

**PARTNERING FOR
EDUCATIONAL SUCCESS**



IN NYC: **NYC DOE & CUNY**

SUMMER 2014



Acknowledgements

This report aims to provide an overview of the way in which two of the largest educational systems in the country are striving to improve the lives of young people by ensuring better educational outcomes. NYC DOE and CUNY would like to acknowledge and thank the following individuals and organizations that have been instrumental in moving this work forward in New York City and who contributed to this report:

The Bill & Melinda Gates Foundation whose financial support through the Communities Learning in Partnership (CLIP) grant established Graduate NYC! (GNYC) in 2010

The DOE-CUNY Steering Committee

The research teams at the NYC DOE's Research and Policy Support Group and CUNY's Office of Institutional Research and Analysis

The leaders and staff of Graduate NYC!

Jenny Tibbels-Jordan

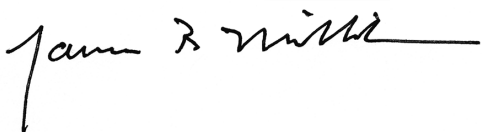
DEAR FRIENDS AND COLLEAGUES:

We are delighted to present this report, *Partnering for Educational Success in NYC*, which outlines the significant work underway within the City University of New York and the New York City Department of Education to increase the educational outcomes for young people in this great city.

As leaders of the country's largest school system and largest urban public university, we are proud to be part of the most ambitious P-16 partnership in the nation. From developing innovative college readiness programs, to sharing data on student progress, to coordinating efforts to align curriculum, our partnership has reached nearly every corner of our respective systems. Students, families, and educators throughout the city have benefitted from the wide range of programs described in this report.

Our systems are linked by our shared mission to educate and support all New Yorkers. We are both committed to further expanding this decades-long partnership and we look forward to continuing to reap the benefits for our students and the city as a whole. We understand that by working closely together, we can significantly improve the future prospects for our young people.

Sincerely,


CHANCELLOR CARMEN FARIÑA
NEW YORK CITY
DEPARTMENT OF EDUCATION



CHANCELLOR JAMES B. MILLIKEN
CITY UNIVERSITY OF NEW YORK

FULFILLING THE PROMISE

NEW YORK CITY IS A PLACE THAT INSPIRES PEOPLE TO “DREAM BIG,”

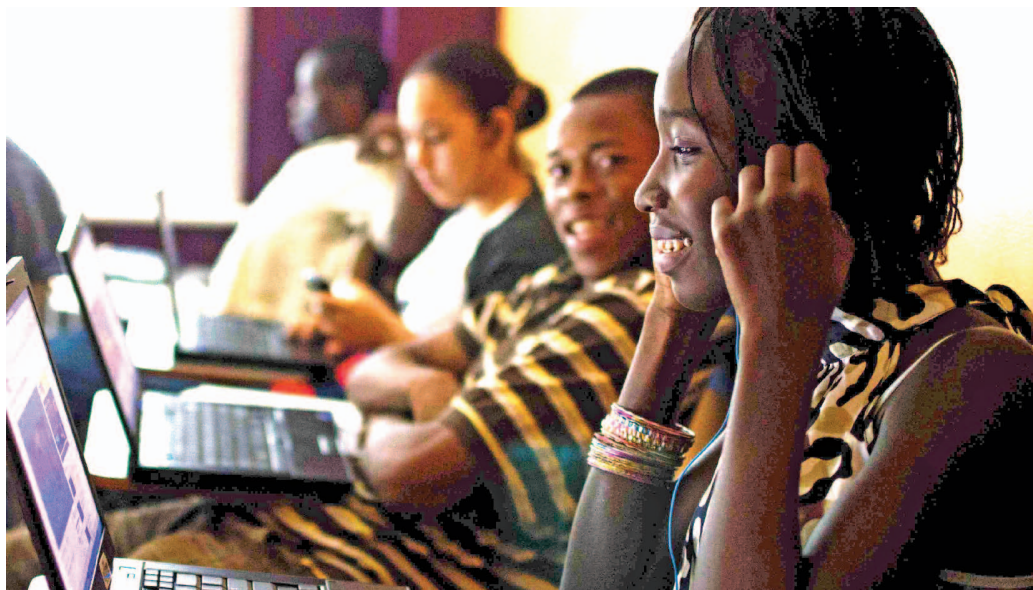
offering transformative economic, cultural and social opportunities to newcomers and long-time residents alike. This sense of promise is particularly important to the youngest generation of New Yorkers who enroll in the city’s education system believing that if they go to school and work hard, they will be able to attend college and succeed in their careers.

