

Pathways To College Access And Success

Laura W. Perna, Anthony Jones

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Pathways to College Katherine L. Hughes, Melinda Mechur Karp, Baranda J. Fermin, Thomas R. Bailey, 2005 This report examines the ways that credit based transition programs CBTPs may help middle and low achieving students enter and succeed in college It highlights promising practices used by CBTPs to help students who might have been considered noncollege bound prepare for college credit course work The report also discusses the challenges that CBTPs face when trying to include such students The research for this report was conducted in the spring and fall of 2004 Case studies were undertaken in five states California Iowa Minnesota New York and Texas Two dual enrollment programs an MCHS Middle College High School an International Baccalaureate program and a Tech Prep program were studied The first section of the report describes the sites and examines some of the ways in which contextual features influence program implementation The report then highlights findings regarding four key program features student recruitment and selection processes curriculum support services and data collection and use For each feature the researchers investigated the current practices of the case study sites identified those practices that seemed most promising in meeting the needs of middle and low achieving students and identified barriers to implementing them An appendix presents more detailed profiles of each research site Recommendations for policymakers and practitioners include encourage broad student access build strong collaborative relationships and work with researchers to gather outcomes data Contains 19 exhibits and 10 footnotes

Pathways to College Access and Success ,2005 Provides summary findings across the case study sites including findings highlighting four key features student recruitment and selection processes curriculum support services and data collection

Pathways to College Access and Success. CCRC Brief Number 27 Katherine L. Hughes, Melinda Mechur Karp, Baranda J. Fermin, Thomas R. Bailey, 2006 This Brief summarizes the final report from the Accelerating Student Success through Credit Based Transition Programs study That study which was initiated by the U S Department of Education Office of Vocational and Adult Education OVAE examined the ways that CBTPs may help middle and low achieving students enter and succeed in college The final report presents findings from case studies of five diverse CBTPs The sites included a middle college high school in California an International Baccalaureate program in Minnesota a dual enrollment program in New York City a technically oriented dual enrollment program in Iowa and a Tech Prep program in Texas This Brief was drawn from a longer report of the same title **Frequently Asked Questions about College Access and Success** Education Resources Institute, Pathways to College Network, 2007 This paper presents questions and answers regarding college access and success These questions include 1 What is the achievement gap and how serious is it 2 Is college the best option for all students If not why prepare all youth for college 3 Can we afford to send everyone to college 4 What prevents students from going to college 5 Why do so many students start college leave before finishing degrees 6 How does financial aid impact decisions about college 7 What does the Pathways to College Network mean by college 8 What is an underserved student as

defined by the Pathways to College Network 9 When do students need to begin preparing for college 10 What is meant by a college going culture 11 Why is it important to have high expectations for students 12 What is meant by a college preparatory curriculum and college readiness and 13 What is the single most important action that our leaders need to take in order to make college access and success a reality Rural America's Pathways to College and Career Rick Dalton, 2021-04-21 This book provides solutions to the vexing educational challenges that rural communities face and serves as a how to guide for building college and career readiness within rural schools Rural America's Pathways to College and Career shares practical tips that can be used by educators and community members to transform rural schools help students develop essential skills locate and train college and career ready advisors establish business partnerships build college readiness leverage technology build interest in science technology engineering and math STEM careers and understand how to pay for college Based on research and drawing on best practice and poignant stories Dalton shares examples of success and challenges from interviews conducted with over 200 individuals who have participated in programs across the country By helping rural youth learn about the opportunities available and by providing them with the support they need to succeed this book serves as an actionable guide to helping students in rural schools attain postsecondary school success **Pathways** to College Access and Success, 2005 Provides summary findings across the case study sites including findings highlighting four key features student recruitment and selection processes curriculum support services and data collection of College Access and Completion Laura W. Perna, Anthony Jones, 2013-07-18 Despite decades of substantial investments by the federal government state governments colleges and universities and private foundations students from low income families as well as racial and ethnic minority groups continue to have substantially lower levels of postsecondary educational attainment than individuals from other groups The State of College Access and Completion draws together leading researchers nationwide to summarize the state of college access and success and to provide recommendations for how institutional leaders and policymakers can effectively improve the entire spectrum of college access and completion Springboarding from a seminar series organized by the Advisory Committee on Student Financial Assistance chapter authors explore what is known and not known from existing research about how to improve student success This much needed book calls explicit attention to the state of college access and success not only for traditional college age students but also for the substantial and growing number of nontraditional students Describing trends in various outcomes along the pathway from college access to completion this volume documents persisting gaps in outcomes based on students demographic characteristics and offers recommendations for strategies to raise student attainment Graduate students scholars and researchers in higher education will find The State of College Access and Completion to be an important and timely resource

