

**INDIANA UNIVERSITY**  
**COLLEGE PREPARATORY INITIATIVES**  
**GRANT**

**Annual Report  
to the  
Lilly Endowment, Inc.**

**January 31, 2004**

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**The Indiana University College Preparatory Initiatives  
Final Annual Report  
July 1, 2002 to January 31, 2004**

As we complete the implementation of the Indiana University College Preparatory Initiatives (CPI) grant, we have learned a great deal about the expectations and concerns high-risk middle-school students and their parents have about educational goals. We have implemented programs and activities that engage students and parents and have succeeded in changing expectations and knowledge about higher education. That is to say, both students and parents who participated in CPI programs on all Indiana University campuses indicate they have learned more about what needs to be done to attend college. While there is still much to learn, we have a greater understanding of what factors contribute to these changes.

Expectations and Concerns about Educational Attainment

Parents and students participating in the CPI program complete an enrollment form and questionnaire at the beginning and end of each year. This form serves several functions. The parent gives permission for the student to participate in CPI activities. We engage the parents in the process, and gather information about their backgrounds, interests and expectations. The CPI program began operation in the summer of 1999, following a six-month planning and development phase. In this report we will summarize our findings over the duration of the grant. Over 80% of the students and their parents indicated they expected the student to complete a four-year college degree. Nearly 50% of these parents report no college experience, while approximately 13% report that they did not complete high school. With students and parents beginning with such high expectations, the goal of the program is not to raise expectations, but rather to create *realistic goals that are connected to practical plans*.

We asked students what might limit their taking part in education after high school. Approximately two-thirds indicated that they “see no limits at this time” but they “are not sure how to prepare.” This disparity between expectations and knowing what to do identifies the primary challenge to be met by the CPI program. We asked parents to indicate what information would be helpful. One-half to two-thirds of the parents indicated that they want to know more about college costs, financial aid information, career options and scholarship opportunities for good students. The specific programs offered on the campuses are designed to meet these needs.

Programs Provided

The reports from each individual campus describe the specific programs they have implemented. Most campuses provide programs for both students and parents. Programs are designed to help increase knowledge about the areas parents indicated they wanted to know more about. For example, most campuses sponsor programs on college cost, the 21st Century Scholars program, financial aid, and the admissions process. In these programs, campuses work with parents, especially seventh and eighth grade students’ parents, to help them understand Core 40 and other aspects of creating a college-prep

high-school schedule. Campuses schedule joint sessions on these topics that include students.

Many programs for parents on all campuses are organized around increasing their knowledge of how to achieve the goals they have for their children. But it is quite possible that the informal effects of establishing friendships with individuals connected to a college are of equal or greater impact. The campus coordinators report as they build rapport parents begin to ask questions, usually in one-on-one conversations, that reveal their fear of dealing with organizations and people whom they see as so different from themselves. The coordinators believe that communication barriers, as much as lack of knowledge, impede parent and student progress toward college.

Based on these additional insights, several campuses have created opportunities to bring parents and students to college campuses. For example, some parent meetings are held on campus. Generally there is better parent attendance early in the program when the meetings are held in the neighborhood or at the local school. Later, parents and students are invited to campus meetings that include using computer classrooms in which they “surf” the web to find information about college attendance and costs. To expose parents to a variety of college campuses, coordinators take families on bus trips to residential colleges around the state. While on the campuses, they take groups to sporting events and have a campus tour. In this type of setting, coordinators report that parents and students become engaged questioners, wanting to know more about diverse aspects of the campus life.

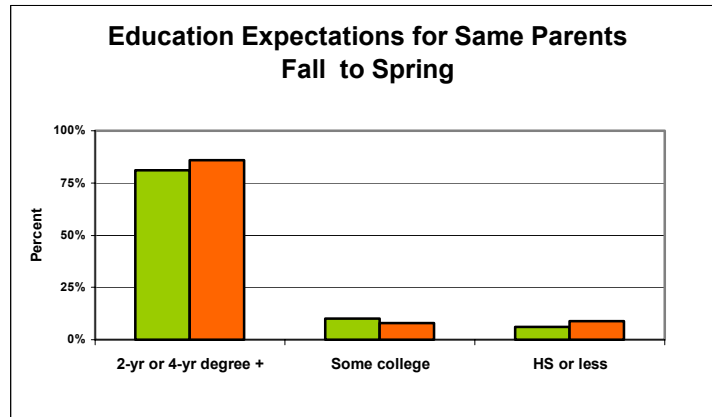
A few campuses continue to offer students summer camp opportunities. In general these are day camps held on the local campus and they include a small proportion of the total number of students who participated in the Indiana University CPI program during the academic year. The camps usually contain tutoring and skill-building classes in reading and/or math. Bloomington and Northwest have provided residential camp experiences for a limited number of students. IUPUI provides overnight visits to the Bloomington campus. The results of these small, pilot residential camping projects show very promising results. The camps continue to build connections among students, parents, staff and university campuses.

### Impact of the Programs

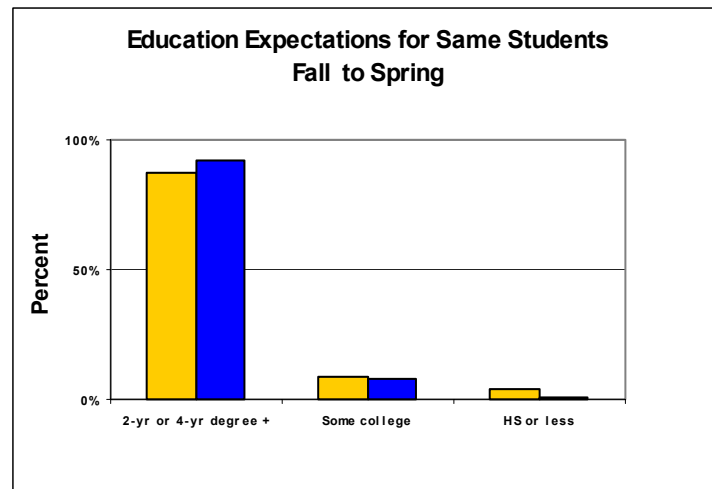
The outcome measure of greatest importance, college enrollment and success, cannot be measured within the time frame of this grant; however, there are some valuable interim indicators including changes in attitudes and knowledge that reflect a more realistic understanding of what is involved in preparing for college success. The enrollment form asks students about their grades, as well questions for both students and parents concerning their expectations about educational attainment. We can directly measure the impact of the programs on a subset of participants because we have the responses made to survey questions when they began participating in the CPI programs and again when they completed an academic year of participation. These results indicate that changes are occurring. Students’ and parents’ expectations about college are changing.

## Expectations of Educational Attainment

We asked both students and parents to indicate their expected level of educational attainment for the student. During this period, the percent of parents expecting their child to earn a two-year or four-year degree increased from 81% to 86%. The figure below shows the changes in each level.



Students who participated increased their educational attainment expectations. The percent expecting to earn no more than a high school diploma decreased, while the percent expecting to earn a two- or four-year college degree increased.



## What have we learned?

We asked campus coordinators to reflect on the lessons learned over the duration of this grant. Summaries of their responses are contained in the campus reports. In general, we can say that we have learned:

- How to improve the effectiveness of services to high-risk students and their parents.
- To limit the number of people we serve in order to obtain the greatest impact.