The majority of families in New York rely upon the city’s public education institutions to help them fulfill the promise of this great city. As the two largest systems of their kind in the country, the New York City Department of Education (NYC DOE) and the City University of New York (CUNY) serve a student body that reflects the size and diversity of the city itself. NYC DOE educates 1.1 million students at 1,800 schools and CUNY serves more than 269,000 degree-seeking students and 247,000 adult and continuing education students at 24 campuses. Collectively, these students hail from every neighborhood in the city, speak nearly 200 languages, and represent large numbers of low-income students, students of color, and first-generation college goers.

Further improving our public education system is imperative for fulfilling the potential of New York City.

While four-year graduation rates in New York City’s public high schools have risen significantly from 47% in 2005 to nearly 65% for the class of 2012, the college-readiness rates of those graduates are still lower than they need to be. College graduation remains a difficult goal for many New York students, a reality facing students across the country as well. For students in CUNY colleges, roughly 54% of students who enter baccalaureate programs earn a degree within six years, while only about 30% of students in associate programs earn a degree within the same timeframe.

This report describes what the NYC DOE and CUNY have done both individually and together over the past ten years to increase college readiness, enrollment, and completion for NYC students. The city’s education leaders have committed themselves to substantially improving college success rates by the end of the decade. To support their efforts, NYC DOE and CUNY established Graduate NYC!, an initiative that supports programs and policies that address college readiness and success. The remainder of this report will outline the critical work underway throughout the city, and review the initial outcomes of this effort.



A UNIQUE PARTNERSHIP:

NOT ONLY ARE THE CITY UNIVERSITY OF NEW YORK AND THE DEPARTMENT OF EDUCATION LINKED BY THEIR

shared mission, but they are also linked by their students. Nearly 60% of NYC DOE students who go to college attend a CUNY college, and roughly 74% of first-time freshmen at CUNY are graduates of NYC DOE schools.

CUNY and NYC DOE have worked in parallel to educate young people in NYC for decades, but in recent years, the two institutions recognized an opportunity to work more closely together. Senior leaders now meet regularly to discuss policies and practices that promote the success of New York City students. The systems have created many additional structures and programs that link their work, including a data-sharing agreement, the CUNY-DOE Steering Committee and Graduate NYC! (GNYC). In turn, these efforts led to increased effectiveness in the two systems' attempts to improve college readiness and completion.

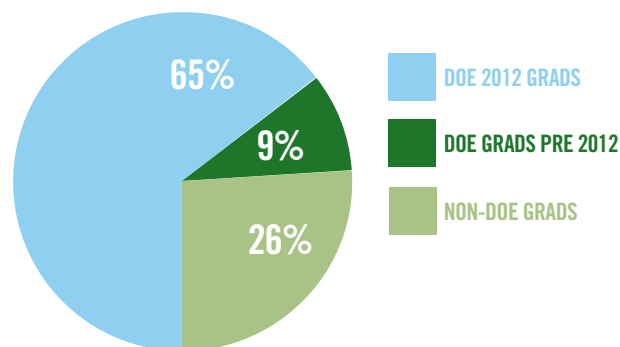
As part of their collaboration, CUNY and NYC DOE have also made a long-term commitment to **double the number of college graduates by 2020**, as measured by baccalaureate and associate degree completion rates at CUNY. NYC DOE has embraced the "double the number" goal by orienting the entire system toward ensuring that all students are college and career ready by graduation. CUNY's efforts to increase graduation rates have focused on expanding supports for community college students, improving remedial education and initiating a system-

wide revision to general education requirements. Both systems have also created new academic and support models that restructure the typical high school-to-college transition process.

The institutions invest resources in supporting students in both high school and college. For example, CUNY offers free college credit courses and other college preparatory programs to tens of thousands of high school students each year. The University also develops and operates high schools with strong partnerships with individual colleges. The NYC DOE has invested significant resources in training high school staff to help students with the college application and financial aid process. Just as important, the partnership extends to educators at all levels of the two systems, who regularly consult with one another on policy, program design, and research and data issues. School teachers and college faculty also collaborate on curriculum and instruction.

