer - Steve Cross

Chief Programs Officer - Michele Fontaine

Director of Development - Jacqueline Byrne

Volunteer & Administrative Coordinator - Anna Boston

Executive Assistant- Stacie Chronister

Board:

Chair - Judy DeLuca-Ford | Managing Partners, Inc.

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Director - Tim Huskey | Scottrade, Inc.

Director - Joel Faintich | MasterCard

Director- Frederick K. Burdell, III | Emerson

Sources:

<http://www.ylc-stl.org>

http://www.ylc-stl.org/docs/pdf/2010_2011_RFL_Report.pdf

http://www.ylc-stl.org/docs/pdf/2011_SDA_Report.pdf

In Person Meeting with Bill Kent, CEO of Youth Learning Centers, July 18th, 2014

Higher Education Consortium

Year Founded: 2000

Website: <http://www.hercjobs.org/>

Mission statement: HERC advances the ability of member institutions to recruit and retain the most diverse and talented workforce and to assist dual-career couples.

History: The Higher Education Recruitment Consortium (HERC) was founded in the spring of 2000 by colleges and universities in Northern California that sought ways to collaborate on addressing dual-career and employment outreach challenges at their campuses. HERC was established as a member governed non-profit, 501(c)3 organization.

As a member of the National Higher Education Recruitment Consortium, STLR HERC offers the largest database of higher education and related jobs in the world. Nationally, our network includes over 600 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations. National consortium members share a commitment to hiring the most diverse and talented faculty, staff, and executives.

The STLR HERC is the web-based search engine that publishes faculty and staff job listings at our member institutions. This search engine is free and available to anyone seeking employment in higher education, research or healthcare (medical centers) in the greater St. Louis area. The central location of the postings and regional resources as well as the website's ability to allow job seekers to conduct dual career searches distinguishes STLR HERC from other employment websites.

High School Program: No high school program

College Program: No college program

Other Programs:

Educational Opportunity Centers

Their primary purpose is to provide information and services to individuals who desire to pursue a program of postsecondary education. Services are provided primarily to individuals who are low-income, first-generation college-ready and at least nineteen (19) years old.

Educational Talent Search

Its primary purposes are to: 1) identify qualified youths with potential for education at the postsecondary level; 2) encourage them to complete secondary school and undertake a program of postsecondary education; and 3) encourage persons who have not completed education programs at the secondary or postsecondary level to reenter these programs.

Services are provided primarily to students in St. Louis Public Schools (grades 6-12) who are low-income, first-generation college-ready, and have potential for postsecondary education.

Upward Bound

Its primary purpose is to generate in program participants the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education. Services are provided primarily to students in St. Louis Public Schools (grades 9-12) who are low-income, first-generation college-ready, and have potential for postsecondary education.

Outcomes: Job Seeker Testimonials

- Angie Allen, PhD
Community, Natural Resources & Economic Development (CNRED) Educator
Milwaukee County Cooperative Extension, The University of Wisconsin – Extension
“I do believe that thanks to my preparation that centered on HERC tools I was offered and accepted the position in which I am currently, and have been for two months. I'm grateful for HERC and strongly recommend using your tools! Thanks for being there, and supporting all of us.”
- Dr. Iwalani Else
Director of Institutional Research and Assessment, The College of St. Scholastica
"I quickly found the HERC website through a Google search and found the posting for the position I now have as the Director of Institutional Research and Assessment with The College of St. Scholastica in Duluth, Minnesota."
- Heidi Contreras, PhD
Assistant Professor of Biology, University of La Verne
“Because of HERC I found my dream job at my dream campus. I recommend the HERC websites to every postdoc I know.”

Relevant Program Logistics

Number of students served: not stated

Demographics of students served:

Male: 35.8% Female: 63.9%

White: 66%

Asian: 9.6%

Black, African American: 19.4%

Two or More Races: 4.1%

American, Indian, Alaskan: 0.7%

Pacific: 0.2%

Admission criteria: none stated

Application information: Sign-up online and create an account to complete an application

Limitations if enrolled in other programs: none stated

Cost: no cost

Duration of services: not stated

Funding sources: ***

HERC Stakeholders

Staff:

Nancy Aebersold, HERC Founder and Executive Director, Central Office

Sandra Martinez Herranen, Administrative Assistant, Central Office

Brianne McClure, Marketing and Communications Manager, Central Office

Kari Steele, Technology and Data Manager, Central Office

Sherry Scheer, St. Louis Regional Director

Central HERC Advisory Board:

Mary Jackson Harvey, Chair

Janet Fleetwood, Vice-Chair

Eddie Freeman, Treasurer

Abby Wolff, Secretary

Sources:

<http://www.hercjobs.org/>

<http://www.heccstl.com/talent.html>

KIPP Through College-St Louis

Year founded: in St Louis, in 2009 when KIPP Inspire was founded

Mission Statement: KIPP St. Louis strives to develop in all of its students the strong knowledge, skills, and character traits necessary to succeed in high quality high schools, colleges, and the competitive world beyond

National program website: <http://www.kipp.org/ktc>

Local KIPP website: <http://www.kippstl.org/>

KIPP Through College Program Overview

(As there are no KIPP St Louis alumni in college, only MS/HS services are currently applicable)

Middle School: College readiness is touted, college banners and visuals are found all over KIPP. 8th graders apply to competitive public and private high schools and the Director of HS placement works with students and families to ensure that all 8th grade students are afforded the opportunity to matriculate into a high quality school.

High School (national): SAT/ACT prep classes, AP classes, leadership workshops, summer programs, frequent visits to colleges and universities, and enrichment activities, and a college-prep curriculum. By senior year, many have already planned out their college essays, have letters of recommendation in hand, and know exactly to which colleges they'll be applying

Services offered for current STL KIPP alums in HS: Check-ins with students every six weeks at their schools to discuss academic progress, school involvement, etc. Alumni events such as BBQs every few months. Director of HS Placement currently tries to develop partnerships with Scholarship Solution Workshop taking place in October (for alumni) and the Early College Awareness Program (in connection with Harvard alumni), also for alumni

College: KTC counselors visit students on their college campuses, as well as keep in touch via email and phone. Counselors discuss academic progress, financial aid, social pressures, and internship and career options. During holidays and breaks, KIPP hosts events for KIPPsters while they are back in their hometowns.

Other services: Career readiness workshops, job shadow days, networking events with professionals, resume building support, career roundtables, internship application support, and individual career counseling.

Outcomes: 100% of 2013 KIPP St Louis graduates matriculated into a private, parochial, charter, or magnet high school in the St Louis area

Robert Wasserman

Senior Vice President at U.S. Bancorp Community
Development Corporation

Greg Wendt, Founding Chair

Senior Vice President of Capital Research and
Management Company

Keith Williamson

Executive Vice President, Secretary and General Counsel
of Centene Corporation

Sources:

personal correspondence with Molly Joyce, September 10, 11, 18, 2013

<http://www.kippstl.org/about-kipp-st-louis/what-is-kipp>

<http://www.kipp.org/our-approach/kipp-through-college/our-services#sthash.uXtOMw0O.dpuf>

<http://www.kippstl.org/>

National Society of Black Engineers- Pre-Collegiate Initiative (Region 5)

Year Founded: 1975

Website: <http://www.nsbe.org/Regions/Region5/default.aspx>

Mission Statement: To increase the number of culturally responsible Black engineers who excel academically, succeed professionally and positively impact the community.

History: The National Society of Black Engineers (NSBE), was founded in 1975 at Purdue University located in West Lafayette, Indiana by six undergraduates and a faculty advisor. It is one of the largest student-run organizations in the United States, with core activities centered on improving the recruitment and retention of Black and other minority engineers, in both academe and industry. NSBE is an organization that provides opportunities for personal and professional success, and remains unmatched by any other organization to date. NSBE has more than 30,000 members world-wide, with 2,000 elected leadership positions, 18 regional conferences, an annual international conference, and an annual national convention. Since its inception over forty years ago, NSBE has grown to include approximately 310 collegiate student chapters, 99 pre-college programs, and 88 professional chapters with their 6,000 technical members. A professional staff operates NSBE's World Headquarters in Virginia. Pre-College Initiative (PCI) is a National Society of Black Engineers program designed to promote, engage and sustain interest in science, technology, engineering, and mathematic fields (STEM). Provided PCI programs and numerous competitions such as the Summer Engineering Experience for Kids (SEEK), RISE, NSBE3, the Engineering Design Competition (EDC), and the Science Fair, students in grades K-12 are given the opportunity to engage in fun, high interest and hands-on activities. With STEM at the heart of the program, these activities strive to expose students to engineering and emphasize on the engineer design process in relation to real-world applications. As a result, students develop beneficial academic, leadership, technical, and team work skills in preparation for their college and professional journey ahead.

High School Program:

- *High V to 4.0:* High V to 4.0 is a tutoring program that will be implemented in the collegiate chapters. It will consist of the strategically made plan integrated with the Guaranteed 4.0 program. Members will have access to online tutors and materials/resources to help them to achieve a 4.0. The program can be facilitated in any size chapter, at any point in the school year. The only requirement that we need is consistent participation from the members.

College Program: No college programs

Outcomes: No outcomes stated

Relevant Program Logistics

Number of students served: Not stated

Demographics of students served: Not stated

Admission criteria: To participate in the PCI Programs, you must be a NSBE member.

Application information: Apply online to become a PCI member or a volunteer.

Limitations if enrolled in other programs: none stated

Cost: no cost

Duration of services: none stated

Funding sources: none stated

Scholarship information:

- *NSBE Region 5 Scholarship:* The membership of Region V would like to reach out to our hard working chapter members and support their academic path through scholarship. We would like to acknowledge your eagerness to excel academically, succeed professionally, and positively impact the community!
We need you to submit a 500-700 word essay describing how you fulfill the NSBE mission in your everyday life. Also, explain how NSBE have helped you grow as an individual from the academic and professional development prospective. Please be sure to give specific examples.

Requirements for Scholarship

- The student must enrolled full-time for the fall semester or actively participating in a Co-op or internship.
- The student must have a GPA of 2.8 and above
- The student must attach his/her updated resume.
- The student must have at least 2 references; one from a professor and one from advisor/manager/personal reference (you have the freedom to choose)
- The student must be an active NSBE Chapter member and contribute to the organization.
- The student must be a nationally registered NSBE member

NSBE Stakeholders

Executive Board:

Sossena Wood, National Chairperson

Karl W. Reid, Executive Director

Matthew Nelson, National Finance Chair

Kameelah Majied, Professionals Finance Chair

Don Nelson, Director of Corporate Relations

Brandon McCollough, Sr. Manager of Corporate Relations

Teiko Akufo, Career Services Coordinator

Alyse Newhouse, Corporate Relations Coordinator

Sherry Galloway, Corporate Relations Assistant

NSBE Region 5 Jr. Executive Board for PCI:

Eric Witherspoon, Chair

Olivia Martin, Vice Chair

Andrea Guyton, Secretary

Joseph Edwards, Treasurer

Noah Smith Jr., Programs

Sources:

https://en.wikipedia.org/wiki/National_Society_of_Black_Engineers

<http://www.nsbe.org/Regions/Region5/default.aspx>

<https://www.nsbe.org/getmedia/e0e6f905-d4ef-4bc1-b0f1-72d87c2e12d6/2015-Partnership-Guide-v3.pdf.aspx>

Girls Inc.

Year started: 1981 established locally, established nationally in 1864.

Website: <http://www.girlsincstl.org/>

Mission statement: Girls Incorporated of St. Louis (Girls Inc.) provides educational and cultural programs in safe environments for girls that enable them to raise their aspirations and realize their potential. Girls Inc. inspires all girls to be strong, smart and bold!

History: Girls Inc. of St. Louis has a rich and successful history of being the only local organization that offers programming in an all-girls environment. Girls Inc. of St. Louis was established in 1981 as the Girls Club of Souldard. In the 1980s, the club joined the Girls Inc. National organization. Girls Inc. is a national nonprofit youth organization. Nationwide, the organization affects the lives of approximately 500,000 girls in more than 100 cities annually. Girls Inc. of St. Louis has relocated three times to accommodate expanding membership. In 2004, they moved to their permanent home the Nelson Center in the city of Northwoods in North St. Louis County. This facility has the capacity to serve 500 girls.

Girls Inc.'s programming has focused on providing girls with the information, skills, strategies, and resources to help them make decisions, solve problems, meet their own needs and lead others. These activities provide the opportunity to experience success as they grow to understand their options, meet responsibilities and reach new heights.

Girls Inc. Bill of Rights:

Girls have the right to be themselves and to resist gender stereotypes.

Girls have the right to express themselves with originality and enthusiasm.

Girls have the right to take risks, to strive freely, and to take pride in success.

Girls have the right to accept and appreciate their bodies.

Girls have the right to have confidence in themselves and to be safe in the world.

Girls have the right to prepare for interesting work and economic independence.

Girls Inc. Program Overview

Members of Girls Inc. of St. Louis participate in a variety of programming such as Operation SMART, focused on STEM prototyping, Visual Arts classes reflecting the growing trends of Fashion and Art, Culinary Arts where students will cook food grown in the Girls Inc. Garden. Additionally they will be creating and implementing their own service project, and engaging in Performing Arts classes such as dance, drama, and music as well as health and wellness initiatives in Sporting Chance classes. Finally, they will participate in the Gardening with Girls and Economic Literacy programs.

