



Jonathan M. Tisch  
College of Citizenship  
and Public Service



Massachusetts | **Campus Compact**

## **College Advising Corps Request for New Proposals**

**Proposals Due: March 18, 2008**

In partnership with:

**JACK KENT COOKE**

FOUNDATION

[www.jackkentcookefoundation.org](http://www.jackkentcookefoundation.org)

**COLLEGE ADVISING CORPS RFP  
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**COLLEGE ADVISING CORPS PROGRAM  
PROPOSALS DUE: MARCH 18, 2008**

**OVERVIEW**

Tufts University's Jonathan M. Tisch College of Citizenship and Public Service and Massachusetts Campus Compact have been selected as one of 10 programs to receive a \$1 million grant from the Jack Kent Cooke Foundation (JKCF) to start a **College Advising Corps**.

Now entering the second year, this program recruits and trains recent Tufts graduates to work full time for ten months as college advisers while serving as a partnership liaison between a college in Massachusetts and a local high school. During this ten-month program, College Advising Corps (CAC) members will spend their time based at the high school working to **increase college enrollment rates** of high achieving/low matriculation local high school students through one-to-one advising. In addition, the program will **build deeper partnerships** between higher education institutions and high schools to address college access. Tufts/MACC and our partners will provide pre-service and in-service training to support this work, and a standard monitoring and evaluation system will be implemented at all active sites. These positions will be eligible for renewal on a yearly basis over the remaining three years of the grant.

**We invite MACC member campuses, in partnership with a local high school, to submit a proposal to be one of five new host sites for the second year of the College Advising Corps program. We will also consider two proposals from one member campus in partnership with two different high schools.**

Current College Advising Corps Sites

Drury High, with Massachusetts College of Liberal Arts  
East Boston High, with Bunker Hill Community College  
Greater New Bedford Regional Vocational Technical HS, with UMass Dartmouth  
Springfield HS of Science & Technology, with American International College  
Dorchester Education Complex, with UMass Boston

**BACKGROUND**

The mission of the **Jonathan M. Tisch College of Citizenship and Public Service** is to "prepare Tufts students to become engaged public citizens and community leaders who will help build a more equitable world." Tisch College provides students across all disciplines and schools at Tufts, including graduate and professional schools, with the tools to prepare them for lifetimes of active citizenship. The College fosters curricular and co-curricular initiatives for student civic development and leadership and civically engaged faculty research and curriculum development. It also promotes mutually beneficial community-university partnerships and celebrates the civic lives of Tufts alumni.

Since 1995, Tufts has served as the host to **Massachusetts Campus Compact (MACC)**. MACC is a statewide consortium of 75 college and university presidents committed to developing the civic skills of students, building partnerships with the community, and integrating civic engagement with teaching and research. Through technical assistance, grant distribution, training and resource development, MACC aids students, faculty, staff and presidents in developing and improving community service and service-learning programs to respond to specific local and regional needs throughout Massachusetts. Believing that higher education can work strategically with communities to serve as a local resource to increase higher-education access and success of residents in their neighboring communities, MACC works with campuses to build these

partnerships through collaborative programming to foster a campus-wide commitment to access and success for all students.

Majority funding for the College Advising Corps program was awarded to Tufts/MACC by the **Jack Kent Cooke Foundation (JKCF)**. The Jack Kent Cooke Foundation is a private, independent foundation established in 2000 by the estate of Jack Kent Cooke to help young people of exceptional promise reach their full potential through education. It focuses in particular on students with financial need. The Foundation's programs include scholarships to undergraduate, graduate and high school students, and grants to organizations that serve high-achieving students with financial need. JKCF expects matching funds to be raised with help from the Tufts Development and Alumni Offices, and we will also ask each of our active CAC sites to advise us as we reach out to local businesses and community leaders who might support the program.

### **PROGRAM OVERVIEW**

The Tufts/MACC College Advising Corps primary goal is to **increase college enrollment rates for high achieving/low income local high school students**. In addition, the program aims to **build deeper partnerships between higher education institutions and high schools** to address college access and support an increase in college enrollment rates.

The College Advising Corps members, while complementing existing guidance efforts by performing direct college advising to students in high schools, will also utilize the resources of the partner college and work towards a long-lasting, sustainable partnership dedicated to ensuring that local youth are able to achieve college access and success. It's important to distinguish the CAC as designed to encourage young people to attend the college best suited to their abilities and personal growth, as opposed to recruiting solely for the partner college. It is expected that the CAC member will have a supervisor at both the high school and the college, and that this team will meet regularly so that the advisors can effectively carry out their responsibilities.