A cornerstone of the collaboration between CUNY and NYC DOE has been one of the strongest K-16 data-sharing agreements in the country. Beyond the physical transmission of data, the research partnership has sparked a significant amount of analytical work to better understand the drivers of college success, which, in turn, led to practical policy applications for reporting, operations, and accountability. Descriptions of projects that make use of this shared data are included throughout this report.

CUNY and NYC DOE'S Shared Population 2012



CUNY 1ST TIME FRESHMEN
TOTAL: 35,616

GRADUATE NYC!

GRADUATE NYC! (GNYC) IS AN INITIATIVE DEDICATED TO IMPROVING

high school and college outcomes for all New York City students. Established in 2010 with funding from the Bill & Melinda Gates Foundation, GNYC's work is based on the premise that achieving a significant shift in local college readiness and completion rates will require the city's education and youth-serving institutions to work in close coordination.

During its initial planning period, GNYC worked with NYC DOE, CUNY and various community-based organizations to develop an ambitious set of shared goals to double the number of college-ready high school graduates and college graduates from CUNY by 2020. GNYC aims to increase transparency by sharing data with the public and tracking progress on measures of college readiness, persistence, and completion in NYC.

GNYC convenes and engages local service providers working on issues of college access and success, and leads projects that aim to increase college readiness and degree completion, particularly for low-income students, first generation college goers, and students of color. GNYC's efforts focus on four main areas of impact:

DATA SHARING, RESEARCH & POLICY

GNYC's work within this priority area is based on three objectives: (1) increasing transparency and reporting on progress in college readiness and completion, (2) sharing college enrollment, persistence, and completion data with organizations that serve students, and (3) promoting a research agenda to identify places where policy and programs may have the biggest impact.

Beginning in 2010, GNYC worked with NYC DOE and CUNY to create an automated process to match student records, and to develop an electronic data warehouse to store the shared data set. GNYC will lead efforts to release regular reports on progress the two institutions are making towards greater rates of college readiness and degree completion.

GNYC hopes to establish the Graduate NYC! Research Fellows Program, a collaborative effort to tackle new research questions of interest across partner institutions to better understand student trajectories and better identify the most promising supports for persistence and completion.

COLLEGE AWARENESS, PLANNING & ADVISEMENT

Students throughout New York City need streamlined information about the college application, enrollment and completion process. GNYC supports efforts to provide students, parents and counselors with accurate and actionable information. Its primary strategy for delivering this information is NYC College Line, which is described in more detail later in the report.



IDENTIFYING & DISSEMINATING BEST PRACTICES IN PARTNERSHIP WITH COMMUNITY ORGANIZATIONS

GNYC regularly convenes the broader college success community in NYC, disseminates research on best practices, and provides a forum for engagement, sharing, and networking.

GNYC is currently in the exploratory phase of developing the city's first College Completion Innovation Fund. This Fund aims to accelerate progress on college completion rates in NYC through scaling programs that improve student access to high quality community-based support services, increasing citywide awareness of the steps to prepare for, enroll in and complete college, and expanding the capacity of youth-serving organizations to support college completion. The Fund aims to recruit individual and institutional funders who are interested in using innovation to drive greater college degree attainment and would like to join forces to creatively fund ongoing efforts of high performing, high potential organizations and programs, and incentivize positive, student-focused practice and policy changes.

ACADEMIC READINESS & CURRICULUM ALIGNMENT

The number of students entering college in need of remediation is one strong indicator of the need for improved alignment between high school and college curriculum. From 2012-2013, GNYC led the Curriculum Alignment Project, bringing faculty from CUNY together with teachers and professional development specialists from NYC DOE public high schools to develop curricular units in literacy and math that were aligned with the Common Core Learning Standards.

The final evaluation of this project called for ongoing dialogue between high school and college faculty and for additional opportunities to examine and norm

student work together. There was general consensus that for large-scale change to occur in curriculum alignment, leadership both at the school or campus levels and at the highest levels of central administration would need to be included in these efforts.