Programs:

They currently have an after-school program from August – May that provides transportation to girls from the following districts/schools and runs from 3:30-6:30pm daily:

Ferguson/Florissant

Bermuda Elementary
Cool Valley Elementary
Ferguson Middle
Griffith Elementary
Johnson-Wabash Elementary
Lee Hamilton Elementary
Vogt Elementary

Jennings

Fairview Intermediate and Primary School
Northview Elementary
Woodland Elementary

Hazelwood

Hazelwood North Middle

Normandy

Barack Obama Elementary
Jefferson Elementary
Lucas Crossing
Normandy Middle
Washington Elementary

Private and Parochial Schools

Our Lady of Guadalupe
St. Ann Catholic School
Cardinal Ritter College Prep

St. Louis Public/ Charter Schools

Grand Center Arts Academy
Kennard Elementary
McKinley Middle
St. Louis Language Immersion School-Spanish

University City

Flynn Park
Jackson Park Elementary

They provide the following classes in their after-school program in the 2014-2015 school year:

Educational Enhancement

STEM Programming

Economic Literacy

Technology

Mathematics

Visual and Performing Arts

Dance

Drama

Music

STEP

Art

Nutrition and Personal Development

Culinary Arts

Physical Development

Sporting Chance

Clubs and Organizations

First Lego League Robotics Team

Girl Tech

Girl Scouts

Dance Troup

Girls Inc. Choir

Competition STEP Team

Summer Programming: They offer summer programs for girls ages 5-12 and teens ages 13-17. Last year it ran from June 9th to August 1st from 7:00am-5:30pm at their Nelson Center location. The total price of the program was \$450, a \$50 annual membership fee, and the fees are non-refundable. Students participated in activities such as Operation SMART, Visual Arts, Culinary Arts, Sporting Chance, Performing Arts, Economic Literacy, Gardening with Girls, and a Service Learning Project.

College students: No programming is provided for college-age students.

Relevant program logistics

Number of students served: Nationwide, the organization affects the lives of approximately 500,000 girls in more than 100 cities annually. In St. Louis, the Nelson Center building in which they are housed has the capacity to serve 500 girls.

Demographics of students served: They serve girls between the ages of 5 and 17.

Admission criteria: For the Eureka! Program, you must be going into the 8th grade. This program only accepts a limited number of girls each year. The cost is \$150.00. Interested girls must have a 3.0 GPA, must submit school transcript or report cards, and have a personal interview.

Application information: For the Eureka! and Teens In Motion programs, students must complete the application materials and submit relevant information.

Limitations if enrolled in other programs: none stated

Cost:

The Girls Inc. annual membership fee is \$50.00. After School Extended Learning program transportation cost is \$20 per month. There is no charge for programming. The Summer Extended Learning program fee is \$450 (\$100 deposit due at enrollment) for all members ages 5-12. The cost for members ages 13 and up is \$300.

The cost for the Eureka! STEM program is \$150.00

The Summer Teens In Motion internship program is paid work experience where chosen members apply and interview for a limited number of openings, at no cost to them.

Duration of services: Annual renewal of membership.

Funding sources:

United Way, Combined Federal Campaign, Corporate, Foundation, and Organization Contributions, Individual Contributions, In-Kind Donations, Special Events, Government Grants, Membership/Program Feeds, Scholarships, Investment Income, Other

Scholarship information: Nationally, since 1993, Girls Inc. has awarded over \$4.2 million dollars in scholarships to scholars picked from their network of organizations.

Stakeholders

Staff:

Cheryl Jones, President & CEO
Elaine Lee, Program Director
Gail Sharpe, Program Manager
Michelle Mitchell, Outreach Manager
Becky Moss, Development Director
Cassandra Scott, Executive Assistant
Crystal Lumzy, Membership Coordinator
Ashley Clark, Communication Specialist
Sheila Irving, Building Contractor

Board:

Betty Sims- Board Chair
Alicia McDonnell- Vice Chair
Gloria Reno- Second Vice Chair
Barbara Wilkinson-Treasurer
Paul E. Martin- Secretary
Dr. Carole Basile- UMSL
Andrea R. Terhune
Dr. Nina Caldwell-Maryville University
Suzanne Crutchfield-Reliance Bank
Jennifer Durrill
Jerome Gidlowe- Commercial Real Estate
James H. Howe IV-Daniel and Henry Co.
Lisa Imbs
Erin Kane
Andrea Lampert-Express Scripts
Tara Lewis
Nancy Lieberman-Go! St. Louis
Michele Liebman-Edward Jones
Rhiana Luaders- Bryan Cave LLP
Michael McMillan-Urban League of Metropolitan St. Louis
Margaret Mooney-Lashley & Baer P.C.
Dr. Gwendolyn Packnett-UMSL
Nancy Pechloff-Protiviti
Alberta Shelton-Oblate Media
John Shivers III- Midwest Bank Centre
Kimberly Smith- IBM
Mary Danforth Stillman
Dr. Robert Virgil
Paul Zemitzsch

Sources:

<http://www.girlsincstl.org/>

<https://sites.google.com/site/girlsincsl/contact-us/board-information>

Edited by Cheryl Jones, November 2014

College Summit--St Louis

Year program started in St Louis: 2005

Website: <http://www.collegesummit.org/region/missouri>

Mission Statement: College Summit raises college enrollment rates by advancing a systemic college-going culture in communities within the St. Louis metropolitan area that strive for greater access to higher education. Through the delivery of tools and supports, and strategic collaborations within the community, we promote students' post-secondary and career success. College Summit targets young people who are college-capable but lack the knowledge, role models, and support systems that could help them achieve their college aspirations. Each capable young person is empowered not only to dream of college, but to achieve those dreams and become an agent of change in their school, family, and community.

College Summit Programs Overview

High School programs: During the 2013-2014 school year, College Summit served 2,300 students at 16 partner high schools:

Beaumont High School, Carnahan High School of the Future, Central Visual and Performing Arts High School, Cleveland NJROTC Academy, Clyde C. Miller Career Academy, College Preparatory High School at Madison, Fresh Start Academy, Gateway Institute of Technology High School, McKinley Classical Leadership Academy, Normandy High School, Northwest Academy of Law, Roosevelt High School, Soldan International Studies High School, Sumner High School, Vashon High School and Confluence Preparatory Academy.

(1,350 seniors, approximately 750 juniors, and 125 freshmen [Confluence Preparatory Academy only] will be served this school year at these 16 schools)

- **Navigator Curriculum:** High School seniors receive the Navigator curriculum as part of a college prep, advisory, or career class throughout the school year.
 - The Navigator curriculum is designed to help students “make a successful transition to life after high school through planning, reflecting, applying, decision-making, and developing transferable life skills.”
 - The student edition of the curriculum features senior year planning calendars, 33 weeks of activities for students, a variety of planning resources and templates to help students create postsecondary plans, and a glossary of common postsecondary planning terms and concepts.
 - The educators' edition provides thorough lesson plans and extension activities that help teachers create dynamic classroom environments.
 - The curriculum also includes an online component with activities that students and their parents can access.
- **Launch Program:** A curriculum for 9th-11th grade students that focuses on research-based core understandings that will help students prepare for the transition to college. These include self-advocacy, academic excellence, college-career connection, college 101, and financial awareness.

- **Grade 9**—Clean Slate: Students will be supported to make a smooth transition to high school and to learn how to make positive choices that will set them up for future success.
- **Grade 10**—Speak Up!: Students will explain who they are, where they come from, and where they want to go. Students will express themselves in writing and other forms of communication. Students will use strategies to overcome a variety of academic, professional, and personal barriers.
- **Grade 11**—Take Action!: Students will articulate their next steps after high school graduation, maximize their 11th grade experience, and take action to set themselves up for a successful senior year.

Teachers and counselors who will teach the Navigator and Launch Curricula are trained in August before each school year at an 8-hour “Educators’ Academy,” during which College Summit staff train educators to effectively implement the curriculum and support students in the college-going process.

- **Peer Leaders:** Approximately 10% of the class of rising seniors at each partner school is identified and selected by their teachers and counselors to act as leaders promoting a college-bound culture at their school. These are not necessarily straight A students. Rather, they are students for whom extra encouragement, training, and mentoring would result in a more positive, college-bound school culture.
 - Peer leaders attend a four-day College Summit Workshop which is held on three local college campuses each summer (Ranken, Washington University, and UMSL in 2013). During this workshop, they receive intensive writing support from trained community volunteers, culminating in a solid draft of their personal statement for college and scholarship applications. They also meet one-on-one with a college coach to help draft a list of potential schools. They learn more about financial aid, self-advocacy, and receive extensive training on how to build a college-going culture at their schools.
 - At school, during senior year, Peer Leaders build excitement around going to college. Instructors teaching the Navigator and Launch curricula partner with these students to gain their perspectives throughout lessons and activities. They can also target individual students for extra support.
 - In the past, Peer Leaders have led the following activities: personal statement writing workshops, college campus tours, FAFSA and financial aid workshops, college application drives, College Summit clubs, “I’m Going to College” pep rallies, scholarship searches, college buddy/mentoring programs.

Post-high school: College Summit alumni [100,000 nationally] are students who have participated in College Summit workshops over the summer or during the school year. They often return to their hometown during the summer months to volunteer at the College Summit Peer Leader Workshop.

Outcomes:

- Increased the percentage of SLPS Class of 2011 graduates going onto postsecondary institutions to nearly 69% (up from 38% in 2004, pre College Summit implementation)

- Helped SLPS earn the accreditation point for college access from the state of MO for four consecutive years, marking a critical step towards the district regaining provisional accreditation.
- Following the 2012-2013 school year, 92% of College Summit seniors had applied to at least one college/university (up from 82% in 2009-2010) and 73% submitted the FAFSA (up from 58% in 2009-2010).
- For the St Louis class of 2011, approximately 79% of Peer Leaders enrolled in college, which compares favorably to a college enrollment rate of 69% for the entire graduating class that year.
- 78% of the Class of 2011 St. Louis Peer Leader enrollees persisted to the sophomore year of college. For Class of 2011 College Summit students that received the curricula but did not participate in summer workshops, 56% persisted to their sophomore year of college (compared with 45% reenrollment rate for students who did not receive any College Summit programs).

Relevant program logistics

Number of students served:

- During the 2013-2014 school year, approximately 2300 students at 16 area high schools (see list of Partner Schools in Program Overview section).
- Since 2005, more than 6,500 students have been served by College Summit St Louis
- To date, over 12,500 students have had their lives impacted through the programs provided by College Summit.
- There are currently 2,300 students enrolled in the programs.

Admission criteria: None. Students at partnering schools are automatically served by the program when enrolled in certain courses. Most seniors at participating high schools participate. This year, Confluence Academy is piloting a program with its freshman class.

Application information: None

Limitations if enrolled in other programs: None

Cost: Partner schools pay for College Summit's services. The program costs \$215 per senior for its Navigator Program and \$80 per junior for its Launch program. These costs cover approximately 30-35% of the total cost of the program. Remaining costs are covered by philanthropic gifts and grants. Once a school has had College Summit's services for several years and certain performance benchmarks have been achieved, the cost per student decreases because less College Summit staff support and fewer materials are needed. This is an incentive for teachers at the schools to continue developing as professionals in this area so that they can serve student effectively.

Duration of services: Most students served are seniors in high school. There is a College Summit alumni program that students can choose to take advantage of once they enter college. There is a 9th-11th grade program as well. The 9th grade component is being piloted at Confluence HS. The 11th grade component is implemented at six SLPS high schools.

Funding sources: Between 30-35% of funding comes from contracts with school partners, who pay for the program. 60-65% of funding comes from corporations, individual donors, and

foundations. Local universities pay for approximately 40% of the cost of the four-day Peer Leader boot camp each summer via in-kind donations of living and event space.

Scholarship information: College Summit does not provide direct scholarships to students. The senior year curriculum and online companion provides guidance and resources that help students research, evaluate, and apply for scholarships.

College Summit Stakeholders

St. Louis Staff:

Leslie Gill	Executive Director
Erica Tyson	Program Director
Stacy Lewis	School Partnership Manager
Jim Schallom	Development Director

Regional Advisory Board Members:

Kris Lewis, Board Chair	President, Dicentra Client Solutions
Viji Samikannu, Vice Chair & Programs Chair	Senior Manager-Corporate Training, Enterprise Holdings, Inc.
Pete Werner, Development Chair	Consultant, United Way of Greater St. Louis
Linda Wendling, Nominating Chair	Project Director-Franchise Management, CitiMortgage, Inc.
Patrick Brown	Director of Legislative Affairs, Mayor's Office, City of St. Louis
Rhonda Gray	Executive Director, Almost Home, Inc.
Dawn M. Johnson, Esq.	Partner, Greensfelder, Hemker & Gale, P.C.
Kit Sundararaman, Ph.D.	Director, Market Insights, Edward Jones
John Williamson	Community Volunteer
Victoria Valle	Community Volunteer
Reginald Dickson, <i>Board Emeritus</i>	CEO, Buford, Dickson, Harper and Sparrow
Dr. Otis Jackson, <i>Board Emeritus</i>	Retired Educator, St. Louis Public Schools

Sources:

Personal conversations with Erica Tyson and Jim Schallom, September 18-19, 2013
College Summit Program Overview Document (from Jim Schallom)
College Summit Overview Brochure
<http://www.collegesummit.org/regions/st-louis>

College Admission Central

Year Founded: 2013

Website: www.collegeadmissioncentral.com

Mission Statement/Philosophy: We are here to put students back in control of their academic lives and their bright, innovative futures. To give them a chance to shine for their dream colleges in a way they might never do on their own. To remove some of the soul-stealing stress and confusion that comes with being a junior and senior in high school. College Admission Central exists to serve your interests, providing you with the essential resources and support that's required to gain acceptance to college.

Overview: College Admission Central, LLC is a for-profit company that helps high school students and their parents navigate the stressful, complex, and confusing college admission process through original, groundbreaking admission technology, world-class student mentoring, and insights into the psychology of admissions. You will find everything you need, in one place, on demand, and delivered with tremendous care.