- To provide services by grade cohort, that is to say to all students enrolled in a grade or class, is better than targeting specific “at risk” individuals.
- To facilitate change by providing a series of well-designed programs for parents and students.
- That we need to engage parents by contacting them in their neighborhoods and developing some rapport before bringing them to the campus.
- That we need to provide information about attending college to both students and parents. While the parents express more direct interest in learning more, many students indicate that they plan to go to college, but often do not show evidence that they know what they need to do to prepare academically or financially.
- That we need to work separately and together with parents and students to provide information in an environment in which they can talk together about college.
- That building connections among CPI personnel, students and parents is key to creating an atmosphere in which expectations change and learning occurs.
- That creating situations in which parents and students learn together builds bonds that support families and educational expectations. Establishing an atmosphere in which students and parents feel it is safe enough to ask questions builds the basis for continued learning beyond contact with the CPI program. While we knew when this project began that these non-tangible characteristics were important, we have learned that they form the glue that gives the knowledge base form. We will not have lasting effects unless we carefully attend to these less measurable aspects.
- That in the future we will organize programs around informally based activities that build connections among students, parents, staff and university campuses.
- That the content focus of programs will include specific knowledge about college costs, financial aid information, career options, educational options and high school course planning.

While the impact of our work will not be known until each student graduates from high school and makes decisions about going to college, the early indications are encouraging. They confirm our sense that intense and long-term programs, such as the College Preparatory Initiatives, are essential. First-generation parents and students are not well served by episodic programs; relationships sustained overtime are essential to reaching these students and their family members.

### **Plans for the Future**

Indiana University is committed to expanding college access and success to more Hoosiers. The results of our work on this project confirm the research findings that middle-school experiences of parents and students have great influence on high-school preparation and college expectations. To fulfill our commitment to the citizens of Indiana, we have to view ourselves as part of a K-16 process focused on student success. President Herbert asked Vice President Nelms to develop plans for Indiana University’s continued support of pre-college programs. The planning process is currently underway and recommendations should be completed by the end of this academic year.

## College Preparatory Initiatives (CPI) Final Report

### Indiana University Bloomington

Strong attendance in the after-school program, a dynamic and expanded summer camp, two successful family campus visits, and a series of parent workshops are the hallmark of this past year for the College Preparatory Initiatives (CPI) program at the Bloomington campus of Indiana University (IUB).

The CPI program at Bloomington was designed to promote three primary components of student, parent and community involvement. CPI program activities on the Bloomington campus use the resources and opportunities of our large university campus to reach middle school students and encourage and prepare them in their pursuit of a postsecondary education. To that end, CPI activities are directed first toward engaging the middle school student, followed by opportunities for the student's family.

#### **Campus Initiatives and Audience Served**

##### *Provide Opportunities for Academic Preparation and Familiarity with College Environments*

Throughout the program, the primary activity to further academic preparation and familiarity with college environments is the CPI after-school program for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students. The curriculum is designed to offer a variety of fun and active learning exercises. Experience has taught us that the after-school time slot offers both opportunity and challenge. Opportunity lies with the convenience students have to access our enrichment activities. The challenge is keeping interest and engagement high during a time frame in which students can be mentally spent from their day in the classroom. To address this challenge, a variety of hands-on activities, field trips, and subject areas are built into the curriculum at all three grade levels. In an effort to familiarize CPI students with the college experience and environment, all grade levels are frequently on campus for field trips, project work, and student/volunteer end-of-semester recognitions. Significant curriculum activities included visits with college student-athletes, CPI student production of the video *CPI News: Live @ 5* that promote information about college, which CPI students believe is important for kids their age to know, and a series of career exploration field trips.

Most importantly, all CPI students had frequent and ongoing interaction with college students serving as volunteers in the after-school programs. The curriculum is purposely designed to promote this interaction, and the volunteers play a key role in connecting our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students to the world of college, the importance of education beyond high school and the tools it takes to be successful in that endeavor. We recruited IUB college students to serve as volunteers, and they worked with middle school students.

The after-school enrichment program was offered twice weekly on Mondays and Wednesdays to all 6<sup>th</sup> graders at four local elementary schools. Our participation goal was 25% of the 6<sup>th</sup> grade class enrollment. We exceeded that goal at three of the four elementary schools. In addition, a weekly after-school program was offered at Tri-North

Middle School for 7<sup>th</sup> graders on Tuesdays and 8<sup>th</sup> graders on Thursdays. Our experience and parent feedback led to our conclusion that the increased number of after-school opportunities available in middle school compete for the time of students and contribute to decreased participation.

### **Increase Capacity to Promote and Encourage College Preparatory Activities**

Our twice-yearly Family Campus Visits prove to be the best vehicle for promoting college preparatory activities for parents and students together, and they received positive parent and student reviews. Throughout the program, CPI families have visited a total of seven college or university campuses, three of which are public and four private institutions. The trips were accompanied by CPI staff and volunteers and featured chartered bus service and family videos en route. The campus visit agenda includes a campus tour of the main buildings, a visit to a dorm room (most often requested), lunch at campus dining facilities, and a panel discussion with current students and admissions staff. Additionally, time is allowed for families to visit the bookstore, art museum or any other area in which they have an interest.

A large majority of both students and parents who participated in the Family Campus Visits rated the experience ‘Good’ or ‘Great’. When asked what they liked best, comments continue to reflect that students and parents appreciate the opportunity to visit a variety of college campuses, to talk with current students, to explore their options and to increase their understanding of what is available to them and the preparation needed.

Our parent workshops also increase the capacity of both parents and community groups to encourage and support college preparatory activities. The first workshop featured an introduction to the upcoming year’s CPI activities, and a showing and distribution of the *Soar Higher: How to Make College a Part of Your Child’s Future* video. A second set of parent workshops on Financing College Costs and High School Course Planning were offered in the spring. Representatives from the National Center on College Costs, Bloomington High School North, ICPAC, 21<sup>st</sup> Century Scholars and the IU Advance College Project were featured.

### **Shared Promising Practices for Increasing the Number of Students Aspiring to College**

Each year a summer camp took place on the Bloomington campus of Indiana University and was open to any 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grade student who had participated in any CPI activity throughout the year. CPI Summer Campus camping experience achieved each of our initiatives in the course of its activities. It served to increase the capacity of students themselves to encourage their college preparatory activities, as well as parents who participated in our invitations to lunch and dinner programs that week. In addition, it was designed to provide students with a myriad of activities to become familiar and comfortable with college environments.

Summer 2002 was the first year in which 6<sup>th</sup> grade students participated in the camp. They were served by a day camp. For these students, the goals were to break down the social segregation among the four elementary schools as they prepared to join together at middle

school, and to give students an opportunity to become familiar and comfortable with being on a college campus. Our CPI students who had just completed 7<sup>th</sup> grade spent two nights in residence, while their 8<sup>th</sup> grade counterparts spent the week in residence. For the 7<sup>th</sup> and 8<sup>th</sup> grade level, we sought to provide a more in-depth college experience by exposing students to classes, professors, course planning, and the bookstore and dorm life. For all students, activities were based out of Read Residence Center on the IU Bloomington campus.