In 2013, GNYC began three projects in partnership with CUNY Centers for Teaching and Learning (CTL) at three CUNY community college campuses to support K-12 and college alignment projects in partnership with local high schools. These CTL college readiness and success projects are designed to bring college faculty and high school faculty together throughout the school year to examine curriculum and pedagogy in developmental and introductory college-level courses. The projects seek to help campuses bridge the transition between NYC DOE public high schools and CUNY colleges by building an understanding of curriculum, instruction, and assessment practices at the high school and college level. GNYC is now pursuing funding to scale these "communities of practice" across the city in partnership with librarians.

LOOKING AHEAD

GNYC will capitalize on the opportunities presented by new local education initiatives in college readiness and completion, as well as national attention focused on increased college degree attainment. We will work to build greater support and awareness for successful practices, while piloting new initiatives. The foundation for our work has been built in New York during this initial period and using our data, we can disseminate what we learn broadly across the city and country, keeping NYC at the forefront of these important efforts.

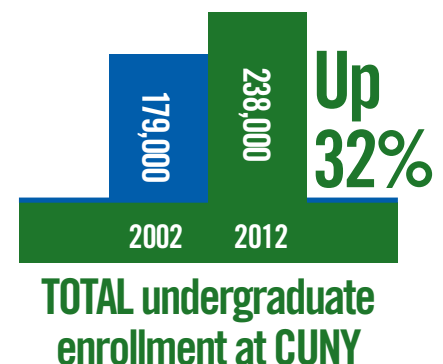
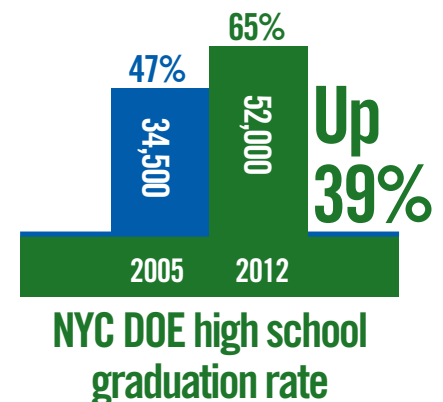
EARLY SIGNS OF PROGRESS

RESEARCHERS AT NYC DOE AND CUNY HAVE USED THE SHARED DATA

systems to carefully track student to understand the impact of their collaborative efforts. More students are now succeeding in high school and enrolling in college than ever before.

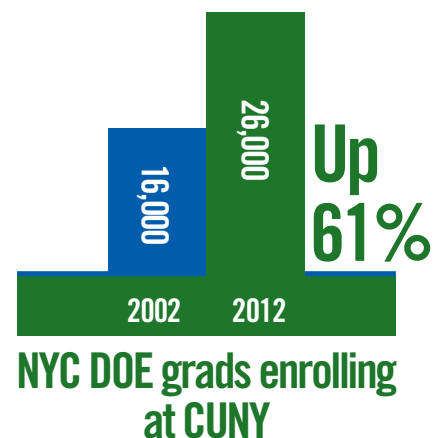
HIGH SCHOOL GRADUATION RATES

While New York City's high school graduation rate had hovered around 50% for several decades, NYC DOE's targeted reforms over the last 10 years have led to an increase in the percentage of students who complete high school. The graduation rate rose to 65% in 2012, and in a school system as large as New York City, this translates to 52,000 graduates, which is approximately 17,500 more than the number of graduates in 2005. Several metrics also indicate that more graduates are better prepared for college. The percentage of graduates meeting "college readiness" benchmarks rose from 32% in 2005 to 44% in 2012, and more students are earning advanced standing in college by completing dual enrollment courses or passing Advanced Placement exams each year.



CUNY UNDERGRADUATE ENROLLMENT

The growth in NYC DOE graduates has driven a substantial increase in undergraduate enrollment at CUNY, from 179,000 students in 2002 to nearly 238,000 in 2012. More than 26,000 NYC DOE graduates enrolled at CUNY as first-time freshmen in 2012, compared with 16,000 in 2002. Not only has the percentage of students graduating from the NYC DOE and enrolling at CUNY grown by 61%, but proportionally more DOE graduates are now enrolling at CUNY than at other universities. Although the number of college-ready students has increased significantly, 56% of all students entering CUNY and 79% of the students entering CUNY's community colleges still require remediation. This is a challenge that both systems must continue to address.