Every student is prized and empowered to present themselves to college admission committees with intelligence, strategy, and art. We are here to put students back in control of their academic lives and their bright, innovative futures. To remove some of the soul-stealing stress that comes with being a junior and senior in high school. To provide the creative multimedia presentation and organizational tools, information, resources, and mentorship: everything you'll need to succeed—the rest is up to you.

College Admission Central provides assistance with all aspects of applying to college: choosing the right school and healthiest learning environment, creating your academic resume and multimedia activity/talent resume, completing applications, preparing essays, organizing and scheduling your high school careers, pointing you towards the best summer programs for your fields of interest, scholarship awards/competitions, and much more. We publish step-by-step videos and instructional materials, create college admission smartphone and web apps, research and compile databases of information, and provide caring and strategic consulting services specializing in the big ideas that get you noticed. Their products and services are accessed on a monthly subscription fee basis.

High School Programming:

- *AdmissionMap*: Unlike the static books and rehashed web articles you see everywhere—that are akin to an old paper map, *AdmissionMap* is your customized visual “GPS” for admission. It will show you what you need to know, do, and write to maximize your chances for acceptance to that top school! Like the screens of a GPS, *AdmissionMap* videos provide easy-to-follow directions. Intelligently-designed modules cover coursework, test strategies, college selection criteria, scholarships, and much more. (Cost \$197)
- *EssaySuite*: *EssaySuite* is a brand new essay revision system that brings together the four essential elements of a successful college application essay:
 1. Choosing the most compelling topics.

2. Finding and presenting your unique voice while employing the required grammar of formal essay-writing.
3. Honing your personal statement and supplements by analyzing winning essays.
4. Step-by-step guidance, inspiration and organization to keep your writing on schedule.

Packed together in a unique suite of interactive tools, these four elements are available to you on the go, in a fully web-mobile enabled application that’s also accessible on your desktop or laptop. (Cost \$197)

- *ResuMotiv*: A groundbreaking product that showcases your high school career in living color! Imagine your talents, academic achievements, athletic prowess, and leadership skills all presented through a multimedia resume that admission officers will be eager to watch. Every student can benefit by having a ResuMotiv multimedia resume, but it’s essential for those in the fine and performing arts, athletics, debate, science fairs, or any other concentration that had a significant visual, audible, or motion aspect. (Cost \$247)

College Programming: There is no college programming.

Outcomes: Colleges students attended with the help of College Admission Central.

Brown	Berkeley	Boston Conservatory	Duke	Northwestern	Swarthmore
Columbia	Bowdoin	Cleveland Institute	Emory	NYU & Tisch	Syracuse Univ.
Cornell	Brandeis	Eastman School	George Washington Univ.	Oberlin	Tufts
Dartmouth	Carnegie Mellon	Manhattan School of Music	Indiana Univ.	Reed College	Tulane
Harvard	Yale	New England Conservatory	John Hopkins	Rice	UCLA
Princeton	Univ. of Pennsylvania	The Julliard School	Lehigh	Smith	UC Santa Barbara
Amherst	Barnard	Case Western Reserve	MIT	Stanford Univ.	Univ. of Chicago
Univ. of Florida Gainesville (honors)	Univ. Of Illinois	Univ. of Miami	Univ. of Michigan	Univ. of Virginia	USC
Vanderbilt	Washington Univ.	Wesleyan	William & Mary College	Worcester Polytechnic Institute	

Relevant Program Logistics

Number of Students Served: 1750+

Demographics of students served: Unknown

Admission Criteria: Admission open to all high school students.

Application information: None.

Limitations if enrolled in other programs: none stated

Cost: College Admission Central offers many different services that vary in costs. These include:

- 20- min hotline call- (\$100 per 20-min call)
- One hour, in-depth consultation- (\$300 per session)
- Essay review, edits, and suggested improvements (\$300 per review)
- Ivy Concierge Retainer (price varies)
- Fast Start/Right Start Package (\$1,500)

Duration of services: Depends on the services that you purchase.

College Admission Central Stakeholders

Staff:

College Admission Central's team members include software developers, database researchers, graphic designers, and others engaged in the creation of their proprietary products. Their member service team includes admission experts, writing coaches, subject matter specialists, and customer service representatives. College Admission Central's executive team is led by a CEO with deep knowledge in college admissions, a CTO with three decades of technology and business know-how, and a young CMO who is current in ethical marketing best practices and the social landscape.

Dr. Deborah Bedor, CEO

Sources:

<https://www.linkedin.com/company/college-admission-central-llc?trk=feed-liker>
collegeadmissioncentral.com

Boys Hope Girls Hope—St. Louis

Year started: 1977 (boys home), 1993 (girls home)

Website: <http://www.boyshopegirlshope.org/stlouis>

Mission Statement: Boys Hope Girls Hope helps academically capable and motivated children-in-need to meet their full potential and become men and women for others by providing value-centered, family-like homes, opportunities and education through college.

Boys Hope Girls Hope St. Louis Programs Overview

Non-Residential (Community-Based)

Hope Prep - college preparation and scholarship program at Berkeley Middle School and McCluer South-Berkeley High School in the Ferguson-Florissant School District since the 2010-2011 school year

- The goal of **Hope Prep** is to ensure high school graduation and admission to college for students who have barriers that inhibit their dreams of higher education.
- **Hope Prep** helps scholars focus on college and career aspirations, sharpen study skills, assists in test prep and provides the opportunity to visit colleges in and around St. Louis.
- **Hope Prep Scholars** are promising students with college-going capability, solid academic performance, and motivation to succeed.
- Along with being "on course for college," scholars are involved in peer support groups focusing on life skills and character.
- **Hope Prep Scholars** are enrolled in an intensive 10-year program of academic preparation and character building (beginning in 7th grade) through high school and ending at college graduation.
- 15 scholars per class
- Partner with the TOP program through Wyman
- High school students in the program get academic credits for their work through an academic skills and college prep curriculum that they complete as a class during the school day

Residential

Children generally enter the program between the ages of 10 and 14 and live in BHGH homes through high school graduation. Placement in BHGH homes is voluntary on the part of the child and his or her parent(s) or guardian and offers:

- Education in quality college-preparatory elementary and secondary schools;
- Value-centered, family-style homes focusing on moral and spiritual development;
- Professional, live-in residential counselors who provide structure, guidance and nurturing;
- Room, board, tuition, clothing, and a personal needs allowance;
- Medical, dental and optical services;
- Professional therapeutic counseling (if needed);
- Summer enrichment programs;

- Extended services for program graduates.

College Preparation

The College Mentoring Program works to secure admission to a post-secondary school consistent with the youth's personal goals and abilities. Steps to achieving this include:

- Preparing scholars for their college entrance exams, college interviews and resume-building;
- Participating in the college search process, including campus visits;
- Assisting scholars in completing college applications and financial aid forms.

Collegian Support

All children admitted to Boys Hope Girls Hope receive after-care services. Upon completion of the residential program, usually at the time of high school graduation, scholars become collegians eligible for the support needed to succeed in earning a college degree, including:

- Financial assistance for tuition, room and board;
- Emotional support and mentoring while on campus;
- Temporary housing at Boys Hope Girls Hope during college breaks;
- Assistance in securing internships and employment;
- Follow-up contact to access a youth's reintegration into his/her family;
- Extension of counseling services where needed;
- Support and guidance for the primary caregiver;
- And assistance with referral services.

Family Support

Although Boys Hope Girls Hope is not a traditional family service agency, many parents and guardians benefit from services provided by the program, including information on, and referral to, community resources, parenting guidance, crisis intervention and informal counseling.

Outcomes:

- **Residential:**
 - Since 1990, 100% of BHGH high school graduates have matriculated into a post-secondary program.
 - Since 1990, college graduation rate is 80% within six years, compared to a national average of 66%
- **Non-residential:**
 - For the Academic Orientation Scale (AOS), the average increase was 2.9 points (on a 60-point scale) between the fall 2012 and fall 2013 surveys. The fall 2013 AOS had a group average of 47.9 points. (The AOS is a measure that was designed by BHGH in partnership with SLU to measure skills related to self-directed learning and meta-cognition amongst our scholars. It takes an inventory of scholar study skills and habits and asks them to think about the process of their own learning and study.)
 - On the Children's Hope Scale (CHS), a six-item self-report scale that measures "dispositional hope", the average increase was 0.4 points (on a 36 point scale)

between fall 2012 and fall 2013 surveys. The fall 2013 CHS had a group average of 28.8 points.

Relevant program logistics

Number of students served locally:

- Up to 15 (9 boys, 6 girls) can be housed at BHGH house at a time.
- 238 scholars have been served by BHGH since Boys Hope St. Louis opened in 1977. Since 1993, when the Girls Hope home was opened, 89 scholars have entered the program (51 males, 38 females).
- 41 are currently enrolled in the non-residential Hope Prep program (approx. 15 per class).

Demographics of students served:

- **Residential:**
 - 100% are 10-14 when they matriculate
 - 93% are African American
 - 100% low-income
 - Since Girls Hope opened in 1993, 89 scholars have entered the program, 51 males and 38 females (42.7% female)
- **Non-residential:**
 - 41 students total
 - 38 African American or biracial (92.7%)
 - 2 Caucasian (4.8%)
 - 1 Hispanic (2.4%)
 - 22 females (53.7%) and 19 males (46.3%)

Admission criteria:

- **Residential:** Selection is based upon academic ability, emotional and behavioral stability, motivation to participate fully and to better oneself through education, and the presence of systemic familial/societal/educational access barriers.
- **Non-residential:** Teachers at Berkeley Middle School look for students who demonstrate high academic achievement, classroom citizenship, and motivation.

Application information:

- **Residential:** Inquiries and referrals are rolling based on space availability and are taken by phone, e-mail, or from the BHGH web site. After an initial phone assessment, an application is provided. The application process includes academic and other records collection, a guardian and a child interview, a 3-4 day pre-placement visit, and a complete psycho-educational assessment.
- **Non-residential:** Scholars must be nominated by teachers at Berkeley Middle School.

Limitations if enrolled in other programs: None listed

Cost: None

Duration of services:

- **Residential:** Services begin when a youth moves into a BHGH home (between ages 10-14) and they continue receiving support and services until they graduate from college.

- **Nonresidential:** 10 years, beginning with 7th grade and ending through college graduation. The first classes, the students in the oldest cohort, are now freshman in high school.

Funding sources: Foundations and individuals, no United Way or government funding

Scholarship information:

- Residential BHGH scholars receive a \$5000 scholarship every year while they are enrolled in an undergraduate post-secondary program.
- Counselors work with residential BHGH high school seniors to apply for and secure other scholarships and financial aid.

Boys Hope Girls Hope St. Louis Stakeholders

Staff:

Deacon Farrelly	Executive Director
Jan Wacker	Development Director
Angela Whitlow	Program Director
Breanna Branch	Academic Achievement Coordinator
Ryan Hanewinkel	Formation Coordinator
Nichole Angieri	Community Based Program Manager
Rachel Bene	Development Manager
Julie Newman	Business Manager
Caitlin Bone	Community Resource Coordinator
Kelly Schweiss	Event Manager

Board of Directors:

Bernard Schweiss, President	Knowledge Lake, Inc.
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Paul Minorini	Boys Hope Girls Hope International
Richard Nemanick	
R. Brian Potter	Promotional Consultants
H. Dean VandeKamp	Ernst and Young
Sarah Beadle	Emerson

Sources:

www.boyshopegirlshope.org/stlouis

<http://www.boyshopegirlshope.org/stlouis/Services.aspx>

Personal conversation with Amber Mohrmann, Community Resource Coordinator (former),
September 27, 201; October 7, 2013

2011-2012 Boys Hope Girls Hope Annual Report

Boys and Girls Clubs of Greater St. Louis

Year founded: 1967 in St Louis

Website: www.bgcstl.org

Mission Statement: The mission of the Boys and Girls Clubs of Greater St. Louis is to inspire and enable youth ages 6-18 to realize their full potential as productive, responsible, and caring citizens.

Locations:

Herbert Hoover Club

Adams Park Club

Southeast Middle School Club

Twillman Elementary School Club

O'Fallon Recreation Complex Club

Ferguson Middle School Club

Boys and Girls Clubs of Greater St. Louis HS/College Access Programs Overview

Junior Staff Development Program:

- For Club members ages 12-18
- Hands-on career training including volunteering, building customer services skills, mock interviews, and career fairs.
- Successful participants apply for paying positions at the Club

Career Launch Program:

- For Club members ages 13-18
- Encourages members to develop their skills and interests, explore careers, make positive educational decisions and prepare to join the nation's workforce
- Uses Career Exploration Quick Reference Guide to work with teens individually or in small groups to build job-search skills and job readiness
- Also uses Career Launch website (www.careerlaunch.net) to provide Club teens, staff, and volunteers with online career exploration, college and job search information and interactive activities
- Mentoring, job shadowing, and training opportunities also available.

Diploma to Degree Program: Goal is to help students get their HS diplomas and matriculate to college or some postsecondary education program

- A national BAGC of America program, started in St Louis in August, 2012 and available at Herbert Hoover and Adams Park Clubs
- Students worked with from freshman-senior year of HS
- Students provided free ACT prep courses 2 nights/week through a partnership with local college professors
- Teen Service Manager tracks students, collects report cards, examines grades and attendance to make sure students graduate on time
- Teen Service Manager helps set up College Fairs through SLCC and Maryville University

- Partnership with College Bound
- Workshops on college readiness and financial aid provided for parents about once a month

College program: N/A

Outcomes: Diploma to Degree, Junior Staff Development Program and Career Launch Program are all under the BGCSTL core program area of Education & Career Development. These programs are currently being tracked and complete outcomes will not be available until the end of the school year 2014. The indicators for success for all three programs are as listed:

- 1) 60% of youth set career goals
- 2) 60% of youth set educational goals

The organizational indicators for success are as listed:

- 1) 85% of students report positive attitudes toward learning
- 2) 85% of students report positive relationships with an adult in their lives
- 3) 50% of student's school attendance will meet or exceed the state average ADA of 90%
- 4) 80% of youth will maintain on-time grade progression
- 5) 70% of youth demonstrate positive club behavior

Relevant program logistics

Number of students served: 8000 students served across 65 zip codes in the St. Louis area. 450 is the average daily attendance. Most students that attend the Club take advantage of educational programming.