Student evaluations overwhelming pointed to their camp counselors as the best experience of summer camp. Staff members were all college students and were recruited from within our volunteer base, through student organizations and through career services. Each grade level was divided into student groups of 8-10, and two camp counselors led each group.

### **Evaluation Results**

Since its inception, the CPI program at Bloomington has implemented a comprehensive feedback system used in all aspects of programming. Our preferred and most frequently used form combines Likert scale items with open-end questions. This format is especially helpful with students who often explain with their words what is difficult to ascertain from the way they marked their Likert scale items.

Every person connected to or participating in CPI is involved in its assessment. CPI students in the after-school program complete surveys at the end of each semester and the end of each curriculum unit. In addition, they complete surveys about their experiences on Family Campus Visits and pre- and post-tests for summer camp. Likewise, CPI parents are surveyed each semester regarding the after-school program, family campus visits, parent workshops and summer camp. Finally, staff and volunteers complete assessments regarding their experiences and recommendations for the after-school program and summer camp. Data sets from all assessments this past year are readily available upon request.

### **Lessons Learned (June 2003)**

#### **1. Student & Parent Programming In Tandem**

First and foremost, we learned that offering a combination of student and parent encouragement programs throughout the year works best. Programs for students and parents, while sometimes separate in focus and activity, ultimately work together as an integrated whole to the entire family's benefit in pursuit of post-secondary education.

#### **2. Family Campus Visits**

These visits are a powerful encouragement tool, yet they are relatively easy to plan and carry out. All family members are invited, giving students and parents the opportunity to explore together a variety of college and university options around the state. Family campus visits break down the barriers of hesitancy and fear of the unknown. In their place, confidence is built, while knowledge and understanding are provided. The possibilities become theirs to own.

### **3. Student Cohort Encouragement**

An after-school enrichment program, especially for 6<sup>th</sup> graders, provides tremendous opportunity to encourage and build on the knowledge and understanding a student needs to consider and successfully prepare for post-secondary education. Specifically, we learned:

- Make the program available to the entire grade level student cohort.
- Utilize hands-on, active learning activities that revolve around different academic themes in short 2-3 week units. The internet is a great resource for these lessons/activities.
- Don't use a "canned" curriculum. It's too much like school at the end of a school day.
- Utilize college student volunteers liberally. They build real life connections to college.
- Personnel and materials costs are reasonably low.

Summer camp is another powerful encouragement tool that makes the college experience real. It replaces student prejudices about students from other schools with knowledge, new friendships and understanding. In addition, time spent on a college campus breaks down first generational barriers and provides college experiences to all.

### **4. Parent Encouragement (family campus visits, parent video, parent workshops)**

In recognition of busy schedules, we found parents are more likely to attend events with their children and will come as schedules allow. To measure parental involvement, we learned not to expect all or even a majority of parents to attend a single event, but rather to look at parent participation across the year. In that measure, our assessment confirms a parent participation rate of 33-40% each year.

### **5. University Connections**

CPI builds positive connections between the community, middle/elementary schools and the University that truly can be categorized as a P-16 initiative. In addition, college student volunteers are our most important asset. The program provides excellent service learning opportunities to students, and students in all majors benefit from the experience. Likewise, middle grade students benefit from their contact with college students from a variety of backgrounds and majors.

## **College Preparatory Initiatives (CPI) Final Report**

### **IUPUI**

IUPUI kicked off its year with the annual IUPUI CPI summer program. CPI partnered with the IUPUI Upward Bound (UB) program to provide students a glimpse of life on a residential campus. The summer component of the Upward Bound program houses high school students from Indianapolis in a residence hall on Indiana University's Bloomington campus. The UB high school students live and take academic courses there for six weeks. CPI brought in three cohorts of 6th graders to stay overnight in the same residence hall (different floors) as UB. These students were paired with a UB student to shadow during classes. CPI students took a walking tour of the campus and went bowling in the Indiana Memorial Union.

The summer program was an overwhelming success. Students described the experience as "awesome", "fun", and "informative". In fact, during the year, students asked nearly every week about the next year's summer program because they were so excited.

Each fall a 6th grade student cohort from Gambold, Farrington, and Washington middle schools was selected. These students in addition to our existing 7th grade cohorts and Evans Elementary program (see full description below under "Audience Served" heading) brought our total number of students served to 200.

The CPI staff selected college mentors who received University College CPI Leadership Scholarships based on academic achievement, essay quality, and interviews. Fifty-three IUPUI college students were awarded semester scholarships of either \$625 or \$1250 depending on the time committed to CPI as a mentor.

Semester activities for mentors and their mentees included visits to the State House, NCAA Hall of Champions, the Children's Museum, and numerous places on the IUPUI campus. Activities included tours (facilities listed above), guest speakers (IUPUI faculty and students presented lessons in their discipline), and interactive lessons (our students designed containers for raw eggs in a "drop" competition, gave speeches, designed shirts for the program, just to name a few).

Another success was CPI's collaboration with the 21st Century Scholars program. Our students and 21st Century Scholars shared a visit to the Marian College Campus.

The last event each was the awards dinner. Each year 350 students, families, college mentors, and administrators filled the Madame CJ Walker Ballroom. Families cheered as students and mentors were presented with certificates noting their achievement in the CPI program.

#### **Audience Served**

Our primary attention focused on sixth and seventh grade students (20 student cohorts) from Washington, Gambold and Farrington Middle Schools. These three middle schools

(and their boundaries) are geographically adjacent to the IUPUI campus and feed into Northwest High School. The students served are very diverse (self reported numbers indicate African-American 55%, Caucasian 22%, Latino 8%, Native American 4%, multi-racial 4%, and other/rather not answer 7%) and from low-income families (most qualify for the 21st Century Scholars Program). The CPI mentoring program also included students from three elementary schools that feed into the middle schools. Also, third grade students at Evans Elementary were added because the student organization serving them disbanded. In total, each year our programs directly served 200 students and their families.

<b>School</b>	<b># Students</b>	<b>Grades served</b>	<b>Services provided</b>	<b>Frequency of contact</b>
Washington	40 per year	6 <sup>th</sup> and 7 <sup>th</sup>	Academic advising and monitoring, college visits, mentoring, family workshops, after-school program, summer program	Three times per week
Farrington	40 per year	6 <sup>th</sup> and 7 <sup>th</sup>	Academic advising and monitoring, college visits, mentoring, family workshops, after-school program, summer program	Three times per week
Gambold	40 per year	6 <sup>th</sup> and 7 <sup>th</sup>	Academic advising and monitoring, college visits, mentoring, family workshops, after-school program, summer program	Three times per week
Evans	20 per year	3rd	After-school program, mentoring	Once per week
Penn	20 per year	3rd	Co-curricular activity with Washington 6 <sup>th</sup> and 7 <sup>th</sup> grade students	Twice per semester
Pyle	20 per year	3rd	Co-curricular activity with Washington 6 <sup>th</sup> and 7 <sup>th</sup> grade students	Twice per semester
Nicholson	20	3rd	Co-curricular activity with Washington 6 <sup>th</sup> and 7 <sup>th</sup> grade students	Twice per semester

## **Campus Initiatives**

This section is divided among the three objectives outlined in the proposal submitted to Lilly Endowment, Inc. which include:

### **1. Increase the capacity of parents, community groups, and students themselves to promote, encourage, and support college preparatory activities:**

CPI Site Coordinators spend twenty hours per week in his/her designated school. Responsibilities included developing and implementing a tiered mentoring program (see description under #2), assessing and tracking student progress, developing and implementing strategies for increasing student academic success, and developing and implementing programs that encourage family involvement and support of college preparatory activities.