FRESHMEN CREDIT COMPLETION RATES AT CUNY

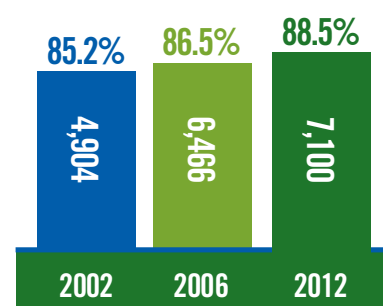
Increasingly, credit accumulation is beginning while students are still enrolled in high school. In 2012, 14,000 DOE students graduated with College Now experience and 47% of them enrolled at CUNY the first fall after graduation. CUNY research has shown that students who successfully complete College Now courses earn more credits in their first year of college, in addition to the credits they bring with them. Additionally in 2012, more than 600 students graduated from Early College High Schools having accumulated an average of 21.5 college credits, and 53% of these graduates enrolled at CUNY in the fall of 2012.

While it is too early to evaluate the collective impact of recent reforms on college graduation rates, there are some early signs of progress. For example, first-year persistence rates of DOE graduates in baccalaureate programs have improved from 85% in 2002 to 89% in 2010. Moreover, the percentage of baccalaureate freshmen that have achieved the crucial benchmark of completing 80% of the credits attempted in their first year has increased steadily from 76% in 2002 to 81% in 2010.

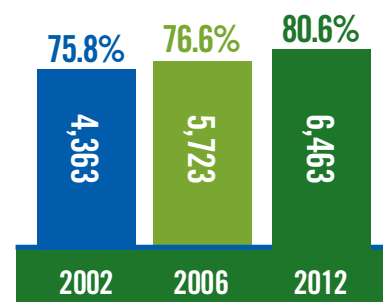
ASSOCIATE DEGREE PERSISTENCE AND GRADUATION

The number of students persisting from the first to the second year in associate degree programs has increased from 5,300 freshmen in 2002 to 9,400 in 2010. However, the four-year graduation rate for DOE graduates in associate degree programs has remained flat at 21% for several years. There were nearly 14,000 associate degrees conferred in 2012, an increase of 5,000 over 2002. Associate degree persistence and degree completion remain one of our biggest priorities and challenges over the next several years.

Baccalaureate persistence rates have improved and more students have reached credit accumulation benchmarks



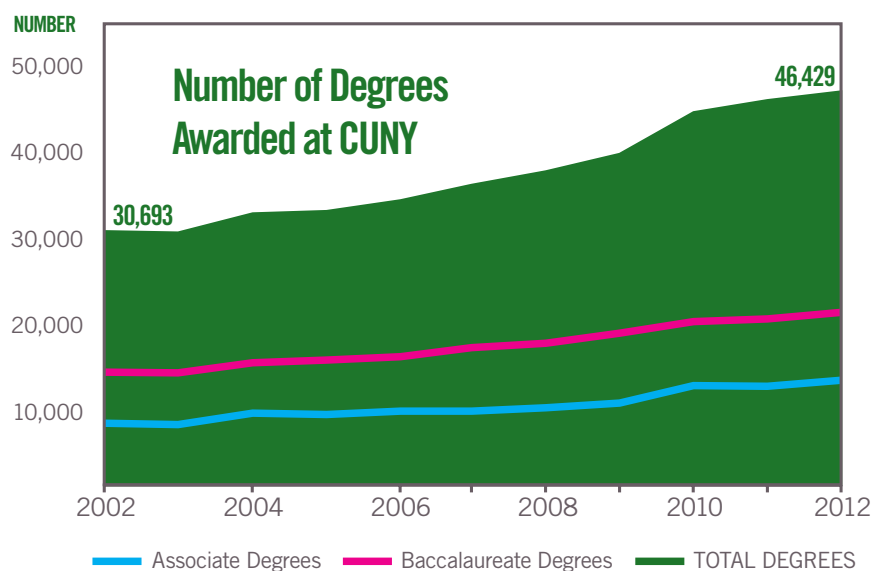
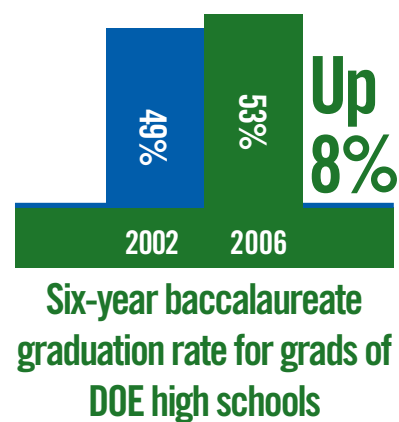
**Freshmen Still Enrolled after One Year
(DOE Immediate Entrants)**