Demographics of students served (all programs):

- 95% of students served at the Boys and Girls Club of Greater St Louis are African American
- 27% are 6-9 years old, 37% are 10-12 years old, 36% are 13-18 years old
- 66% male, 34% female

Admission criteria: Any boy or girl six to eighteen in the St. Louis area can become a Boys and Girls Club member.

Application information: None

Limitations if enrolled in other programs: None

Cost: \$25 annual fee to receive services

Duration of services: Ages 6-18 for general programs. College and career readiness programs service youth from ages 12-18.

Funding sources: Grants and foundations; Toyota is a funder of the Diplomas to Degree program; Taco Bell and MasterCard have also funded educational programs

Scholarship information: Boys and Girls Clubs of Greater St. Louis does not provide direct scholarships to students, but does help students access \$2,500 scholarships through partnerships with the McDonalds Foundation.

Boys and Girls Club St. Louis Stakeholders

Education Program-Specific Staff:

Liz Johnson, Education Service Manager
Jason Acklin, Teen Service Manager

Professional Staff:

Flint W. Fowler, Ph.D.	President
Renee M. Seaman	Vice President, Human Resources
Indigo K. Sams	Vice President, Operations
John W. Klos	Vice President, Finance
Shuntae Shields Ryan	Vice President, Marketing & Communications
Ruth Lederman	Vice President, Resource Development
Gregory Davis	Senior Director of Facilities and Club Safety
Josh Farmer	Director, Information Systems
Christa Kagy	Director, Resource Development
Matt Jannings	Manager, Resource Development
Maryanne Burton	Accounting Manager
Keisha Caruthers	Director, Program Initiatives
Everetia Perry	Executive Assistant to the President

Board of Directors:

Joan E. Silber, Ph.D.,	Community Volunteer
Michael A. DeHaven,	Senior VP/General Counsel, BJC Health Care
Jerry Garbutt	President, Global Surgical Corporation
Mary Bonacorsi, Vice Chair	Partner, Thompson Coburn LLC
Barbara Bartley-Turkington	Assistant Director of Advancement, St. Louis County Library
Steven Bloom, Chair	President, Fleet Management & Sr. VP Car Sales, Enterprise
Lorenzo M. Boyd	Vice President/Investment Banker, Stifel-Nicolaus & Company, Inc.
James Butler	Owner/President, Jim Butler Automotive Group
Nicholas B. Clifford, Jr.	Attorney, Armstrong Teasdale, LLP
Daniel S. Farrell	Senior Vice President, St. Louis Cardinals, LLC
William K. Freeman	Vice President and CIO, Webster University
Robert W. Fulstone	Consultant, Fulstone Consulting LCC
Peggy Guest, Ph.D.	Senior Consultant, the Cramer Institute
George L. Hensley, Jr.	President/CEO, Hensley Construction Company

Ruth E. Kim	General Counsel, SVP, Fleishman-Hillard
Ken E. Kotiza	Vice President/Producer, Welsh, Flatness & Lutz, Inc.
Edward Lawlor, PhD	Dean & William E. Gordon Distinguished Professor, the Brown School of Social Work at Washington University
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Paul I. Miller	Senior VP of Investments, UBS Financial Services
Larry E. Parres	Partner, Lewis, Rich and Finersh, LC
Emily Pitts	General Partner of Inclusion and Diversity, Edward Jones
Megan Ridgeway	Principal, Acturis
Susan D. Schlichter	Community Volunteer
Franklin D. Sears	Director of Design/Construction Services, the DESCO Group
David M. Touchette	Director/Aftermarket Sales, Cooper Bussman
A. Keith Turner	President/Owner, TurnGroup Technologies
Barrett Upchurch, Past Chair	Owner, Barry Upchurch Realty, LLC
James Williams	Owner, Estel Food Inc.
Peter Lazaroff	Relationship and Portfolio Manager, Acropolis Investment Manager
Mark Bulando	Executive Vice President, Emerson Industrial Automation
Maria Del Carmen Jacob	President, NextGen
Nancy Wolfe	Chief to the staff of the President, Monsanto
Jennifer Call, Friends Liaison	Asset Manager, U.S. Bank

Sources:

Personal interview with Liz Johnson, Education Service Manager, September 26, 2013

Personal interview with Jason Acklin, September 30, 2013

Personal correspondence with Muriel Smith, Vice President of Resource Development, September 30, 2013

http://www.bgcstl.org/Libraries/Documents/BGCSTL_2012OutcomesReport-1.sflb.ashx

<http://www.bgca.org/whatwedo/EducationCareer/Pages/>

LEDA (Leadership Enterprise for a Diverse America)

Year started: 2004

Website: <http://www.ledascholars.org>

Mission Statement: LEDA is a national, not-for-profit organization dedicated to identifying and developing the academic and leadership potential of exceptional public high school students from socio-economically disadvantaged backgrounds. These students are currently underrepresented in our nation's top colleges, universities, and ultimately, leadership sectors.

History: LEDA was started by Gary Simons, the founder and twenty-five year Executive Director of Prep for Prep, to act as a pipeline of future leaders by providing high-caliber academic opportunities for high-performing low income and/or minority students. Gary Simons was interested in applying the Prep for Prep model to the higher education arena, in an attempt to diversify the national leadership pipeline.

LEDA Program Overview

LEDA's Recruitment Process specializes in identifying outstanding students who may otherwise remain unrecognized by passive college recruitment efforts.

The recruitment process includes:

- Identifying high schools in low-income communities that make advanced coursework (i.e. honors, Advanced Placement, International Baccalaureate) available to their students;
- Traveling to schools, as defined above, in rural and urban communities, making presentations to students, guidance counselors, and community partners to recruit potential LEDA Scholars in-person;
- Finding, with the assistance of guidance counselors, teachers, and other school personnel, excellent students from disadvantaged socioeconomic backgrounds who attend these targeted high schools;
- Developing partnerships with non-profit organizations whose missions align with LEDA;
- Forming ongoing relationships with school district personnel in targeted communities;
- Utilizing our current Scholars to recruit applicants from their high school alma maters.

Aspects of Leadership Summer Institute: LEDA Scholars spend the summer between their junior and senior years of high school immersed in the Aspects of Leadership Summer Institute, housed on the campus of Princeton University. This intensive seven-week program includes leadership study, writing instruction, standardized test preparation, and college advising.

The Aspects of Leadership Curriculum:

- Concentrates on the development of ethical and effective leadership through an exploration of some of the toughest ethical and policy issues facing the world in the 21st Century.
- The curriculum provides numerous opportunities for student scholars to hone the requisite problem-solving experience that can enable themselves, their

communities, and the broader American experiment to reach full potential. This is what we call Leadership for the Common Good.

- The seven-week curriculum engages students by employing state-of-the-art educational methodologies that are highly efficient, effective and fun. The teaching and learning methods provide Scholars a unique and memorable classroom experience which mirrors the level or rigor that Scholars will experience when they attend a selective college or university
 - Activities employing a range of interactive technologies, progressive group discussion techniques, engaging role-plays, student debates, critical thinking games, and other methods, offer vast opportunities for scholars with individual learning needs. The classroom activities have been designed and implemented with success in not only conveying the content of a given issue, but more fundamentally in developing the critical thinking skills vital to students' academic and personal development.
- **Writing Instruction**
 - LEDA's writing instructors work with LEDA Scholars throughout the summer in both regular class sessions and individual weekly meetings.
 - All of LEDA's Writing Instructors are current or former composition instructors at selective colleges and universities, and they teach to the standard expected at those institutions.
 - The curriculum emphasizes a range of composition skills, particularly academic argument, clarity of style and structure, inquiry-based research, and revision. The writing classes provide instruction equivalent to a "freshman composition" class at a selective college or university.
 - As a result, LEDA scholars are taught to write at the level expected by top-tier colleges and universities and are prepared for the admissions process that will bring them to these universities.
 - **Standardized Test Preparation**
 - Provided by Advantage Testing, a leading tutoring company based in NYC.
 - Students prepare for the ACT and SAT in classes and through practice tests and are provided with preparation materials.
 - **Community Building and Residential Life**
 - Students live at a Princeton University dormitory for seven weeks and experience a supervised version of residential life at the college level.
 - This experience promotes a sense of personal responsibility and encourages a strong sense of community among Scholars. It also fosters the intense intellectual experience of the academic curriculum.

College Guidance: LEDA prioritizes getting to know Scholars well in order to help them know themselves. Thus, Scholars become empowered to take responsibility for themselves and their future educational experiences in order to best cultivate their leadership skills.

- **During the Institute:**

- Scholars attend a series of college admissions workshops that focus on researching colleges, the college admissions process, the financial aid process, and scholarships.
- Scholars engage in one-on-one meetings with LEDA's Director of College Guidance in order to explore their respective interests and strengths, and to identify their top college choices.
- Scholars have the opportunity to research college options and discuss their academic and extra-curricular backgrounds in order to help determine which colleges might offer the best fit for each student.
- Scholars take several trips to neighboring colleges and universities throughout the summer. They participate in college tours, speak to admissions officers, and speak with students. They also attend college fairs.
- Admission Officers from several Ivy League schools visit Princeton and conduct information sessions for LEDA Scholars.
- **During the school year, LEDA staff:**
 - Conduct regular counseling sessions with Scholars (remotely) in order to finalize college choices and help them address any challenges that they may be facing.
 - Help Scholars and their families file financial aid applications and identify and apply for prestigious scholarship opportunities.
 - Offers ongoing consultation with the Writing Instructors to prepare personal statements and supplemental essays.
 - Provides individualized letters of recommendation written by LEDA staff.
 - Connects younger Scholars to older LEDA Scholars who are in college or who have graduated in order to provide additional context on college choices.
 - Offers guidance to help evaluate college options and financial aid offers once students receive acceptance letters.

Scholar Support during College:

- LEDA supports Scholars while they are attending college by providing ongoing resources and guidance.
- LEDA helps students navigate the transition from HS to College and assists them throughout their college careers to be exemplary students and campus leaders.
- LEDA staff members maintain close contact with Scholars and occasionally visit scholars on campus.
- LEDA provides support in applying for graduate and professional schools, internship opportunities, career-planning, and job hunting.
- LEDA provides emergency assistance to Scholars who are struggling in college.
- LEDA staff make efforts to "maintain the LEDA Community" in college and after graduation by connecting Scholars who attend the same colleges and facilitating professional networking opportunities among Scholars.

Outcomes:

- 30% of LEDA Scholars have enrolled in Ivy League colleges and universities.
- 76% of LEDA Scholars have enrolled in Ivy League and Most Competitive College and Universities as categorized by Barron's *Profiles of American Colleges*.
- According to the LEDA survey, Scholars have an average GPA of 3.2 in college, with 71% reporting a 3.0 or higher.

- According to the LEDA Survey, 86% of LEDA Scholars have graduated within 4 years; 98% within 6 years (compared to 58% for the national average, according to the National Center for Education Statistics).
- LEDA Scholars who have graduated are pursuing exciting professional opportunities at organizations like Google, Merck, Amazon, Teach For America, Citizen Schools, Robin Hood Foundation, etc.
- LEDA Scholars who have graduated are pursuing post-graduate educational opportunities at institutions like Harvard Law School, NYU Law School, the University of Pennsylvania, University of Chicago, Stanford University and Boston College.
- In 2014, 46% of the Cohort was admitted to at least one Ivy League school, MIT, or Stanford University. 92% of Cohort 9 was admitted to at least one Ivy League or Most Competitive School.

Relevant Program Logistics

Number of students served: Each cohort of LEDA Scholars is comprised of approximately 60 students from across the United States.

Demographics of students served:

- To date, LEDA Scholars have come from approximately 40 states and the District of Columbia.
- 64% of LEDA Scholars are/will be first-generation college students.
- LEDA Scholars are, by race, 30% African American, 35% Latino/Hispanic, 10% Caucasian, 14% Asian/Pacific Islander, 8% Biracial, 3% Native American.
- LEDA Scholars have an average family income of less than \$36,000/year.

Admission criteria:

- Candidates for LEDA are in their junior year of high school.
- Candidates must be US citizens or permanent residents.
- The majority of LEDA Scholars come from families whose household income is \$55,000 or less. In some cases, LEDA considers the applicants whose household income exceeds \$55,000, taking into account family composition and other factors.
- Students who will be first generation college students are given particular consideration.

Additionally, candidates should possess the following academic and personal attributes:

- Demonstrated leadership abilities.
- Intellectual curiosity and devotion to study.
- Hunger to learn constantly and achieve academically.
- Strength of character, ethics, and integrity.
- A record of consistently enrolling and excelling in the most rigorous courses available at his/her high school. These may include Advanced Placement, International Baccalaureate programs, honors, gifted and talented, and/or advanced designations or dual credit or concurrent enrollment courses offered through an institution of higher education.
- A GPA and class ranking within the top 10% of his/her class.
- Very strong analytical, reading, and writing skills demonstrating readiness for the level of work expected at the nation's most selective colleges and universities.
- Above national-average standardized test scores (PSAT, SAT, ACT)

Application information:

- Begins fall of junior year; three parts (outlined below).
- Can start application anytime online by selecting LEDA Application Tab under the Admissions section. Applicants without internet access can contact LEDA for a paper copy of the application.
- Applicants must successfully complete each portion (Part I, Part II, and an interview) in order to be admitted to the LEDA Scholars Program. The strongest candidates from Part I of the application will be asked to submit materials for Part II. LEDA staff will then review all remaining applications and invite the strongest candidates to be interviewed. Approximately 60 applicants are then admitted to the LEDA Scholars Program.
- Application deadlines are typically in early fall.