While the work plans of the College Advising Corps members will be specific to their host site community, the essential components of the proposed program must achieve the program goals:

#### ***Goal One (Primary): Increase college enrollment rates of local high school students***

This goal will be reached using two specific strategies:

##### **A. One-on-one advisement**

*(Required Activity – must be at least 75% of the CAC member's work)*

One of the most effective strategies for helping a high school student to get to college is one-to-one advising. Aside from the technical support, one-on-one advising can increase confidence and help overcome cultural barriers. The high school supervisor and guidance staff should work together to determine a group of students who can best be served by the CAC member before the school year begins.

While the target number of high school students reached will vary, each CAC member should work directly with 25 - 50 students. Therefore, CAC members will seek out the identified students, encouraging them to work towards college and guiding them through every step of the college admissions process – including help with the college search process, assisting with college applications, applying for financial aid, and evaluating financial aid packages. CAC members should be matched with in need students through the identified relationships that high school teachers and guidance staff have.

### B. Information resource

College Advising Corps members will work to overcome the information barrier by working to make the idea of college a reality for young people. This will be done primarily through presentations to high school students and their families. These presentations will address the steps in the college admissions process, from completing the FAFSA to selecting the right school, and securing the best financial aid package.

While it is essential to reach as many students as possible and work with them to gain access into higher education, it is also necessary to prepare these students for college success. Success in higher education is equally as important as access. One activity CAC members can organize is a college success seminar to be held at their host site college for the students that they advise. This can be an essential step in the pathway to college.

While the number of students served will vary, it is expected that the CAC member is able to perform outreach to at least an average of 150-200 total students through presentations and workshops.

### C. Interfacing with college access programs

It is also important that the high school supervisor assist the CAC member in interfacing with existing college access programs (e.g. Gear Up, Talent Search) to ensure that efforts are not being unnecessarily replicated while maximizing the number of students served. This may simply mean cross-referencing lists of students served by these programs, but can also involve collaborative programs and advising depending on the needs of students and the resources each program has at its disposal.

### ***Goal Two (Secondary): Build Deeper Partnerships between Higher Education Institutions and High Schools to Address College Access***

The purpose of developing a partnership between a higher education institution and a high school is three-fold: 1) to have a local resource for youth to access support and information about financial aid, admissions and college selection counseling, and 2) to engage the local higher education institution as a foundation for future program growth and stability. 3) Doing so might also help to foster a campus-wide commitment to access and success for all students.

The College Advising Corps member will educate the campus about college access in the local community and how the campus can get involved. Our expectation is that, even if the CAC Program were to move on from some schools to target new ones, the previously participating partner college and high school would continue to work together to ensure local students are prepared to go to college. In this capacity, the CAC members can have multiple responsibilities. Keep in mind that the majority of the advisers work (75%+) will be one-to-one advising at the high school, and that this partnership work is a supplement to that. Any combination of the following initiatives along with original partnership ideas will be considered.

Several strategies for developing the partnership between the college and high school include:

#### A. Interfacing with College Admissions

It's important to distinguish the role of the College Advising Corps member. Their job is not to serve as a recruiting officer for the partner campus. That said, we have found in the first year of the program that partnerships with the high school that run through the admissions office are particularly effective. The financial, academic, social, and informational obstacles that exist to enroll and stay in college are challenging for students to overcome when doing so alone or

without the necessary resources, and the knowledge and experience that admissions staff bring to the table are invaluable for both the CAC member and to high school students.

#### B. Developing tools and resources to strengthen and sustain college-high school partnership

This can include:

- Design a community access orientation to educate college students on the local community and college access
- Design and implement programs to bring high school students to campus (financial aid information, family nights, test prep, group tours, early awareness programming for underclassmen, college resource fairs, etc.)
- Use college access data to identify gaps in programming and develop new strategies for collaboration
- Create a guide for the high school and high school students on how to access campus resources

#### C. Developing college-positive, youth-targeted volunteer programs

Addressing issues of college access also extends beyond the admissions and financial aid offices. As tutors, mentors and active community volunteers, college students can have a profound impact on how young people, beginning as early as first grade, view the possibility of going to college. By taking a college-positive approach with young people, college students can serve as more than just role models and educators. They can be a bridge for young people to discover college access and success. Many colleges already support youth-targeted volunteer and service-learning programs – tutoring, mentoring, etc. Within these existing programs, CAC members will train college student volunteers on how to be college-positive when working with young people.