Each CPI Site Coordinator collected CTBS and ISTEP scores in addition to semester grades for each student in our program. We built a database to store these records.

Each program hosted a family meeting/dinner once each semester. These meetings served as a vehicle to establish a connection with the families and communicate our mission. CPI staff, mentors and guest speakers (IUPUI administrators, site directors from 21st Century Scholars and Upward Bound) spoke of our commitment to the success of the students in our program.

### **2. Provide students with opportunities to obtain the requisite academic preparation for, and become familiar and comfortable with college environments:**

The CPI after-school program offered tiered mentoring in which IUPUI college students mentor 3<sup>rd</sup>, 6<sup>th</sup>, and 7<sup>th</sup> graders. Each college student mentor was matched with one student from each grade. Each year the program added the new class of 3<sup>rd</sup> and 6<sup>th</sup> graders – so by the last year each mentor will lead a group made up of one student from the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

Middle school students were transported from the schools to the IUPUI campus by the IUPUI Jaguar shuttles. Our students expressed great pride to board the white shuttles with the large Jaguar on the side while their peers watch from the normal school busses. Once on campus, students enjoyed a healthy snack and then participated in a variety of activities led by two college mentors (and prepared with the assistance of the CPI staff). Following the activity, IPS busses took the students home from the IUPUI campus.

Twice each semester, the after-school program was offered in the elementary school that feed into each middle school. The program began at the elementary school where the sixth graders ran the activity planned the previous week. Mentors served as supervisors here, but the idea was to foster leadership in the sixth graders by having them run the activity themselves. After the 3<sup>rd</sup> grade activity (3<sup>rd</sup> grade activities developed by 3<sup>rd</sup> grade teachers and the CPI staff) was completed, the mentors and the middle school students went to the IUPUI campus for the middle school activity planned and run by the mentors.

### **3. Share with other Indiana institutions and agencies promising practices for increasing the proportion of students who aspire to attend college and are prepared academically and socially to succeed after they matriculate:**

Our partnership with University College at IUPUI has enabled us to not only share information, but also to interact with Upward Bound, 21st Century Scholars, and the academic advising center. College Preparatory Initiatives is located in the Pre-college Programs office in University College along with Upward Bound and 21st Century Scholars. CPI has initiated collaborations with these offices to provide additional educational opportunities (such as college visits and the summer program) to our students.

Two of our site coordinators serve as academic advisors in the University College Advising Center. Their expertise and wealth of information about higher education have proven beneficial not only for the students and families of the program, but to the college mentors as well.

This partnership has been especially beneficial in terms of sharing information from these entities to the families of our students. CPI also participates in various IUPUI, IPS, neighborhood and community functions.

#### **Evaluation Results**

The IUPUI program created a database to track the grades, test scores, and behavior of students participating in CPI. Initial findings show that although students are not selected for College Preparatory Initiatives based on academic excellence, students in the program achieve better grades. There also appears to be a correlation between time spent in the program and academic achievement. In each school, students who participated in CPI the previous year earned higher grades than students in the same grade who had not.

The IUPUI program tracked the number of our CPI students who have applied for the 21st Century Scholars program. Students may sign up in the 7<sup>th</sup> and 8<sup>th</sup> grades – meaning our program had 60 students who were eligible to apply. The table below reflects the application status of each school in 2001-2002.

<b>School</b>	<b># Eligible</b>	<b># Applied</b>	<b># Enrolled</b>	<b># Incomplete</b>
Farrington	20	13	11	0
Gambold	20	17	3	12
Washington	20	16	14	0

#### **Lessons Learned (June 2003)**

1. The success of college students serving as mentors (especially effective when of a similar socioeconomic background) – middle school students admire them, listen to them and want to impress them.
2. The importance of reaching students at an early age. Most children reach for independence at the 7<sup>th</sup> and 8<sup>th</sup> grade level.

3. The importance of IPS administration support. We have seen our least effective programs morph into our best – and vice versa – due to changes at the principal or vice principal level. The leadership (or lack thereof) shown at the school impacts everything we do.
4. The challenge of serving a mobile population. Our families move often. Although the move rarely takes them out of Indianapolis (or even the IPS district), we are unable to continue to serve or track those students.
5. The importance of serving entire grades instead of selected cohorts. Many of our schools do not have the “educational climate” necessary to foster academic success. Again, when the students leave us, they must go back into an environment that is often not supportive or encouraging.
6. The success of college visits. Bringing our CPI students on campus each week has been tremendously positive. They have become very comfortable here and know where everything is located. Our trips to other colleges have proven successful too. Students can indicate important differences between the colleges we have visited because they have seen it firsthand. Lastly, our yearly overnight trip to the Bloomington campus remains our most popular event.

## **College Preparatory Initiatives (CPI) Final Report**

### **IUPU-Columbus**

The primary goal of IUPUC College Preparatory Initiative program is to inform area middle school students and their parents about the importance of post secondary education. During the grant period we chose to narrow our focus, working the majority of the time in Decatur and Bartholomew counties. We presented the Reality Store in Decatur County and this last year we expanded our focus to include 10<sup>th</sup> and 11<sup>th</sup> grade students. South Decatur High School began a formalized peer-mentoring program based on discussions and an outline provided by CPI. We established a partnership with 21<sup>st</sup> Century Scholars in Decatur. Each year we took 60+ students on an IUPUC campus visit. One of our most exciting programs was the Northside Middle School Career Fair which was a partnership project with the Community Education Coalition: Careers In Indiana in Bartholomew County. One day in April, 900 7<sup>th</sup> and 8<sup>th</sup> grade students had the opportunity to visit 20 different workplaces and hear from 80 plus different career professionals. As a result of these initiatives IUPUC has developed new relationships in the communities we serve that might not have happened through traditional means.

#### **Audience Served**

The CPI program at IUPUC is a student-based audience. Efforts to include parents were not as successful, but we have found that driving these efforts through the student population had created some parental involvement and excitement. The other connection that has been made is the community/school connection. The program has been very successful in bringing community volunteers into the schools. The buy-in to those programs should help the school communities keep these programs ongoing.

#### **Lessons Learned (June 2003)**

1. The IUPU Columbus campus should have narrowed the focus area from five counties and 12 middle schools by starting in one school corporation and then expanding based on success and buy in.
2. Developing community partners was a key to success and sustainability of programs put in place (Community Education Coalition, Pathways to College, Business Professional Women, Decatur County Community Foundation, etc.).
3. Piggy backing on an already existing program (i.e. 21<sup>st</sup> Century Scholars) and building CPI program enhancements to expand programming already in place.
4. Educators are happy to have your physical and financial support but the reality of sustainability is negligible. Without the buy-in of a sustaining organization a lot of the good work accomplished will not continue.