The components of each portion of the application are outlined below:

Part I

- Biographical, high school, and family information
- Two essay prompts
- One previously graded writing sample from high school coursework
- Academic information including information on course selection and GPA
- A copy of the most recent transcript and test scores if available
- One letter of recommendation from a core subject high school teacher

Part II

- Updated academic information including an updated transcript and test scores
- A copy of the family's most recent federal tax return
- Proof of citizenship

Part III

- Interview: Interviews will be administered by LEDA staff in person, over the phone, or through Skype depending on an applicant's geographical location.

Limitations if enrolled in other programs: LEDA Scholars cannot be a part of any program that matches students with one particular university or group of universities (i.e., Questbridge or Posse).

Cost: None

Duration of services: Junior year of high school through college completion, although the LEDA Community continues after graduation from college ("LEDA For Life")

Funding sources: The Advantage Testing Corporation (in-kind), Princeton University (hosts Summer Institute), several foundations and private donors.

Scholarship information: LEDA does not provide college or high school scholarships because most LEDA Scholars receive full funding through their institution. However, LEDA does help scholars locate, apply for, and secure funding, including competitive national scholarships such as the Gates Millennium Scholarship Program and Coca Cola Scholarships.

LEDA Stakeholders

Staff:

Beth Breger	Executive Director
Viviana Cordero	Community Outreach Officer
Anthony Guyton	Program Assistant
Euriphile Joseph	Deputy Executive Director
Rebecca Amoah	College Guidance Counselor
Amber M. Briggs	College Guidance Counselor
Christine Brongniart	Director of Strategic Partnerships and External Relations
Phillip Scotton	School Outreach Officer
Vynessa Ortiz	Director of College Success; Director of Residential Life
Iris Early	Director of Recruitment and Admissions
Joseph Lee	Development and Communications Officer
Zachary Cherry	Office Manager
Josh Rosenthal	Director of Curriculum and Facilitation, Senior Program Officer
Tara Gellene	Director of Writing Instruction

Board of Directors:

John C. Roberts, President	Associate Director, Advantage Testing, Inc.
Arun Alagappan, Vice President	Founder and President, Advantage Testing, Inc.
Enrique Foster Gittes, Treasurer	Lawyer, investor, former teacher
Beth Breger, Executive Director	LEDA
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Nan A. Rothschild Cooper, PhD	Director of Museum Studies, Columbia University
	Research Professor, Barnard College
Lucy N. Friedman, PhD	Founder and 20-year ED, Victim Services
Gail Furman, PhD	Child/Adolescent Psychology
Warren H. Haber	Chairman and CEO, Founders Equity, Inc.
Denise Lee Hurley	Trustee of Bryn Mawr College
Elisa Liang	Lawyer
Jack L. Rivkin	Director Neuberger Berman Mutual Funds
Lois Severeni, PhD	Architectural historian and former teacher
Edward M. Strong	Partner, Dodger Theatricals Ltd
Sally Thorner	Broadcast Journalist
Shirley Tilghman, PhD	President Emeritus, Princeton University
Lindsey Turner	Writer and Playwright
Bertram Rosenblatt	Founding Principal, Vicus Partners, LLC
Anthony Yoseloff	Deputy Executive Managing Member, Davidson Kempner Capital Management LP
Gary Simmons*	Founder of LEDA, Founder of Prep for Prep
Freeman A. Hrabowski III, PhD*	President, the University of Maryland, Baltimore County

Sources:

LEDA 2013 Brochure (<http://www.ledascholars.org/wp-content/uploads/2013/09/LEDA-Brochure-2013.pdf>)

LEDA 2013 Video (<http://www.ledascholars.org/mission/>)

www.ledascholars.org

Personal conversation with Beth Breger, ED, October 15, 2013

Missouri College Advising Corps (MCAC)

Year started: 2007

Website: <http://enrollment.missouri.edu/mcac/index.php>

Mission Statement: The mission of MCAC is to *Empower Missouri Students to Go to College and Succeed*. Its overarching goals are to:

1. Help students and their families see college completion as an attainable goal.
2. Provide information to students/families about and assistance with college planning, application, and financial aid processes.
3. Increase college enrollment among students in partner schools, particularly among first-generation-college, low-income, and underrepresented students, and provide them with the knowledge and tools to persist and graduate from college.

History: The University of Missouri (MU) is one of 10 founding member institutions in the National College Advising Corps (NCAC), headquartered at the University of North Carolina at Chapel Hill. The Corps now includes 20 corps in 14 states, most headquartered at state flagship institutions. In 2012-2013, there were 334 advisers serving 368 high schools across the country. MCAC placed its first college advisers in high schools across the state in the fall of 2008. This school year, MCAC has 25 College Advisers serving in 26 high schools across the state of MO. Nine of them work at 10 high schools in the St. Louis area (one high school per adviser except for Bayless and Hancock High Schools, who share an adviser.)

MCAC Program Overview

MCAC hires recent MU graduates who are themselves typically first generation or low SES college grads to work in 26 partner high schools across Missouri to empower Missouri students to go to college and succeed. MCAC partner schools have high percentages of first-generation-college, low-income, and underrepresented students at risk of not going to college.

MCAC college advisers help students understand that they can complete a college degree, find their “best fit” postsecondary institution, and navigate the process of applying for admission and financial aid. Advisers are immersed in the school and are available to guide students through the college planning and preparation, applications, and financial aid processes.

MCAC helps Missouri students who may not have otherwise gone to college. Activities provided by MCAC are unique from those generally provided by other college access programs:

- Working alongside counselors, MCAC college advisers, who are recent college graduates, model that college is within reach and, because of this near-peer approach, uniquely interact with students.
- While many college access programs use adults in advising roles, or provide part-time off-site services, MCAC college advisers devote full-time attention to college advising and are immersed in the setting and available to students all day, every day throughout the school year and beyond.
- MCAC advisement is made available to ALL students in the school.

- MCAC helps students find their “best fit” postsecondary institution and does not recruit for any one institution.
- MCAC concentrates its efforts in both urban and rural areas of the state.

For High School students:

MCAC looks for partner high schools across Missouri who meet the following criteria:

1. The college-going rate at the high school is below the statewide average
2. There is a large gap between the college-going rate and percentage of students who take the ACT/SAT
3. The free-reduced lunch population of students at the school is at or above 75% (or, it is clear that the percentage of FRL students is increasing every year and will soon be 75%)
4. The most important criteria is that potential partner schools are willing to be that—true partners with MCAC. Because college advisers are based full time in the high schools, school staff must support their efforts in the school.

The college adviser’s role at each high school includes doing the following:

- Meet one-on-one and in small groups with students, and intensively with seniors to help them research and identify multiple best-fit postsecondary institutions;
- Make classroom or workshop presentations focused on the college planning, admissions and financing processes and advise and provide information to family members;
- Organize campus tours to a variety of colleges and universities so that students can envision themselves as a college student and determine what type of institution best suits their needs. Tours include students in grades 9-12;
- Organize campus rep visits and ensure that students participate;
- Assist with FAFSA completion so that students meet deadlines to qualify for financial aid and scholarships;
- Lead ACT preparation sessions; help qualifying students arrange for registration fee waivers; and assist with ACT registration;
- Help students complete admissions and scholarship applications and review admissions essays;
- Advise family members;
- Organize evening and weekend college planning workshops, focusing on financial literacy and budgeting-for-college workshops for students and their parents;
- Conduct early college awareness activities in 7th and 8th grade classrooms;
- Organize events that celebrate college-going (e.g., May 1 Decision Day, Wear Your College Colors Day);
- Organize college fairs at the schools and take students to local college fairs and;
- Advise previous advisees who are now attending college.

For college students:

In the pilot year (2013-14), two coaches are worked extensively with college freshman from MCAC partner schools enrolled at Missouri University of Science and Technology, MU, University of Central Missouri, and UMSL to ensure that their transition to college goes smoothly. *To accomplish this, coaches did the following:*

- Facilitated in-person or e-connections with advisees to available on-campus resources for housing, financial aid, academic advising, and other relevant services
- Met with students individually to assess how they are doing and problem-solve
- Connected with students through social media regularly

Outcomes:

- College-going rates across partner schools have increased an average of 10.35 percentage points over a three-year baseline average pre-implementation while during this same time period, the statewide college-going rate increased by only 0.3%.
- At baseline (pre-MCAC), partner schools were sending 39 of 100 students to college.
- Post-MCAC implementation, partner schools are sending 50 of 100 students to college.
- During this same time, the increase in college going across all high schools in the state has been less than 1 in 100 more. Thus, MCAC is sending students to college at 30 times the rate of the state.
- MCAC advisees applied to 323 unique institutions and were admitted to 220.
- College retention rate from year 1-year 2 is currently 70% (for 2-year and 4-year colleges).

Relevant program logistics

Number of students served (2014-2015, throughout MO):

- During the 2014-2015 school year, college advisers in MO served 33, 991 high school students in 37 partner schools.
- The number of students in partner high schools ranges from 374 to 1,861.
- The average number of students in partner high schools is 919.
- The average ratio of seniors per adviser is 167.

Demographics of students served (2014-2015, throughout MO):

- 2.5% were Asian
- 44.1% were Black
- 8.2% were Hispanic
- 0.4% were Native American
- 42.9% were Caucasian (a significant number of whom are first-generation immigrants)
- Approximately 75% were first-generation college students
- 57.1% were from underrepresented ethnic minority communities
- 70% were free-and-reduced-lunch eligible, with some schools in the high-90 percentile

Admission criteria: No criteria for admission. All students at the 10 partner high schools in the St. Louis area are served by the College Adviser based at their school. Bayless, Gateway (SLPS), Hancock, Jennings, McCluer, McCluer South-Berkeley, Normandy, Soldan International Studies, Riverview Gardens, Ritenour, Carnahan, and Roosevelt were the partner schools in 2014-2015.

Application information: None

Limitations if enrolled in other programs: None

Cost: None

Duration of services: All students in partner high schools are served in Grades 9-12. Services are concentrated more heavily for students in their junior and senior years. Seventh and eighth grade students in middle school feeder schools to partner high schools receive presentations a few times a year from College Advisers.

Funding sources: MCAC began with a \$1 million grant from the Jack Kent Cooke Foundation. MU also provides financial support along with in-kind support to MCAC. MCAC partners with schools at no cost to the schools served. MCAC began with support of one funding partner and now has 23 external funders. 80% of MCAC's funding comes from individuals, community foundations, corporate funders, and federal and state dollars; 20% comes from MU.

Scholarship information: MCAC itself does not provide scholarships to students, but college advisers do help students apply for and secure college scholarships.

MCAC Stakeholders

University of MO Staff:

Dr. Beth Tankersley-Bankhead, Executive Director, MCAC

Victor Bradford, College Transition and Retention Coach

Brittany Schlup, College Transition and Retention Coach

St. Louis-based College Advisers:

Bobbie Barnett Jennings High School (Jennings School District)

LaJoyce Bogan McCluer High School (Ferguson-Florissant School District)

Candess Bridgman (Cotton) Normandy High School (Normandy School District)

Alana Flowers Soldan International Studies High School (SLPS)

Donald Gilliam Gateway STEM High School (SLPS)

Taylor Smith Ritenour High School (Ritenour School District)

Ishrat Islam Hancock and Bayless High Schools (SLPS)

Elbert Williams Riverview Gardens High School (Riverview Gardens School District)

Kofi Oyirifi McCluer South-Berkeley High School (Ferguson-Florissant School District)

Ryane Boyd Carnahan School of the Future (SLPS)

Jolene Hibbler Roosevelt High School (SLPS)

Sources:

<http://enrollment.missouri.edu/mcac/index.php>

http://enrollment.missouri.edu/mcac/program_outcomes.php

Personal conversation/correspondences with Dr. Beth Tankersley-Bankhead, October 8-10, 2013

Strive for College Collaborative (Washington University Chapter)

Year started: 2006

Website:

<http://www.striveforcollege.org>

<http://su.wustl.edu/~strive/>

Mission statement: Strive for College Collaborative will ensure that every qualified, low-income high school student has the information and support necessary to successfully enroll in their best-fit college. Strive for College will foster a lifelong commitment to social entrepreneurship, mentorship, and service among today's college students—our future leaders.

History: Strive for College was started at Washington University out of the Rodriguez Scholars program, a merit-based scholarship program focused on leadership, community service, academic achievement, and diversity, originally intended for Latino students. Currently, the program is open to students of all ethnicities. Michael Carter, a Rodriguez Scholar at Wash U, started the program to ensure that qualified low-income high school students entered college at the same rate as their higher-income peers.

Strive is now a national program at 12 universities around the US, including Washington University. The intention is for Strive to grow organically as Strive mentees graduate from high school, start college, and open Strive chapters on their college campuses.

They currently have partnerships with City Academy and Boys Hope Girls Hope in St. Louis.

Strive Program Overview

High School Programming:

Strive serves high school students by providing free college advising and counseling, help with applications, financial aid, and other logistics that lower income students need to apply for and matriculate into colleges and universities. Familiarity with College Board, admissions exams, and college applications are discussed at length.

Each Strive student is assigned a mentor, a Wash U college student. Each mentor typically carries a caseload of one to two mentees at a time, depending on demand. In addition to guiding students through workshop-style sessions, the mentor is responsible for checking in and ensuring that each of their mentees is making progress in the college admissions process by completing certain benchmarks (set by the Strive national curriculum).

Strive holds between six to seven events each semester for mentors/mentees to attend. The sessions are held from 11 am-1pm on Wash U's campus and students who need rides are provided them. City Academy provides lunch.