There are various levels on which college students can be involved in college access work – from activities, such as wearing college apparel when working with young people, giving a campus newspaper to them or leading a campus tour for high school students – to going through the FAFSA with the student, reviewing college applications, and helping students write personal essays. The CAC members can develop a sustainable training curriculum for the college students that will be incorporated into the training of all volunteers who work with young people. In doing so, CAC members are increasing the number of direct one-on-one interactions supporting youth in college access. This program area will depend on the presence of active college volunteer programs in a community.

#### **More examples of potential partnership work:**

- Develop new or enhance existing youth serving programs to include elements of access and success, including SAT prep, financial aid, college application and essay writing, study skills, time management, and financial literacy
- Develop a database of contacts of area college access and success providers
- Collaborate with other on-campus offices, including but not limited to: student life, financial aid, health centers, career services, and workforce development centers, to support students and share information /resources
- If partner campus is also an AmeriCorps\*VISTA host site, interface with the VISTA's work

#### **EVALUATION REQUIREMENTS**

Recognizing the importance of strong, timely pre-college counseling for low-income students, the Jack Kent Cooke Foundation (JKCF) is funding an evaluation of the College Advising Corps (CAC) program to assess its effectiveness. The central question for the JKCF is whether students in schools served by the College Advising Corps are more successful than other students in

completing the milestones along the path to postsecondary enrollment and completion. The JKCF provides a uniform monitoring and evaluation system for analyzing program data, and all of the CAC members will be trained on how to use that tool. If the high school is unable to provide all of the data being requested, this does not necessarily disqualify your application.

As part of your proposal, please prepare a data collection strategy that identifies: 1) how student data is managed at the high school and who is responsible for overseeing its management, 2) how that data will be collected and delivered to the CAC program administrators, 3) any already available aggregate statistics that reflect the high school's need for college advising services, including college application and enrollment rates, SAT/ACT median scores, drop out rates, financial aid application and award rates, and any relevant demographic information.

### **COLLEGE ADVISING CORPS MEMBER RECRUITMENT, SELECTION, AND TRAINING**

Tufts University and MACC will recruit Tufts seniors to apply to serve as College Advising Corps members upon their graduation from the university. We will seek a corps of students that reflects the socioeconomic, ethnic, and gender diversity of the student body and the communities in which they serve. Tufts/MACC will place the CAC Members at the selected host sites. College Advising Corps members will serve for one year and may renew their service for a second year, upon mutual agreement with the partner high school and college, as well as Tufts University and MACC.

Tufts University and MACC will provide an intensive training for 10 days during the summer and will continue to support and train the CAC Members throughout the school year. The summer training gives the members the tools necessary to provide one-on-one advising to high schools students as well as to learn strategies for becoming an integral part of the community in which they serve. The summer training will include financial aid counseling/training; admissions counseling; communication and listening skills; goal setting, measuring and record keeping skills/systems; professional etiquette; cultural competency and diversity training; and general teambuilding activities. Depending on the hiring timeline, there may also be an opportunity for a pre-orientation visit to the high school in the spring, before classes end.

Training will be provided by Tufts faculty members, community college staff, college access program staff, and high school administrators and guidance counselors. In addition, CAC members will regularly convene to discuss problem solving and best practices. Tufts/MACC also will support the CAC Members through regular phone and email contact as well as periodic site visits.

### **HOST SITE EXPECTATIONS**

Preference will be given to proposals that designate host site supervisors who are full-time employees of the host institutions, and who have experience with some aspect of the college access and success (e.g. guidance staff & admissions officers). Host site supervisors must be available to attend the supervisors orientation, mid-year meeting, accommodate at least one site visit and conduct accountability check-ins with their College Advising Corps member for required Jack Kent Cooke Foundation progress reporting. With few exceptions, we strongly recommend that one person at both the campus and the high school serve as the mutual supervisors, and that they meet at least once every six weeks with the CAC member to ensure the success of the work. In our first year, we've found that a strong relationship between both supervisors adds tremendous value to the work of Corps members.

Institutional support is important for the College Advising Corps position. We've learned that the following minimum requirements should be met:

- Secure office/desk space with office supplies
- Daily access to phone and private voicemail
- Daily access to computer with Internet and individual e-mail account
- Access to fax, photocopier, and printer
- Comprehensive high school, campus, and community orientation
- Integration with existing college access and guidance efforts at the high school
- Some level of access to these same resources at the partner campus

\*\*If the high school is unable to provide all of these resources, this does not necessarily disqualify your application. Please make note of that in your proposal, and describe what working conditions are available at the high school and how the partner campus might supplement these resources.