5. Regardless of the school corporation structure, begin programming in the 6<sup>th</sup> grade while parent engagement is still high. Parental intervention has been the biggest frustration.
6. Activity interventions that were different than the students' normal school day, i.e. campus field trips, career software training, mini-soft skill training modules, career day activities, work best.
7. Opportunities that provided these students success and exposure in arenas otherwise foreign to them, i.e. the experience of sitting in on a college class, q &a sessions with current college students, work well.
8. Peer mentoring programs designed to pair a successful college bound high schools student with an at risk middle school student is a good strategy.

## **College Preparatory Initiative (CPI) Final Report**

### **Indiana University East**

#### **Lessons Learned (June 2003)**

##### ***1. What interventions worked best:***

- a. The variety of workshops that gave parents the opportunity to learn about preparing for college.
- b. The collaboration with 21<sup>st</sup> Century Scholars and the Community in Schools task force using available resources.
- c. Acquiring tutors for students that helped parents recognize the importance of grades in preparing for college.
- d. The Success Series workshops which helped parents gain a better understanding of themselves and how their attitudes affect their children.

##### ***2. What understanding I gained about how to approach this work:***

- a. Parents can be intimidated by coming to the campus and using another building or room they are not familiar with.
- b. It is essential to talk about the program with parents in grocery stores and the mall, anywhere they are seen off campus.

##### ***3. Things learned not to do again.***

- a. Working with large groups did not seem to be conducive to communication and recruiting, i.e., PTO.

##### ***4. Ideas I would have liked to have been able to try:***

- a. Expose both students and parents to other college campuses
- b. More publicity generated in the school newsletters
- c. More social activities outside of workshops

## College Preparatory Initiatives (CPI) Final Report

### Indiana University Kokomo

Indiana University Kokomo's College Preparatory Initiative program has completed a very successful and rewarding program. We have seen that parental involvement is the key in meeting the goals of the Initiative. One-on-one tutoring in the schools, career exploration field trips, and college visitation trips were also instrumental in fulfilling the goals of CPI.

The program's biggest accomplishment was identifying a new funding source for this program. CPI students will be enrolled in the After School Rock Program funded by the Indiana Family and Social Administration, Division of Mental Health and Addiction Standards Program.

The four Parent University Meetings hosted each year provided needed information to the CPI Parents. Topics of the parent's portion were:

- College costs and financing options
- Becoming a Master Student information provided to assist them and their child in mastering good study skills
- Information from a Kokomo Middle School counselor to explain Core 40 curriculum requirements
- Admissions information from the IU admissions office.
- Tour of the IU Kokomo campus, particularly the new Science Building

The CPI students attended Becoming a Master Student classes to help establish good study skills. They were also given computer access for a Career Interest exercise with the IU Kokomo Career Services Director.

The CPI parents' attendance at the Parent University events has been very steady during the duration of the grant. The participation and interest in the subject matter at a steady level.

#### **Audience Served:**

The College Preparatory Initiative focused on 3 cohorts of 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade students from Kokomo Center Schools and Western Schools. These schools represent a good cross-section of the many ethnic groups present in the Kokomo community.

#### **Campus Initiatives:**

Indiana University Kokomo's CPI Parent University program showed a small but steady increase in participation over the years that corresponded to the increased number of student enrollees. We have found in each of the 3 grades there is a core group of very enthusiastic parents that attend almost all of the meetings and activities. They have expressed their appreciation for what we have shared in the Parent Universities, as well as

the efforts of the tutors in the schools. The Career Exploration trips have opened many of their children's eyes to the numerous opportunities available to them when they have set their sites on the goal of post secondary education.

### **Grant Goals:**

#### **1) Increase the capacity of parents, community groups, and students themselves to promote, encourage, and support college preparatory activities**

The Indiana University Kokomo CPI Parent University has been our primary effort to meet this need. The CPI Parents met 4 times per year and addresses different subjects each session by the individual grades. These meetings provided the parents with information about financial aid including grant, scholarship, and loan information. Representatives from the Office of Financial Aid, 21st Century Scholars Program, and Key Bank provided parents with current and accurate information concerning financing their children's education. Parents also had an opportunity to sit at a computer with IU Kokomo the Financial Aid Director and computed their child's college financial aid needs.

Lead Counselors from Kokomo High School and Central Middle School answered many questions about required courses and the best times for the students to take those courses. The IU Kokomo Admission's director shared with parent's information about how the Core 40 curriculum prepares their students for admissions to colleges and universities. Master Student information assists parents in teaching their children about good study habits and provides other information to help them support their student at home. The parents have also expressed their appreciation for the fact that we have several different schools represented in CPI, giving them the chance to meet other parents with similar goals for their children. Many have expressed that they are now very comfortable coming onto the campus for the Parent University and other events.

The student's annual trip to IU Bloomington allowed CPI students and their parents a chance to see what a large campus is like. They experienced the excitement that always accompanies an athletic event. Several parents expressed the desire for their child to experience that world.

#### **2) Provide students with opportunities to obtain the requisite academic preparation for, and become familiar and comfortable with, college environments.**

Tutoring of the CPI students was a mainstay of the CPI program. All parties involved saw the benefits. Students, parents, teachers, and tutors expressed very positive results from the tutoring. The tutors met at least twice per week for 30-minute intervals with a single student, or a very small group. They were tutored in math and reading. In the middle schools the tutors also worked at daily homework tables in both math and social studies.

The student portion of the Parent Universities included a series on Becoming a Master Student was geared to the appropriate levels. These lessons included good study skills, note taking, test taking tips, setting up an appropriate homework space, and time management. The students also met in the Computer Lab with the IU Kokomo Career

Services Director to explore their values and interests. The students learned how their values and interest are important in their career choices.

The Career Exploration trip to the State House in Indianapolis was one of the highlights. The students, as well as the parents, seemed to be very impressed with the building itself, as well the sense of history unfolding in that very spot.

The Parent University, as well as the other campus activities made both students and parents more comfortable each time they were on the campus. They were invited to attend the Singing Hoosiers performance last spring, to the International Day festivities, and to view the Art Gallery at Indiana University Kokomo. All events bring them to the campus and made them more "at home" with the college environment.

The 4-H Round Up at Purdue University for three days is a direct connection to a college environment. They explore various careers, tour the campus, and actually live in the dorms. Several parents are required to chaperone the Round Up so there is a student and parent connection that takes place.

**3) Share with other Indiana institutions and agencies promising practices for increasing the proportion of students who aspire to attend college and are prepared academically and socially to succeed after they matriculate.**

Each Lilly Endowment-funded Indiana University CPI program director meets every other month to review best practices and share ideas. We also participated in a statewide workshop on early outreach programs throughout the state.

#### **Evaluation:**

The results of the interactions between the CPI personnel, the IU tutors, faculty, staff, and community and the CPI parents and students were positive in all respects. The CPI students got individual attention from the tutors in the schools and during the student portion of the Parent University. They were coached on how to succeed in school, now and in the future, and shown very concrete examples of the inestimable value of a college education. The CPI parents were provided valuable information about what their students need to succeed in the college arena, as well as the ways to finance the needed training. The IU students got "real world" experience working with students in the classroom and the teachers got some assistance with their workload.