College Programming:

Once Strive students graduate from high school and enter college, they are encouraged to start a local Strive chapter at their university. While there is currently no official mandate to do this, it is the hope of Strive national that the organization grows in this manner.

Outcomes: Data are speculative, since the program is so new and college retention information is not kept officially at this time (there are plans to recruit an additional student executive board member whose job will be to accumulate and track data). Approximately 50% of students who start Strive complete the program and 100% of those who complete the program have been accepted into at least one four-year college. Approximately 20% of students who begin college do not continue to their second year.

National outcomes state that 95% of Strive Alumni enrolled in college. 77% enrolled in a 4-year college and 36% enrolled without debt.

Relevant program logistics

Number of students served: 50 mentees currently from several area high schools (Hazelwood Central, John Burroughs School, CBC, Parkway Central, Gateway STEM, Crossroads, Metro, MICDS, Whitfield, McKinley, Chaminade, Trinity Catholic, Carnahan, Miller Career Academy, Cleveland, Lutheran North, Webster Groves, and a few smaller schools). This number is up from about 30 students last year, with the first several years seeing less than 15 students. More mentees are expected this year (and in the future) because there are more student mentors.

Demographics of students served: 95% African American; small percentage of Caucasian, Latino, and Asian students.

Admission criteria: Students typically come from low SES backgrounds to be eligible for Strive's services, but there are no official admission criteria.

Application information: Community partners do the majority of the work of referring students to Strive. The national office makes registration forms which are emailed to partners at KIPP and City Academy, who distribute them to various high schools.

Limitations if enrolled in other programs: None

Cost: None

Duration of services: Students are referred to Strive at any point during high school. While Strive typically works more closely with juniors and seniors, freshman and sophomores in high school are encouraged to become Strive members and to utilize Strive's services.

Funding sources: As a student group at Wash U, the local Strive chapter receives \$150 each semester to put on programs. City Academy provides lunch for mentors and mentees during the weekend programs approximately six times per academic semester. Strive national does not provide funding to local chapters.

Scholarship information: Strive does not provide scholarships for students but does help students apply for and secure college scholarships.

Strive Stakeholders

National staff:

Michael J. Carter	Founder, President, and CEO
David Eastwood	Director of Programs
Gary Gerttula	Acting Chief Operating Officer
Katie Vander Ark	Chief of Staff

Washington University staff:

Julia Macias, Assistant Dean for Campus Life and Assistant Director for Student Involvement and Leadership

Washington University student executive board members:

Kierstan Carter	Executive Director
Paolo Fornasini	Director of External Relations
Gaby Garcia	Treasurer
Jissell Torres	Director of Curriculum
Luis M. Lopez-Blazquez	Director of Curriculum
Raul Duarte	Director of Internal Relations
Sourik Beltran	Former Executive Director

Sources:

Personal conversation with Julia Macias, October 1, 2013

Personal conversation with Kierstan Carter and Paolo Fornasini, October 6, 2013

Personal correspondence with Paolo Fornasini, October 7, 2013

<http://www.striveforcollege.org>

<http://su.wustl.edu/~strive/>

Upward Bound (Through the U.S. Department of Education's TRIO Programs)

Year started: 1964

Website: <http://www2.ed.gov/about/offices/list/ope/trio/index.html>

Mission statement: The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

History: The history of TRIO is progressive. It began with Upward Bound, which emerged out of the Economic Opportunity Act of 1964 in response to the administration's War on Poverty. In 1965, Talent Search, the second outreach program, was created as part of the Higher Education Act. In 1968, Student Support Services, which was originally known as Special Services for Disadvantaged Students, was authorized by the Higher Education Amendments and became the third in a series of educational opportunity programs. By the late 1960's, the term "TRIO" was coined to describe these federal programs.

Over the years, the TRIO Programs have been expanded and improved to provide a wider range of services and to reach more students who need assistance. The Higher Education Amendments of 1972 added the fourth program to the TRIO group by authorizing the Educational Opportunity Centers. The 1976 Education Amendments authorized the Training Program for Federal TRIO Programs, initially known as the Training Program for Special Programs Staff and Leadership Personnel. Amendments in 1986 added the sixth program, the Ronald E. McNair Post baccalaureate Achievement Program. Additionally, in 1990, the Department created the Upward Bound Math/Science program to address the need for specific instruction in the fields of math and science. The Upward Bound Math/Science program is administered under the same regulations as the regular Upward Bound program, but it must be applied for separately. Finally, the Omnibus Consolidated Appropriations Act of 2001 amended the Student Support Services (SSS) program to permit the use of program funds for direct financial assistance (Grant Aid) for current SSS participants who are receiving Federal Pell Grants.

Upward Bound Program Overview

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

Any project assisted under the UB Program must provide –

- Academic tutoring to enable students to complete secondary or postsecondary courses, including reading, writing, study skills, mathematics, science and other subjects;
- Advice and assistance in secondary and postsecondary course selection;

- Assistance in preparing for college entrance examinations and completing college admission applications;
- Information on the full range of Federal student financial aid programs and benefits (including Federal Pell Grant awards and loan forgiveness) and resources for locating public and private scholarships;
- Guidance on and assistance in secondary school reentry; alternative education programs for secondary school dropouts that lead to the receipt of a regular secondary school diploma; entry into general educational development (GED) programs or entry into postsecondary education; and
- Education or counseling services designed to improve the financial and economic literacy of students or the students' parents, including financial planning for postsecondary education.

Any project that has received funds for at least two years must include as part of its core curriculum in the next and succeeding years, instruction in mathematics through pre-calculus; laboratory science; foreign language; composition; and literature.

A UB project may provide the following services:

- Exposure to cultural events, academic programs, and other activities not usually available to disadvantaged youth;
- Information, activities, and instruction designed to acquaint youth participating in the project with the range of career options available to the youth;
- On-campus residential programs;
- Mentoring programs involving elementary school or secondary school teachers or counselors, faculty members at institutions of higher education, students, or any combination of these persons;
- Work-study positions where youth participating in the project are exposed to careers requiring a postsecondary degree;
- Programs and activities that are specially designed for participants who have limited English proficiency; participants from groups that are traditionally underrepresented in postsecondary education, participants who are individuals with disabilities, participants who are homeless children and youths, participants in or who are aging out of foster care, or other disconnected participants; and
- Other activities designed to meet the purposes of the UB Program.

All UB grantees are required to submit an annual performance report (APR) documenting progress toward meeting their approved project objectives. A grantee must maintain a record of –

- The basis for the grantee's determination that the participant is eligible to participate in the project;
- The basis for the grantee's determination that the participant has a need for academic support in order to pursue successfully a program of education beyond secondary school;
- The services that are provided to the participant;
- The educational progress of the participant during high school and, to the degree possible, during the participant's pursuit of a postsecondary education program; and
- To the extent practicable, any services the participant receives during the project year from another Federal TRIO program or another federally-funded program that serves populations similar to those served under the UB program.

Outcomes: In 1991, the U.S. Department of Education launched the National Evaluation of Upward Bound. The complex, longitudinal study concluded in 2007 and was conducted by Mathematica Policy Research, Inc.

Findings include:

- Upward Bound had no detectable effect on the rate of overall postsecondary enrollment or the type or selectivity of postsecondary institution attended for the average eligible applicant.
- Upward Bound had no detectable effect on the likelihood of applying for financial aid, or, the likelihood of receiving a Pell Grant.
- Upward Bound increased the likelihood of earning a postsecondary certificate or license from a vocational school. It had no detectable effect on the likelihood of earning a bachelor's degree or the likelihood of earning an associate degree.
- Upward Bound increased postsecondary enrollment or completion rates for some subgroups of students.
- Longer participation in Upward Bound was associated with higher rates of postsecondary enrollment and completion.

Relevant Upward Bound program logistics

Number of students served:

- In Missouri, in FY 2012-2013, 15 institutions received funding Upward Bound grants. 949 students accessed funding totaling \$ 1,900,278.
- The 15 institutions that received funding were Avila University, Crowder College (3 awards), the Higher Education Consortium of Metropolitan St. Louis, LULAC National Educational Service Centers, Inc., Mineral Area College (2 awards), Missouri Southern State University/Joplin, Missouri State University, North Central Missouri College, Northwest Missouri State University, St. Louis Community College/Forest Park, State Fair Community College, and Truman State.

Demographics of students served: Program regulations require that at least two-thirds of each project's participants must be both low-income and potential first-generation college students.

Admission criteria: Institutions of higher education, public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth, combinations of such institutions, agencies and organizations, and as appropriate to the purposes of the program, secondary schools.

Students must have completed the 8th grade, be between the ages of 13 and 19, and have a need for academic support in order to pursue a program of postsecondary education. All students must be either from low-income families or be potential first-generation college students. The program requires that two-thirds of the participants in a project must be both low-income and potential first-generation students. The remaining one-third must be either low-income, first-generation college students, or students who have a high risk for academic failure.

Application information: At this time, it is not anticipated that Upward Bound grants will be granted during the current fiscal year.

Limitations if enrolled in other programs: None

Cost: There is no cost to access Upward Bound's programs.

Duration of services: Upward Bound's grants are funded for five years.

Funding sources: US Government

Scholarship information: The average UB grant award amount is \$321,079. The UB Program does not require cost sharing or matching.

Sources:

<http://www2.ed.gov/about/offices/list/ope/trio/index.html#programs>

<http://www2.ed.gov/programs/trioupbound/eligibility.html>

<http://www2.ed.gov/programs/trioupbound/ubgrantees2012.pdf>

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, The Impacts of Regular Upward Bound on Postsecondary Outcomes Seven to Nine Years After Scheduled High School Graduation, Washington, D.C., 2009.

Jobs for America’s Graduates (JAG)- MO

Year Founded: 1980

Website: <http://www.jag.org/node/7>

Mission: JAG is committed to helping resolve our country's dropout and transition problems by expanding state organizations and local programs that help young people greatest at risk overcome barriers to graduation from high school and become college and career ready! Equipping JAG Specialists with proven programs and unique services for middle school, high school and out-of-school youth to stay in school through graduation from high school, pursue a collegiate education and/or enter and advance in their chosen career field! Developing future leaders for families, employers, communities, states and the nation!

Overview: Jobs for America’s Graduates (JAG) is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. In more than three decades of operation, JAG has delivered consistent, compelling results – helping nearly three-quarters of a million young people stay in school through graduation, pursue postsecondary education and secure quality entry-level jobs leading to career advancement opportunities.

Middle School Program

The primary mission of the Middle School Program is to help 6th to 8th graders to transition more successfully from middle to high school. Specialists will provide an array of counseling, skills development, career association, and experiential learning experiences that will improve their academic performance, school behavior, attendance, confidence, participation and self-esteem. Middle School participants will improve their skills in leading and being an effective member of a team.

- Experiential-based learning is used to energize classroom sessions, anchor key learning, discover best practices and demonstrate the power of activity-based and adventure-based learning.
- Community-based learning activities are designed to encourage involvement and attachment to the community to emphasize citizenship and responsibility using the following techniques: service learning projects, volunteerism, fundraising, job shadowing, etc.
- Students are automatically members of the JAG Career Association, a student-led chapter designed to develop, practice, and refine critical skills delivered in the classroom. Chapter members elect officers, serve on committees, develop and execute a plan of work, participate in skills-based competitions and seek recognition for chapter projects and accomplishments.
- Students participate in activities to enhance their transition, including: visits to their high school, high school shadowing days, guest speakers from the high school, high school scavenger hunt, sporting events and musical events.

- Specialists maintain contact with students transitioning into the 9th grade for the entire school year. Specialists are held accountable for their students to be connected and engaged in high school.
- Middle School specialists maintain contact with students that transition into the 9th grade for the entire school year. Specialists are held accountable for their students to be connected and engaged in high school studies and activities.

Methods used to achieve the follow-up goals include:

- Face-to-face contact with students
- Telephone contact with students
- Parental contact
- High school source contact
- Attendance clerk contact and/or review of daily attendance report
- Registrar contact and/or review of academic transcript

High School Program

Multi-Year Program-After three decades of operating the Senior School-to-Career Program, the Multi-Year Dropout Prevention Program is rapidly becoming the most popular of the high school programs in hopes of keeping students in school through graduation. There is considerable interest in recruiting students in the 8th grade and delivering support services for four years prior to graduation from high school. Due to graduation requirements, only 25 percent of the graduates will be enrolled in the program for the entire four years. However, the early intervention has resulted in similar graduation outcomes for those with or without four years of support services.

- The JAG intervention in the Multi-Year Program lasts up to 60 months. Students are recruited in the 8th grade to attend JAG instructional classes during the 9th, 10th, 11th and/or 12th grade and they receive support services for one year following graduation.
- Specialists deliver an array of counseling, employability skills development, career association, job development, and job placement services that will result in either a quality job leading to a career after graduation or enrollment in a postsecondary education and training program.
- The 35-45 students served in the Multi-Year Program normally possess more barriers to success (on average) than students in the Senior Program. It is essential for specialists to identify barriers upon entry to the program, then, use the Barrier Tracking feature of e-NDMS to determine progress in overcoming those barriers which are not permanent.
- The JAG National In-School Curriculum, consisting of 87 competency-based modules, provides 870 hours of classroom instruction for those students that stay for the four years of a Multi-Year Program.
- The Multi-Year Program services also include a capstone 12-month follow-up period during which Specialists are actively involved in intensive one-on-one employer marketing and job development activities to identify entry-level job opportunities for students after graduation or GED completion.