Though not required, whenever possible we also *encourage* the partner campuses to provide a *meal plan* and/or a *subway/bus pass or parking permit* for the College Advising Corps member. This provision allows us to attract strong candidates, and facilitates a stronger working relationship between the high school and the college. Campuses should provide information on how they will assist the College Advising Corps member in locating affordable housing.

### **APPLICATION PROCESS**

Applicants should submit the title page (attached) and full proposal (not to exceed 10 pages) along with two letters of support. Applications may contain up to three additional pages of appendices if needed. Please send an original application packet along with eight (8) copies to Massachusetts Campus Compact by **March 18, 2008**.

Massachusetts Campus Compact

Re: College Advising Corps

196 Boston Avenue, Suite 2400

Medford, MA 02155

(617) 627-3889

Submit an additional electronic copy: [andrew.cahill@tufts.edu](mailto:andrew.cahill@tufts.edu)

These positions will be eligible for renewal on a yearly basis over the remaining three years of the grant. We will also be hosting two application information sessions (see timeline below) for details on how to craft an effective proposal. After receiving the proposals, a review committee will select five finalists.

### **PROPOSAL SHOULD:**

- **Demonstrate need** for this program in your community by providing as much relevant college-going data at the partner high school as possible (college enrollment rates, graduation rates, aggregate test scores, FAFSA completion rates, demographic information, etc.)
- Effectively address how the **high school students** being served by the CAC members will be **identified and introduced**, ensuring that CAC member is adequately **informed of student needs and capabilities** either through access to student transcripts or other clearly identified means
- Lay out in detail how the CAC member will **interface with guidance staff** and existing college access efforts at the high school. Describe the roles and responsibilities of the key individuals or groups involved (e.g. teachers, faculty, guidance staff, admissions staff, non-profit access programs, students)

- Describe the existing partnership between the college and high school and the commitment to college access for local youth, and explain how the College Advising Corps member will **enhance this partnership**. Please specify any new or existing programs the CAC member will work with.
- Provide a detailed **data collection plan**
- Address the high school's capacity to **manage** and **support** the CAC member, including a plan for workspace/phone/internet access and **supervision** at both the high school and the college. Explain how these supervisors will work together in supporting the work of the CAC member
- Describe who will **supervise** the College Advising Corps member at both the high school and the college and explain how these supervisors will work together in a regular and timely manner to support the work of the CAC member
- Provide a **work plan & timeline** demonstrating the ability to best utilize the College Advising Corps member, including a detailed orientation and introduction plan. You may opt to put your entire work plan in table form

In addition, please include:

- A letter of support signed by both the director of guidance and the high school principal (and/or superintendent) from each partner high school
- A letter of support signed by the college president
- Both letters should display a clear understanding of the position being proposed

You may also include up to 3 pages of appendices. Including, for example, additional letters of support (e.g. Director of Admissions), supervisor resumes, and other community/campus initiatives devoted to college access and success that might connect with this program.

**Only MACC member campuses, in partnership with a local high school, are eligible. If a campus is partnering with multiple high school sites, a full proposal must be submitted for each partnership.**

#### Application Timeline

<b>February 6, 2008</b>	Request for Proposals issued
<b>February 21, 2008</b>	Western Region Info Session @ UMass Amherst
<b>February 26, 2008</b>	Eastern Region Info Session @ Tufts University
<b>March 18, 2008</b>	Full proposals due
<b>April 1, 2008</b>	Notification and invitation to grantee meeting
<b>June 2008</b>	Grantee Meeting
<b>August 2008</b>	Two-week Orientation College Advising Corps
<b>August 2008</b>	CAC members report to college/high school

The College Advising Corps program is a ten-month commitment. The program timeline is August, 2008- June, 2009

**Title Page**  
**Tufts/MACC College Access Corps**

**TITLE PAGE**

**1. Partnership (HS and College):** \_\_\_\_\_

2. Legal Applicant:	_____
Contact Person:	_____
Address:	_____
City:	_____ State: <u>MA</u> Zip Code: _____
Phone:	_____ Fax: _____
Email:	_____

<b>3. Campus Supervisor:</b>	<b>4. High School Supervisor:</b>
Title: _____	Title: _____
Address: _____	Address: _____
City: _____	City: _____
State: <u>MA</u> Zip: _____	State: <u>MA</u> Zip: _____
Phone: _____	Phone: _____
Fax: _____	Fax: _____
Email: _____	Email: _____

**5. Authorized Signature:**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_