#### **Best Practices**

Parent University has made a major impact on the way the parents view their children's futures. They considered higher education to be beneficial but did not have an idea of the steps necessary to make it a reality. The combination of financing information, grade expectations, and career possibilities has given them a more positive outlook on the future, and the realization that college is an obtainable goal. Parents are the single biggest influence on their children's education and career goals. For that reason, they were the focus of the Parent University. The most valuable information provided included financial aid information, Core 40 information, and actually be on the campuses to see what college life is about. Once they have experienced these things they encourage their children to perform well in school so that they may be able to make the grade and attend college.

Tutoring and mentoring are also very important aspects of the Indiana University Kokomo CPI program. The one-on-one tutoring in math, reading, and social studies strengthens the student's academic skills. Contact with the college students was also a motivating factor for these children. The mentoring relationship is one that is valuable to both parties. It further emphasized the value of good study habits and the importance of a college degree.

Trips to Indiana University Bloomington, the State House, and the events on the Indiana University Kokomo campus all served to be a positive example and provided role models for the CPI students.

As a direct result of the Indiana University Kokomo CPI program, Sycamore Elementary School has instituted and funded an Annual Reading Camp for students, including the 5<sup>th</sup> grade CPI cohort. The reading camp is a five-week summer program, which includes work on a computer and daily assessments, as well as improving reading and comprehensive skills. The program goal is to sustain learning over the summer. CPI also assisted with this program by placing tutors in the school to assist with this group of students.

The Division of Mental Health & Addictions (DOHA) and Alcohol Tobacco and Other Drugs (ATOD) grant also is a direct result of Indiana University Kokomo CPI's presence in local schools. It is a three year grant and is renewable at the end of the three-year period. This grant provided an after-school program that takes place two days per week for 15 sessions. The purpose is an intervention for students, ages 10 to 14, which might be unsupervised in the hours after school. Tutors were provided through the CPI grant in the subjects of math, reading, and computer skills. Conflict resolution, self-defense, and anti-drug and anti-smoking issues were also addressed. Transportation was provided for these students to ensure their safety after school. A third direct result of the CPI program is the expansion of the 4H Roundup through Purdue University. Students were given three days on the Purdue Lafayette campus to explore career possibilities such as agriculture, nursing, and pharmacy as well as to develop leadership skills and meet students from across the state.

## College Preparatory Initiatives (CPI) Final Report

### Indiana University Northwest

*The College Preparatory Initiatives program provided participants the opportunity to explore the benefits of college education through a combination of a college preparatory curriculum, campus activities, college visits, and other educational opportunities. Below are some of the highlights...*

**CPI College Prep Curriculum** A curriculum was designed to teach students skills and knowledge to effectively explore post-secondary educational opportunities. The curriculum is based on middle school guidance competencies developed by the Indiana Workforce Development, School to Work program. This curriculum was implemented in the CPI Monthly program and school-based program.

**CPI Monthly Program** Participants in this program attended monthly classes on topics including test taking skills, anger management, peer pressure, career exploration, decision making and learning styles. Students completed the college prep curriculum during the CPI Spring Camp. Educational field trips included college tours and museum visits. Students with excellent attendance and project completion scores were invited to participate in extracurricular activities including skating.

**CPI School-Based Program** CPI collaborated with Emerson School for Performing Arts to teach the CPI college prep curriculum. The classes were held for one semester in all 7<sup>th</sup> grade social studies classes. CPI also sponsored a social studies field trip for the 7<sup>th</sup> graders to the Chicago Museum of Natural History. Students completed a project on the Underground Railroad.

**Pathfinders Summer Camp** Students participated in Indiana University Pathfinders camp in Bloomington, Indiana. For three days, students lived on campus, attended classes, and completed a group newsletter. CPI covered all fees for this program.

**Kids College** Students participated in the IUN Kids College program. Students attended three classes, two academic classes, and one exploration class of their choice. CPI covered all fees for this program.

**Peer Mentor Program** Many students who graduated from our program requested to stay. To keep them active, CPI created 12 mentor positions. During the monthly meetings and CPI Spring Camp, mentors worked in teams to teach students, grade papers, assist students with assignments, and serve as positive role models. Mentors were rewarded with a scholarship to attend the 9<sup>th</sup> grade Pathfinders Camp in Bloomington. Seven mentors attended.

**CPI Family Nights** CPI invited CPI families to participate in activities on the IUN campus. CPI hosted two family nights to watch the IUN basketball games. The average per game was 42 people. (Parents requested that we continue this activity).

**Beckman Career Day** CPI co-sponsored a career day at Beckman Middle School and provided support in the following areas: scheduling, evaluation tools, soliciting speakers, and refreshments.

#### Audience and Enrollment

CPI serviced Gary students in the 6<sup>th</sup> – 8<sup>th</sup> grades.

#### Campus Initiatives

To accomplish the three objectives of the grant, the following activities were implemented:

*Objective One:* Increase the capacity of parents, community groups, and students themselves to promote, encourage, and support college preparatory activities.

**Activity:** Implementation of the “CPI College Prep” curriculum.

**Activity:** Provide parents with videos and other materials about college preparatory activities at IU and other local organizations.

**Activity:** Strengthened the relationship with 21<sup>st</sup> Century Scholars Program and encouraged enrollment.

*Objective Two:* Provide students with opportunities to obtain the requisite academic preparation for, and become familiar and comfortable with the college environment.

**Activity:** Student completion of the CPI College Prep Curriculum.

**Activity:** Student participation at the Pathfinders Camp in Bloomington, Indiana.

**Activity:** Student participation in Kids College.

*Objective Three:* Share with other Indiana institutions and agencies promising practices for increasing the proportion of students who aspire to attend college and are prepared academically and socially to succeed after they matriculate.

**Activity:** Participation in the Gary Educational Parade.

**Activity:** Collaboration with Emerson School to implement curriculum.

**Activity:** Sponsorship the Beckman Middle School Career Day.

#### **Evaluation Results**

##### Individual Program/ Activity Evaluation:

Written and video surveys and program activity sheets were used to evaluate the impact individual programs had on students’ interest in college attendance. Evaluations indicate that the Pathfinders Summer Camp has the greatest impact, followed by college tours, and the career section of the CPI College Prep curriculum.

## **CPI Curriculum**

A pre- and post-test was developed to measure the effectiveness on all components of the CPI College Prep curriculum. After comparing poor post-test answers with positive grades from curriculum activities, as well as student interviews, it was concluded that students did not understand the language in the pre-post tests

## **CPI 2002-2003 Program**

1. Parent Program. CPI has collaborated with the City of Gary Housing Authority to provide college preparatory programs for 50 parents and their children. Parent workshops will be held in conjunction with 21<sup>st</sup> Century Scholars parent meetings because all children of these parents are eligible for 21st Century Scholars program. Meetings were held once per month. CPI also worked with 21<sup>st</sup> Century Scholars to coordinate two parent college tours. All participants completed the “Right Questions Workshop”; a program that teaches parents how to effectively communicate with school staff and administrators.

2. “Reality Store.” CPI hosted “Reality Store,” a classroom and hands-on experience in career development, life skills, and budget management. The culminating experience consisted of students being given a pay stub (based on their career choice) and making decisions about housing, transportation, insurance, childcare, etc. Community professionals were asked to participate.