- Specialists assist graduates in the exploration of postsecondary educational opportunities and show them how to navigate the financial aid process to pursue these opportunities.
- Non-graduates receive additional assistance in graduating from high school or completing requirements for a GED certificate before the close of the 12-month follow-up period.
- Specialists track the labor market and schooling/training activities of these JAG participants on a monthly basis.
- Specialists are expected to maintain contact with students that are not able to stay enrolled in the Multi-Year Program to determine if they graduated from high school. In addition, it is of value to determine their plans to seek employment and/or pursue a postsecondary education.

Senior Program- The original program operated by the JAG National Network was a school-to-career transition (STC) program for high school seniors operated in high schools. The primary mission of this classic JAG Model program is to keep young people in high school through graduation and to provide an array of counseling, employability skills development, career association, job development, and job placement services that will result in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education and training program.

- The program targets incoming high school seniors who are believed to be at risk of not completing high school or successfully transitioning into postsecondary schooling or the labor market because of academic, economic, family and personal barriers.
- The STC program works with 35-45 students to enable them to achieve all requirements for graduation and then to transition after graduation to a positive destination in the form of a job, postsecondary education or the military.
- Program participants are selected based on their educational backgrounds and behaviors, their demographic characteristics and perceived barriers to completing high school or transitioning to a quality job and/or postsecondary education.
- The JAG intervention in the STC program lasts for 21 months. Students are recruited in the 11th grade to attend JAG instructional classes during the 12th grade and they receive support services for a year following graduation.
- A trained career specialist provides counseling and classroom instruction. Participants are also equipped with employability skills in 37 employability competencies that will prepare them for the workplace. These competencies were validated by employers in the 1980s and the 1990s and organized in the following six competency categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills competencies.
- In addition to instruction in the core competencies, the JAG STC program also uses the career association to prepare participants for the demands of the workplace, especially work teams. Specialists observe program participants operating in work teams and offer instruction to improve individual and group performance.
- STC program services also include a 12-month follow-up period during which specialists are actively involved in intensive one-on-one employer marketing and job development activities to identify entry-level job opportunities for students after graduation or GED completion.

- Specialists also assist graduates in the exploration of postsecondary educational opportunities and show them how to navigate the financial aid process to pursue these opportunities.
- Non-graduates receive additional assistance in graduating from high school or completing requirements for a GED certificate before the close of the 12-month follow-up period.
- Career specialists track the labor market and schooling/training activities of these JAG participants on a monthly basis.
- One of the key components of the JAG Senior Year Program is the provision of follow-up services to graduates for up to a year following graduation from high school. The follow-up activities of specialists are critical to documenting the post-high school labor market and schooling/training experiences of graduates. Information on the post-graduation labor market, schooling, and training outcomes of JAG participants is to be collected regularly by the specialist.
- Numerous contacts are expected to be attempted every month to obtain information on the activities of each graduate. The information is obtained either directly from the participant, from the employer of the participant, or from some other source such as an adult family member.
- Those JAG participants for whom successful follow-up contacts are made are classified into one of 12 possible categories, based upon what they were doing at the time of the contact.
- Graduates are classified as working (full-time or part-time), serving in the military, enrolled in school (4-year, 2-year, or other), or mixing work and school, or not employed and not in school.
- The last group of “at-risk” graduates consists of two subgroups: those who were looking for work (unemployed) and those who were not seeking employment (out of the labor force). Minimizing the size of this last group is a core objective of JAG school-to-career programs.

College Program

Early College Success Program- Nationwide, 70 percent of at-risk students that pursued a postsecondary education are unable to successfully complete their first year of college. The College Success Program (CSP) is being pilot-tested in Iowa in collaboration with the Des Moines Area Community College (DMACC) to offer the first CSP to graduates of the Iowa-JAG (iJAG) program. iJAG graduates from different schools and towns across the state of Iowa enrolled in the Des Moines Area Community College. The CSP is designed to help students successfully complete their first semester of college and to ensure graduation with a degree, certificate, diploma or transfer to another college. The CSP intervention includes but is not limited to:

- College assistance - a career coach will be with students throughout their college experience. The career coach (similar to the career specialist in an in-school program) will be the student’s college advocate and “go to” person when they have questions regarding registration, financial aid, career choices, or personal issues that may impact their college experience. The career coach will connect students with college, academic, career and personal resources to ensure that each student reaches his or her college graduation and career goals.

- Learning community: students will take courses with former JAG students. The JAG courses will provide participants with an orientation to college and resources, study strategies, pre-employment strategies, career planning, career seeking skills, etc. The learning community will support one another to help motivate and inspire each other to achieve their collegiate and career goals.
- Student organization: the purpose will be to provide a support group for students and to engage them in civic and social activities.
- Connections - the career coach will work with business partners to provide students with quality job and apprenticeship opportunities.
- Mentorship: students will be mentored by a professional in their chosen career field. Students are also expected to mentor a student in their former high school that wants to be part of the CSP in the following year.
- Job shadowing: students will provide job shadowing opportunities in their chosen career field.
- Curriculum connections: this will be a mix of career planning with opportunities such as career fairs, College Transfer fairs, internships, on-the-job training, apprenticeships, etc. The goal is to make certain that students are on track with their chosen field of study.

Other Programs

Alternative Education Program- The Alternative Education Programs operate similarly to the Multi-Year Program except the students served are less likely to succeed in a traditional high school program. Usually, a Specialist will work with 25-35 students due to the individual counseling and support services required by an alternative education participant. Barrier identification and tracking are especially important for an Alternative Education Program so that additional support services can be identified to help students overcome and/or cope more effectively with barriers to staying in school through graduation or transitioning into the workplace and/or pursuing a postsecondary education. Specialists will use the 87 competency-based modules as well as individualized instructional tools to achieve the core competencies and as many additional competencies as needed and time permits.

Out-of-School Program- The Out-of-School (OOS) program operated by the JAG National Network is designed to serve youth (ages 16-24) who have left the traditional school system and are interested in completing requirements for a high school diploma or attain a GED. The primary mission of this JAG Model program is to recover dropouts and to provide an array of counseling, employability and technical skills development, professional association, job development, and job placement services that will result in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education and training program.

- The program targets dropouts who are no longer enrolled in a traditional school system. Dropouts normally experience severe academic, economic, family and personal barriers to complete requirements for a high school diploma or a GED.
- The JAG Out-of-School Program works with 35-45 students in a cohort to enable them to achieve all requirements for a high school diploma or a GED and then to transition to a positive destination in the form of a job, postsecondary education or the military.

- Program participants are self-selected based on leaving the traditional school system without a diploma although they must want, need and can profit from a JAG Model program. The vast majority of dropouts find themselves in a difficult situation because of their past behavior, their demographic characteristics and perceived barriers to staying in and completing high school or transitioning to a quality job and/or postsecondary education. Without a high school diploma, the workplace does not reward young people with well-paying employment opportunities.
- The JAG intervention in the OOS program should be no greater than 24 months which includes the 12-month follow-up period. Dropouts are recruited to attend JAG instructional classes and they receive support services for a year following completion of a high school diploma or GED.
- A trained career specialist provides counseling and classroom instruction. Participants are also equipped with employability skills in 20 employability competencies that will prepare them for the workplace. These competencies are organized in the following six competency categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills competencies.
- In addition to instruction in the core competencies, the OOS program uses the professional association (similar to the career association except for dropouts) to prepare participants for the demands of the workplace, especially work teams. Specialists observe program participants operating in work teams and offer instruction to improve individual and group performance.
- OOS program services also include a 12-month follow-up period during which specialists are actively involved in intensive one-on-one employer marketing and job development activities to identify entry-level job opportunities for participants upon completion of a high school diploma or attainment of a GED certificate.
- Specialists also assist graduates in the exploration of postsecondary educational opportunities and show them how to navigate the financial aid process to pursue these opportunities.
- Participants receive assistance in graduating from high school or completing requirements for a GED certificate.
- OOS specialists track the labor market and schooling/training activities of these JAG participants on a monthly basis.
- One of the key components of the JAG OOS Program is the provision of follow-up services for up to a year following graduation or attainment of a GED. The follow-up activities of specialists are critical to documenting the labor market and schooling/training experiences of completers. Information on the post-completion labor market, schooling, and training outcomes of JAG participants is to be collected regularly by the specialist.
- Meetings every month to obtain information on the activities of each graduate. The information is obtained either directly from the participant, from the employer of the participant, or from some other source such as an adult family member.
- Those JAG participants for whom successful follow-up contacts are made are classified into one of 12 possible categories, based upon what they were doing at the time of the contact.

- OOS participants are classified as working (full-time or part-time), serving in the military, enrolled in school (4-year, 2-year, or other), or mixing work and school, or not employed and not in school.
- The last group of “at-risk” participants consists of two subgroups: those who were looking for work (unemployed) and those who were not seeking employment (out of the labor force). Minimizing the size of this last group is a core objective of a JAG Model program.

Outcomes:

Graduation Rate: 93%

Employment Rate: 59%

Positive Outcomes Rate: 80%

Full-time Jobs Rate: 72%

Full-time Placement Rate: 89%

Postsecondary Education Enrollment Rate: 43%

Relevant Program Logistics

Number of Students served: 46,696 students have been served since its opening

Demographics of students served: none stated

Admission criteria: none stated

Application information: **Applications are to be filled online

Limitations if enrolled in other programs: none stated

Cost per Participant: \$1,392 (National Network)

Duration of services: High school through college graduation

Scholarship information: **No scholarships are available/offered

JAG Stakeholders

Board of Directors

Phil Bryant, Chairman of the National Board

Steve Bullock, Vice Chair of the JAG Board

Jay Nixon, Vice Chair of the National Board

Mike Pence, Vice Chair of the JAG Board

Thomas J. Tauke, Chair, Executive Committee

Kenneth M. Smith, President & Chief Executive, JAG

China Gorman, Secretary of the JAG Board

Carolyn Warner, Treasurer

Paul K. Kincaid, CSA Representative for Missouri

JAG National Staff

Kenneth M. Smith, Co-Founder, President and Chief Executive Officer

Jimmy G. Koeninger, Ph.D., Executive Vice President

Katherine Travis, Senior Vice President, Finance & Administration

Karen Koeninger, Corporate Vice President

Janelle Duray, Vice President

Sources:

<http://www.jag.org/>

<http://jag.org/sites/default/files/01-JAG%20Annual%20Report%20-%20FINAL.pdf>

Breakthrough Twin Cities (Formerly Breakthrough St. Paul)

Year started: 2005

Website: <http://www.breakthroughtwincities.org>

Mission statement: Breakthrough Twin Cities helps motivated students overcome adversity to prepare for college with the support of older students passionate about education.

History: Breakthrough Twin Cities is an affiliate of the Breakthrough Collaborative, a national organization of academic enrichment programs that inspire excitement for learning, create pathways to college and promote careers in education. The national Breakthrough Collaborative was started in 1978 in San Francisco and got a grant in the 1990s to expand.

Breakthrough Twin Cities employs a “Students Teaching Students” model of education common to all programs in the Breakthrough Collaborative. During summer programs and throughout the school year, college-bound students are supported by college and older high school students through classes, enrichment activities, and 1-1 support. Breakthrough recruits and trains talented high school and college students who are strong students themselves and represent the backgrounds of our students (They are actively seeking teachers of color and male teachers). Their teaching internship has been rated in the top 10 of college internships nationally by the Princeton Review.

Program Overview

Middle School students:

Students and families make a 6-year, year-round commitment to the program. In the summer rising 7th and 8th grade students attend a mandatory summer program that operates for six weeks Monday-Friday from 7:30 am- 2:45 pm. If a student lives in the Saint Paul Public School district, bus transportation will be provided. Breakfast, lunch, and snack are also provided to students. This is provided through the Federal Lunch Program. 1 ½ -2 hours of homework per night. A diagnostic instrument is given to middle school students at the beginning and end of the summer program and data is used to prepare teachers to target specific instructional needs for students.

Students attend 8 Saturday sessions during the school year. In addition, students are encouraged to enroll in honors classes during the school year, and have an opportunity to receive weekly tutoring or other 1-1 support if their grades drop below a B-. Lastly, they are expected to participate in at least one extra-curricular activity each year, aside from Breakthrough.

High School students:

All students entering 9th grade are given a laptop to learn basic computer skills, access extra enrichment opportunities, plan and apply for college, and stay in close communication with the program. These laptops allow for much of the programming in high school to be done online. Every student entering ninth grade has the opportunity to enroll in the laptop program. They are given a Chromebook along with training on how to use it and care for it. The fee is \$25, one time, but may be waived if necessary (money is never a barrier). Once given, the laptop is theirs

to care for. We do not provide repairs. There are some challenges associated with it – technology when purchased in bulk has a tendency to break, and we are also finding that many students already have access to technology. St. Paul is rolling out an iPad program for all students, meaning that it may no longer be necessary for us to provide the technology. It is a very popular program with our students.

During the school year, students are expected to attend an after school advisory session one time per month at their local high school and participate in three half-day Saturday sessions. Breakthrough Twin Cities also provides individual college counseling to support students in their college search and application process. Starting in 11th grade, Breakthrough students meet one-on-one with a professional college counselor and one-on-one with a college essay coach. Seniors meet in person every two weeks with a college counselor to assist in narrowing down college choices, determining a visit schedule, and preparing for interviews.

High School students are expected to enroll in at least one AP, IB, or honors course per year, in addition to maintaining a B- or better grade in each subject. Students are expected to participate in one extra-curricular, create a detailed summer plan, and apply to at least one contest and/or scholarship per year.

Additional opportunities for students to be involved as interns, tutors and teachers will be available throughout high school.

College students: There is no stated support for students who have graduated the six year program once they are in college. They have said they plan to stay in contact with alumni through surveys, phone calls, Facebook, and annual alumni events.

Interested college students may apply for the Aspiring Teachers Fellowship. They must have a passion and talent for the subjects they study in school and a desire to share them with students, they must crave the opportunity to try out teaching as a career, and represent and respect all types of racial, ethnic, and economic backgrounds. Additionally, they cannot have a teaching license when applying to the program.