The American Indian and Alaska Native Student's Guide to College Success D. Michael Pavel, Ella Inglebret, 2007-05-30 Choosing the right college is a big decision for most people American Indian and Alaska Natives are no

exception but finding a college that offers a good educational program in their major plus a strong support system for tribal traditions makes that decision even more complex This volume will help Native people clarify their postsecondary aspirations improve their college choice and increase their success in college After a thorough examination of the issues that should be considered Pavel and Inglebret present the different types of colleges available programs and services to meet the special needs of Native students and financial aid options By answering many of the basic questions students have about going to college Pavel and Inglebret help to demystify the process and encourage more Native students to pursue a college education Special features include A list of colleges with Native American studies and those most friendly to Native Americans needs A list of sources for financial aid with contact information Interviews with Native American students on all aspects of their college experiences Suggestions for students on how to balance their new college experiences with their community and heritage The Qualified Student Harold S. Wechsler, 2017-09-29 In The Qualified Student Harold S Wechsler focuses on methods of student selection used by institutions of higher education in the United States More specifically he discusses the way that college and university reformers employed those methods to introduce higher education into a broader cross section of America by extending access to an increased number of students from nontraditional backgrounds Implicit in much of this book is an underlying social and ethical question How legitimate was and is higher education s regulation of social mobility Public concern over colleges and universities practices became inevitable once they became regulators between social classes The challenging of colleges admissions policies in the courts augments similar concerns that have been present in legislatures for decades The volume is divided into three main sections Prerequisites Columbia and the Selective Function and Implications It focuses mainly on four universities The University of Michigan Columbia University the University of Chicago and the City University of New York Wechsler maintains that unlike other universities these institutions were pacesetters they did not adopt a new policy simply because some other college had already adopted it A new introduction brings the book originally published in 1977 up to date and demonstrates its continuing importance in today s academic world of selective admissions A Shared Agenda Education Resources Institute, Pathways to College Network, 2004 The goal of the Pathways to College Network is to advance college access and success for underserved students including those who are the first in their families to go to college low income students underrepresented minorities and students with disabilities All of the Pathways work is grounded in data and research Through a synthesis of research evidence from hundreds of studies the Pathways to College Network has established six principles to guide the actions of leaders in education and in all sectors of society These principles are 1 Expect that all underserved students are capable of being prepared to enroll and succeed in college 2 Provide a range of high quality college preparatory tools for underserved students and their families 3 Embrace social cultural and learning style differences in developing learning environments and activities for underserved students 4 Involve leaders at all levels in establishing policies programs and practices that

facilitate student transitions toward postsecondary attainment 5 Maintain sufficient financial and human resources to enable underserved students to prepare for enroll and succeed in college and 6 Assess policy program practice and institutional effectiveness regularly These principles underpin a series of recommended actions for leaders including elected officials superintendents principals college presidents outreach program directors and community leaders Only through strong leadership and concerted continued effort by stakeholders and advocates will the impetus for change be created Some of the actions that this report recommends are 1 State and federal officials must mandate rigorous aligned curricula for schools and provide sufficient funding for programs teachers and students 2 School leaders should require a college preparatory curriculum for all students provide academic and social support for underserved students and ensure that teachers are well prepared to address different learning styles and cultural backgrounds 3 College and university leaders need to be clear about the skills and knowledge they expect incoming freshmen to have They should build partnerships with schools provide teacher training that focuses on the needs of underserved students and target robust need based aid and support programs to underserved students 4 Outreach program leaders must provide academic and social support for underserved students and their families including tutoring parent involvement and partnership initiatives and 5 Community leaders and family support groups should work with students and families to instill and reinforce beliefs that all students must prepare for postsecondary education In turn communities and families must push schools and government to adopt a goal of universal college readiness and achievement Appendices include 1 Selecting Research Based Strategies and 2 Annotated List of Pathways Research Papers Reports and Other Publications by Focus Area Contains 83 endnotes Funding for this paper was provided by the Lucent Technologies Foundation

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