## **Lessons Learned (June 2003)**

### **1. Free Services for All Students Regardless of Income**

This is one of the best features CPI has to offer families. This enables us to provide services to students and parents from working class families who would otherwise not be able to benefit from other college preparatory with income / parental educational restrictions, such as Upward Bound and Talent Search.

### **2. Joint Parent/ Student Activities**

Our students asked to have joint parent/student activities. We had a classroom activity and college tour that were extremely successful. **STUDENTS WANT THEIR PARENTS TO PARTICIPATE.**

### **3. Use of RSVP/Sign-In Sheets**

This practice is very useful in terms of housekeeping. The RSVP sheets (when used properly) allow us to budget our events to avoid unnecessary purchases. The sign-in sheets help us to keep an accurate number of students/parents that receive our services.

### **4. Parent Component**

This has been the most well received part of our curriculum. The parents seem to look forward to their outings and interest / participation in our program has increased.

### **5. School-based program with curriculum (What College is Worth)**

This is the most prominent feature of our curriculum. It has been well received by students, teachers, parents and school counselors. The fact that schools have requested that our program conduct our school-based curriculum in their classrooms shows that the program is both educational and beneficial. We developed a curriculum and used the *Economics of Staying in School* from Junior Achievement.

## **College Preparatory Initiatives (CPI) Final Report**

### **Indiana University South Bend**

Participants in the College Preparatory Program have been exposed to college in a variety of levels. The participants were provided with free tickets to collegiate sporting and cultural events. One very successful event was a trip to the IU vs. Purdue football game in Bloomington. Everyone enjoyed the experience and was excited to be on the main IU campus.

Parents and students attended informational meetings on a variety of subjects. Middle school students and their parents attended college nights, in which information on many college related programs was shared. Students were provided with background information on college in general, and then specific information from different program representatives.

Participating families attended a workshop on planning for college with the Director of the National Center for College Costs and were enthusiastic about the number of options available for financing a college education. Elementary and middle school students participated in Mini-University, a program offered by Indiana University South Bend's Division of Continuing Education. The College Preparatory Initiatives Program gave scholarships so our participants could take advantage of the opportunity to be on campus for two weeks.

Parent participation has been a challenge. While 274 families are currently enrolled in the program, only about 180 have participated in College Preparatory Program events. Many changes were made to increase participation and program changes were adapted to meet the needs of the participants. Incentives were added for the students and parents. Many of the activities started at the home school and then culminated at the university. This did a great deal to lessen apprehension about the program and increase participation.

There are several resources we have found to be invaluable to the program. The National Dropout Prevention Center and Network has been a consistent source of professional development and other materials. The National Center for College Costs with Dave Murray has enlightened our parents on the affordability of college. The Indiana Career and Post secondary Advancement Center (ICPAC) Web site helped the students set career goals and compare future earning potential. The Continuing Education Department at IUSB offered the participants a brief sample of college course work through their Mini-University summer program.

The College Preparatory Initiatives Program at Indiana University South Bend has provided many valuable experiences to students and families who may not have had previous access to this information.

## **Audience Served**

The College Preparatory of Indiana University South Bend has served approximately 275 students each year. The enrollment consists of students in grades 5-8 from four schools—two elementary and two middle schools from the South Bend Community School Corporation. The middle schools were served at least twice a week and the elementary schools were served three to five times a week.

## **Campus Initiatives**

One especially challenging issue for the CPI program was having all the wonderful resources and not being able to get it into the hands of the students who would benefit most from it. Working with each school individually, we tailor made tutoring and after-school programs that would fit the specific needs of the population of students. At Harrison and Monroe Elementary Schools, tutors from the College Preparatory Program supported classroom teachers in their remediation project. Several education students from IUSB tutored CPI students daily, with teacher support. This was a wonderful and mutually rewarding experience. The students from IUSB received valuable classroom experience and the CPI students benefited from the additional personal attention.

The interventions carried out by the College Preparatory Program at Indiana University South Bend have revolved around three central objectives outlined in the original proposal to The Lilly Endowment. Parent activities have served to communicate information, which enables parents to better support college preparatory activities. Parents that are better informed about the cost of college and the preparation needed are much more likely to support these efforts. Student activities have provided an opportunity for students to become familiar and comfortable with college environments.

This year began and ended with CPI students thinking about careers while visiting a college. The program offered its past students an opportunity to come to the campus of Indiana University South Bend and explore career options. Students were introduced to some speakers of varying careers, researching the Web, and activities that led them to self-disclosure of their talents and preferences for a career. Students were even able to research their careers on the Web and interact with the speakers. Plus, at both Career Academies, students were given an interactive tour of the campus where they could visit with some professors and experience different classrooms.

In addition, the College Preparatory Initiatives Program held an Outdoor Education Day where students and parents were invited to explore different careers in the environment and connect science with outdoor careers. Personnel of Bendix Woods County Park led the activities. Participants were given ecological situations and were challenged to help the Naturalist find solutions. They participated in games that allowed them to experience predator and prey scenarios. They got up close and personal with the wildlife. The day ended with a hayride and tour of the park. The hayride was a first for many of our families.

CPI families were also invited to participate in an excursion to the largest Indiana University Campus. The program provided the families free tickets to the IU vs. Purdue football game in Bloomington. Even though the weather did not permit a better look at the campus, the experience allowed them to partake in a facet of college life.

In an effort to increase the capacity of parents, community groups, and students themselves to promote, encourage, and support college preparatory activities, the College Preparatory Program of Indiana University South Bend held two parent-centered activities. At the first, College Night CPI families were invited to hear about Indiana University South Bend, 21<sup>st</sup> Century Scholars and how to best afford college. The second program stemmed off the first, by having the Director of the National Center for College Costs show parents how to plan for their child's higher education.

All students who were enrolled in the College Preparatory Program were given the opportunity to participate in Mini-University which is a program offered by the Division of Continuing Education annually in July. Mini-University is a series of classes designed especially for elementary and middle school students with a wide variety of topics from math, science, and computers to improvisational theatre, Harry Potter, & Science-Fiction Writing. Mini-University participants pay a fee for each class in which they enroll. The College Preparatory Program provided scholarships to enrollees who were interested in participating in Mini-University, thus providing academic enrichment to students who might otherwise been unable to take advantage of this unique opportunity.

The most successful of these was College Night. Middle school students and their parents listened to presentations by local individuals on college and making costs a viable option for them. This began the students on their trek through the confusing times of selecting a career and educational resources with a solid foundation and something most might not have had without the College Preparatory Program, an opportunity.

### **Evaluation Results**

Following each event, some form evaluation has taken place. This has typically been done by informal surveys or interviews completed by the participants (parents and students alike) at the conclusion of the program.

All the participants in the "Career Academy" found the program informative. Participants in the Outdoor Education event at Bendix Woods seemed to enjoy all the activities and thought it was very informative. Parents who attended the College Night expressed that they were very informed by the speakers and the information handed out.

## **College Preparatory Initiatives (CPI) Final Report**

### **Indiana University Southeast**

#### **Campus Initiatives**

The IUS campus-based intervention program was built around three working components: 1) in-school session; 2) parent meetings; and 3) tutoring sessions. Guest speakers, special projects and field trips were built into those components in order to enhance intervention and to build bridges between families and additional organizations that promote college preparatory activities.