Other programs:

Breakthrough Leadership Program: High school scholars may also apply to be a part of the program during the summer after 8th grade. This program focuses on leadership development and requires attendance during the six-week summer program in addition to a trip to Boundary Waters Wilderness Area.

Family Involvement is emphasized at Breakthrough Twin Cities. Parents must attend events throughout the school year, and are expected to meet with staff at least once per year to discuss student progress and to focus on a particular issue relevant to each grade (e.g. high school transitions in 8th grade).

Outcomes:

Student outcomes:

Class of 2012 four-year graduates from high school: 100%
Percentage of Breakthrough St. Paul (BSP) Alumni graduates currently enrolled and succeeding in college: 100%
Number of full scholarships offered to BSP Class of 2012: 7
BSP students in 7th and 8th grade enrolled in at least one honors course per term: 88%
BSP students in 9th through 12th grades enrolled in at least one honors course per term: 91%
BSP students enrolled in honors courses who passed with at least a B: 92%

Teacher outcomes:

Aspiring teachers of color: 42%
Male Aspiring Teachers: 38%
Number of majors being pursued by the BSP Aspiring Teachers: 17
Aspiring Teachers who maintain a GPA of 3.6 or better: 88%
Number of hours spent learning, planning, mentoring, observing, grading, and leading: 500
Number of hours the Aspiring Teachers received one-on-one training with staff and coaching from professional mentor teachers: 41
Aspiring Teachers who graduated from college and entered the field of teaching: 75%

Relevant Program Logistics

Number of students served:

In grades 7-12: 223 students
Number of students accepted as rising 7th graders in 2012: 53.
Approximately 55 families are accepted each year into the program.

Demographics of students served: 94% students of color, 94% live at or below the poverty line, 84% will be the first in their family to attend college, 68% whose first language is not English,

Admission criteria:

Families make a 6-year, year-round commitment to the program that does not just involve the student, but the family as well. They state key characteristics of a student that include the motivation to work hard, learn, and get to college, the ability to produce high quality work, displaying consistent attendance in school, appreciating differences among others, etc. They typically meet two or more of the following need criteria:

- First in their families to attend a four-year college or university
- Low-income (qualify for free or reduced lunch)
- English is not their primary language
- Single-parent family
- Racial or ethnic minority group that is under-represented in college
- Attend a Title I school
- Have experienced some sort of relationship stress (i.e. parent passed away, deployed, etc.)

In addition to sharing the goal of graduating from a four-year college or university, all BSP students are expected to:

- Take at least one honors (pre-AP/IB) course each year, starting in 7th grade.
- Earn a B- or above in all core courses.
- Have 95% attendance at Breakthrough Saint Paul programming, unless excused for illness or family emergency.
- Maintain a respectful, "Strictly Positive" attitude at Breakthrough Twin Cities and school.
- Complete 1 1/2 - 2 hours of "Boo-Yah!" (homework) each night during the middle school summer program.
- Complete assignments and attend quarterly workshops for the school year program during high school.
- Attend monthly after-school sessions once in high school.
- Apply for at least one contest or scholarship each year.
- Be involved in at least one extra-curricular activity (outside of Breakthrough Twin Cities) each year.

Parents/Guardians of the Breakthrough Twin Cities students commit to:

- Understanding and following through with the six-year commitment that your child is making to Breakthrough Twin Cities.
- Attending required family events like: Back to Breakthrough, Parent Conferences, and Celebration.
- Complete a family meeting/workshop with a Breakthrough staff member each year.
- Proactively communicating with Breakthrough Twin Cities regarding your child's academics, as well as changes in contact information.
- Actively help your child raise any grades that fall below a B-.

Application information: Students apply in 6th grade for the 6-year program. The application is modeled after a mini college application, and includes a Student Statement, Parent or Guardian Statement, 2 Recommendations, Student Information Release Form, and a Student Self-Reflection.

Limitations if enrolled in other programs: none stated.

Cost: There is no cost to students who participate in the program.

Duration of services: 6 years, year-round

Funding sources: For Fiscal Year 2012:

Corporations: \$65,850

Government: \$88,250

Foundations: \$149,923

Individuals: \$169,062

In-Kind Support: \$107,147

Miscellaneous: \$1,375

Total Revenue: \$581,607

Scholarship information: Average annual scholarship award for Class of 2014 is \$27,500

Relevant Stakeholders

Staff:

Mikisha Nation, Executive Director
Dan Nelson, Development Manager
Daniel Bernal, Site Director
Noam Wiggs, Curriculum and Instruction Director
Bryan Boyce, College Bound Program Director
Doua Yang, Student Services Coordinator
Jennifer Otremba, Data and Evaluation Specialist
Ashley Cooper, Site Director
Wade Peterson, College Counselor
Alexandra Castillo, Office Manager
Ngan Nguyen, Macalester Bonner Scholar and Intern
Elena Torry, Schrag, Macalester Fellow and Intern
Demaya Walton, Site Director
Chee Chang, Hmong Family Liaison

Board:

Amanda Abdo Sheahan
AbdoMarketHouse Executive and Community Volunteer

Tamra Anderson
Morissey Inc., Human Resources Director

Pete Carlson
Lubetech Inc., General Manager

Sandra Landberg
Courage Kenney Foundation, Senior Development Officer

Mikisha Nation (Ex-Officio)
Breakthrough Twin Cities, Executive Director

May Chao Lee
Minnesota Department of Human Services, Deputy General Counsel
Board Vice Chair

Patricia Hayes Kaufman
The Design Company, Founder and CEO

Sarah Jansen
Wells Fargo Bank, Training and Development Consultant
Board Secretary

David Johnson
HealthPartners, Regional Clinic Director

Paul Kaufman
Slumberland, CFO
Board Treasurer

Anne Petersen
Community Volunteer

Jeff Ochs
Breakthrough Twin Cities, Interim Executive Director

Christina Porter
Governance Group, President
Board Chair

Kate Ryan Reiling
Director of Product at InboxDollars

Denise Rutherford
3M, Vice President Aerospace Division

Martha Sanford
Stillwater Medical Group, Physician

Joyce Yoshimura-Rank
Educator and Community Volunteer

Sources:

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edited by Sarah Cameron, Community Engagement Coordinator August 1st, 2014

Year Up

Year started: 2000

Website: <http://www.yearup.org/>

Mission statement: Year Up’s mission is to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education.

We achieve this mission through a high support, high expectation model that combines marketable job skills, stipends, internships and college credits. Our holistic approach focuses on students’ professional and personal development to place these young adults on a viable path to economic self-sufficiency.

History:

Year Up began in 2000 and was founded in Boston, Massachusetts by the current CEO, Gerald Chertavian. The origins of the program, however, go back to the mid-1980s, when Gerald was a Big Brother to a young boy, David, in the Lower East Side of New York City. At that time, the neighborhood had a reputation for being one of the most dangerous and crime-ridden parts of the city. He said, "I thought it was so wrong that the opportunities David had access to in life could be limited due to things like his zip code, the color of his skin, the bank balance of his mother, or the school system he attended." Gerald realized that David was living on the wrong side of the Opportunity Divide – he was a boy who had talent and potential, yet could not get ahead in life because of the poverty and violence that surrounded him. Hence Year Up was born.

Year Up is a national nonprofit organization that enables low-income young adults (ages 18-24) to move from poverty to professional careers in one year. They seek to close the Opportunity Divide- the gap between those who have access to education, resources, and a living-wage employment, and those who do not. Today there are an estimated six million young adults in the United States who are out of work, out of school, and without access to the economic mainstream. They act as an “opportunity broker” between young adults and corporations lacking access to a well-trained workforce and a pipeline for talent for approximately 12 million vacant jobs that companies will struggle to fill between now and 2025.

Year Up Program Overview

High School Programming: There is no program for high school students. The program requires a high school diploma or GED as part of its admissions criteria.

College Programming:

The Year Up core program is a rigorous 12-month program that combines hands-on skill development, professional internships, and college credits. For the first six months of the program, students develop technical skills in high-demand career areas, as well as professional skills that will enable them to be successful in a corporate setting. Students then apply those skills during a six-month internship through one of Year Up’s 250+ corporate partners. Working

with and through local community colleges and Fortune 1000 companies enables students to earn stackable credentials and continue their educations and careers after Year Up.

You can earn up to 23 college credits and a stipend while enrolled in the core program. Professional Training Corps sites (pilot sites in Baltimore, Philadelphia, and Miami) can offer up to 30 credits depending on the partner institution.

As a student, you are paired with an experienced professional as a mentor. They are there to give you one-on-one attention and guidance throughout the program, as well as post-graduation. Students are also supported by staff advisors, instructors, social workers, tutors, and other community volunteers.

Year Up currently offers five different career tracks (varies by site), and is in the process of developing new tracks in response to market demands. Current offerings include Information Technology, Financial Operations, Customer Service, Quality Assurance, and Project Management. Examples of career tracks in development include Sales and Merchandising, COBOL programming, and Cyber Security.

In addition to technical classes, Year Up offers robust professional skills training that prepares young people for success in corporate America. Professional and Communication Skill Classes might include: Business Writing Skills, Time Management, Career Networking, Communicating Clearly and Effectively, Conflict Resolution and Negotiation, Working in Teams, Presentation Skills, Workplace Norms, Introduction to Business, Personal Finance, Workplace Legal Issues, Work/Life Balance. In addition to targeted coursework, students must abide by a contract that outlines expectations regarding professional dress, behavior, workplace norms, etc. Students gain or lose points on their contract based on performance, which in turn affects their stipend. For example, if a student is 15 minutes late to class, they lose 15 points on their contract, and \$15 from their stipend. If a student reaches zero points, they ‘fire’ themselves from the program.

Outcomes: In 2013, Year Up saw 86% of its alumni go on to pursue full-time employment or education within four months of graduating. Those employed are earning an average starting wage of \$15.86 per hour.

In 2013, they placed 1,481 interns (a 40% increase from 2012). They had 336 corporate partners (a 41% increase from 2012), and 96 corporations hosted 2+ interns (a 33% increase from 2012).

They have a 73% student retention rate. They have a 35% internship-to-hire rate.

Relevant program logistics

Number of students served: Since 2000, Year Up has served nearly 9,500 students in eleven locations across the U.S.: Atlanta, Baltimore, Boston, Chicago, Miami, New York, Philadelphia, Providence, San Francisco Bay Area, Seattle, and Washington D.C. In 2013, they served 1,880 students, and are projected to serve 2,100 in 2014.

Demographics of students served: Year Up serves low-income young adults, ages 18-24, 61% of whom are male, 29% female (all-time). Additionally, 60% of students served have identified as Black, 21% as Hispanic, 5% as White, 4% as Asian, and 10% as some other race.

Admission criteria: You can apply if you are:

- 18-24 years old
- High school graduate or GED recipient
- Of low to moderate income
- A U.S. Citizen, permanent resident, or have an employment authorization card
- Available 5 days a week (Monday-Friday) for the full year of the program
- Highly motivated to learn new technical and professional skills

Application information: Classes begin in March and September. Applications are considered on a rolling basis until the class is filled. You first submit an interest form online or at the office. That is the first step in the admissions process to let them know you are interested. You can then attend an open house to connect with other students. You then submit an application, and then if you are qualified, the staff will invite you for an interview.

Limitations if enrolled in other programs: None stated other than time necessary to complete full-time program for one year.

Cost: There is no out of pocket cost for the student to participate in Year Up. Pell Grants from the government can help lower the costs to the organization if they are applicable for students. The cost for a corporate partner to hire an intern is approximately \$24,000 for a 6 month internship. Additionally, students earn college credits during their time in the program, as well as an educational stipend that helps defray expenses.

Duration of services: 12 months. 6 months of intensive training, 6 month internship. Year Up also supports alumni through a structured alumni association (local and national chapters), as well as career and education support services. Year Up has also recently launched a for-profit staffing company, called YUPRO (Year Up Professional Resources), designed to support the career advancement of our alumni network. Profits from YUPRO will be targeted to support Year Up alumni activities and programming.

Funding sources: Revenue from Individuals, Foundations, Corporations, Other, and Internships.

Relevant Stakeholders

Staff: National Senior Leadership Team

Gerald Chertavian- Founder and CEO

Garrett Moran- President

Jay Banfield- Executive Director, San Francisco Bay Area

Jeff Artis- National Director of Corporate Engagement

Timothy Higdon- National Director of Development

Shawn Jacqueline Bohlen- National Director for Strategic Growth and Impact

Scott Donahue- National Site Director

Casey Recupero- National Director of Program

Sandy Stark- National Site Director
Donald Ger- National Director of Professional Training Corps.
Jim Thie- Chief Information Officer
Belinda Stubblefield- National Site Director

Executive Directors-

Jack Crowe- Chicago
Diana Campbell- Philadelphia
Lisa Chin- Puget Sound
Jay Banfield- Bay Area
Kim Owens- Arizona
Betty Jeremie- South Florida
Duncan McCallum- Boston
Raphael Rosenblatt- Baltimore
Robin Tanya Watson- Jacksonville
Ronda Harris Thompson- National Capital Region
Alicia Guevara- New York

Board:

Paul Salem (Chair)
Tim Dibble (Immediate Past Chair and Treasurer)
Peter Handrinos (Secretary)
Gerald Chertavian (Founder and CEO)
Gail Snowden (Interim Chair)
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Lisa Jackson
Rod McCowan
Pedro Noguera
Paul S. Pressler
Robert Steel
Kerry Sullivan
Robert G. Templin, Jr.
Melody Barnes
Greg Walton
Kim Tanner

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<http://www.yearup.org/>

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Phone conversation with Christine Barber, Associate Director of National Foundation Relations on 8/19/2014