#### **In-School Sessions and Parent Meetings**

Weekly in-school sessions, promoting, encouraging and supporting college preparatory activities, were held at each of the four schools for an hour to an hour-and-a-half with each age group. Students explored self-identity and the gateways to education: what happens in the sixth grade, in pre-algebra, in Core 40 and honors classes and in planning for post-secondary education. Guest professionals shared their career descriptions and educational preparations, older students shared exactly what would be expected of students in high school or college, and visual or performing artists helped the students to creatively express their understandings of self, friendship, future, and learning. CPI, as a cohort, maintains a strong “college-bound” identity.

Parents, invited to form their own organizational groups, met two times a semester as a group or in partnership with other organizations such as the PTO, 21st Century Scholars and school-organized workshops. Engaged parents gained a sense of ownership in CPI and in the educational future of their children. Formerly marginalized parents took on leadership roles, inviting other parents, helping to organizing agendas, participating in building a network with other schools and organizations, and making presentations at meetings. Resource experts shared 21<sup>st</sup> Century Scholars opportunities, Core 40 in the high schools, summer job and learning opportunities for young students, college admission and financial aid. Newsletters, “friendly” telephone contact and personal visits connected parents unable to attend meetings.

#### **Tutoring and Field Trips**

Tutoring encouraged students to build habits and skills that would lead to academic improvement. Four tutors (IUS students assigned to each site) met with students for an hour or more, two afternoons each week, helping the students to grasp math and language arts concepts presented by classroom teachers. Tutors served to energize and encourage the students to complete homework, journal writings or assigned projects in science and social studies. Some tutors worked with small groups while others worked one-to-one with students in special situations. Each CPI student had 14 to 20 hours of individual tutoring available during the semesters; and tutors also functioned in a mentoring role, helping to alleviate distractions that came between students and their daily studies. Nearly all tutors returned for a second or third year in the program; hence they brought continuity

and expertise. Field trips offered vital opportunities to become familiar with what college life would require and offer, as well as some rewarding careers that require a committed plan for academic and social growth.

### **Collaboration with Colleges and the College-oriented in Local Organizations and Agencies**

Building connections served in multiple ways to: 1) inform others of the CPI purpose and work; 2) provide resources and assistance in ways that kept CPI from duplicating efforts and offered enjoyment and learning for participants; and 3) serve as a larger network securing cooperative direction and support for CPI efforts. Primary connection was with the public school systems in Greater Clark and Floyd Counties, who assisted us at every juncture, and with the departments of IUS. Career Services and the School of Education provided nearly all of the CPI tutors. Admissions, Financial Aid, and the Office of Equity and Diversity brought programs and resource materials. One faculty member provided a mock “chemistry class.” We collaborated closely with 21<sup>st</sup> Century Scholars to enroll almost all of the qualifying CPI students at River Valley and, according to reports, all of the CPI qualifiers at Parkview.

Building a relationship with local businesses resulted in contributions of reward and incentive items, quality door prizes for parents, guest speakers with refreshing insight into economy, work preparation and job markets locally, and enthusiastic cheerleading in the community for CPI and the CPI participants.

### **Evaluation Results**

#### **Numbers Enrolled and Students Selected**

We have reached over 100% of our target number of students each year in Floyd and Clark counties. We have become an anticipated part of the yearly programming in the schools in which we work and we have several schools that are in contact with us regularly to see if we can find a way to include them in the program. We regard that as positive feedback within the system. We are now the primary tool for the selection of student participants. By opening the program to all students, we find the parents who want to have their children become the “first generation to graduate college.”

We know that attendance was almost 100% for every meeting in the middle schools, with “friends” in attendance with CPI members on most occasions. Students continued to try to recruit other students. The elementary schools offered less than perfect attendance, placing our meeting times this year at the same time as school athletics. Attendance in the elementary schools was about 85%. The groups were animated, but the activity was all within the program for the day. It was a joy to be a part of. Our teacher participation at the schools was high, with many teachers attending sessions or helping out with tasks or field trips.

#### **Evaluation of Parent Groups**

Our parent groups in the middle schools were as active as their children were enthusiastic about the CPI in-school sessions! That is significant; the students got their parents to come to meetings. If parent turnout was low, we looked at what we were doing in the

school sessions. We were also looking at the whole school for answers to parent involvement. In schools with successful PTO, Parents' Night Out or other groups, we are partnering with the schools, as well as with groups already mentioned. As CPI has become established, non-college parents in the community are starting to see the university as a primary resource for help in preparing their children for the future.

### **Lessons Learned (June 2003)**

#### **1. Target Groups**

We learned that we should target middle school years, primarily 7<sup>th</sup> and 8<sup>th</sup> grade, for direct programming and move upward from there. We saw few students exhibit the readiness to actually plan for a career or college before the 7<sup>th</sup> grade.

#### **2. Parents**

Parental involvement is very important. We found making contact with parents to be challenging. Many parents were nervous about going to the school. When we visited public school students, we had a tremendous power to provide students an opportunity to extend themselves into life beyond their current reality of home and school. When CPI provided the healthy nutrients for motivation, academic improvement and career understanding, all parents saw changes in behavior and performance. Even nervous, shy or generally angry (with schools) parents who refused to come to meetings at the school, let us know that "CPI was working."

#### **3. Curriculum**

We experienced reinforcement of the need for a strong curriculum. We included self-concept, motivation and goal setting, study skills and overcoming barriers, and career exploration or planning. We incorporated into that outline, academic content in reading, writing, communicating, organizing, as well as social or personal development in teamwork, problem solving, and development of a strong self-image. We thought it was pretty good, but we learned we had forgotten something really important: The Indiana Standards and Strategies, ISTEP preparation. Many of our students were not passing the ISTEP tests.

We also learned that students in schools in which we used the arts as tools were far ahead of students in schools where we did not. The use of performance arts, music, puppetry, skits and role playing enabled students to build both academics and career planning skills. In schools in which presentations and curriculum-based activities (games and teamwork with books on college majors offered or financial aid options) were used without using the arts for a part of the yearly activities, students lost interest. In schools where the above studies were necessary to the performance arts as content of the presentations, students worked harder to complete tasks, worked in teams with diverse partners, developed skill in reading and self-confidence in public speaking, and were able to articulate why they were in CPI and what the program was about. Those students increased in GPA points well beyond the students from schools where the arts were not used in programming.

#### **4. Tutoring**

For the duration of the CPI program, we employed IUS students as tutors for the CPI students in the participating schools. Tutors were given the task of helping with

homework and providing students with opportunities to practice academic skills. We had regular training/meeting times, in which we had speakers, Core 40 discussions, case studies to work out, and Indiana Standards and ISTEP presentations. While all schools were delighted to have tutors at no cost to the school or parents, they varied in the amount of guidance they provided the tutors. They also varied in the understanding of what the tutors were supposed to accomplish. We learned that we needed to get some “contractual” work done ahead of time with the schools where the tutors would be working. We also learned that the program would be better with some faster paced activities that could nonetheless teach skills.

### **5. Evaluation**

During the grant we learned a great deal about how to improve our evaluation of the program. We had CPI Enrollment and Evaluation Forms from which we got background information about the parent’s and the student’s expectations, the student’s report of academic performance and class preferences. We needed to know more. If we were going to do this again, we would be certain that the schools, students and parents knew what we were measuring.