Students Completing 80% of Credits Attempted in Year 1

BACCALAUREATE DEGREE GRADUATION

The six-year baccalaureate graduation rate for graduates of DOE high schools who began college in 2006 was 53%, an increase from 49% for the 2002 cohort. The number of baccalaureate degrees conferred has risen from 15,000 in 2002 to 22,000 in 2012. Combined with Associate's degrees, this is an increase in degrees earned of more than 52% over 2002 rates.



EFFORTS TO INCREASE COLLEGE READINESS AND SUCCESS

THE OUTCOMES DESCRIBED IN THE PRECEDING SECTION ARE THE

result of a wide range of efforts across the city by schools, colleges, and non-profit and philanthropic organizations. While it is difficult to capture all the programs underway to support students, many of the efforts are part of one the following key strategies:

1. **IMPLEMENTING NEW STANDARDS AND PROGRAMS FOR COLLEGE READINESS**
2. **PROVIDING GREATER ACCESS TO INFORMATION FOR STUDENTS WHO ARE APPLYING AND TRANSITIONING TO COLLEGE**
3. **IMPROVING SUPPORTS AND OUTCOMES FOR STUDENTS NEEDING REMEDIATION**
4. **MAKING IT EASIER FOR STUDENTS TO COMPLETE THEIR COLLEGE DEGREE**
5. **TRACKING AND BETTER UNDERSTANDING STUDENT OUTCOMES THROUGH DATA GATHERING AND REPORTING**

1. IMPLEMENTING NEW STANDARDS AND PROGRAMS FOR COLLEGE READINESS

Both independently and in collaboration, NYC DOE and CUNY have made serious efforts to increase the rigor and opportunities available to high school students. Each of the efforts described here aims to ensure that more students graduate from high school well prepared to do college level work.

IMPLEMENTING MORE RIGOROUS CURRICULUM

Perhaps the most significant effort to increase college readiness is linked to the implementation of new Common Core Learning Standards which outline the knowledge and skills that students need to graduate from high school ready for college and careers. When fully implemented, students will gain strong content knowledge, reading comprehension skills, the ability to communicate to various audiences, experience using technology and digital media strategically, and an appreciation for other perspectives and cultures. The Standards were developed by college faculty, teachers, parents, and community leaders and have been adopted by a total of 45 states, and Washington, DC.



DESIGNING NEW SCHOOLS THAT OFFER COLLEGE CREDIT

CUNY and DOE have collaborated to develop fourteen Early College High Schools, which allow students from a wide array of backgrounds to simultaneously earn a high school diploma and an associate degree or up to two years of college credit. This innovative model reduces the financial, academic, and psychological hurdles that prevent too many students from entering and succeeding in college. On average, the students who graduated from these schools in 2012 earned 21.6 college credits prior to graduation and achieved an on-time graduation rate of 87%.

One of the most recent additions to the CUNY Early College network is Pathways in Technology Early College High School (P-TECH). As recognized by President Obama, this school was developed in close collaboration with IBM, thus adding an important layer to the typical early college model. Students at P-TECH have the opportunity to earn a high school diploma and an associate degree, all while gaining work experience through internships and apprenticeships. Given the local and national enthusiasm for P-TECH, CUNY and NYC DOE are working together to develop several additional Early College & Career schools. By September 2014, a total of six such schools will be open throughout New York City.

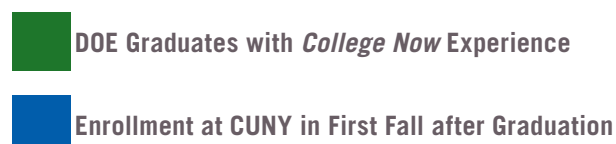
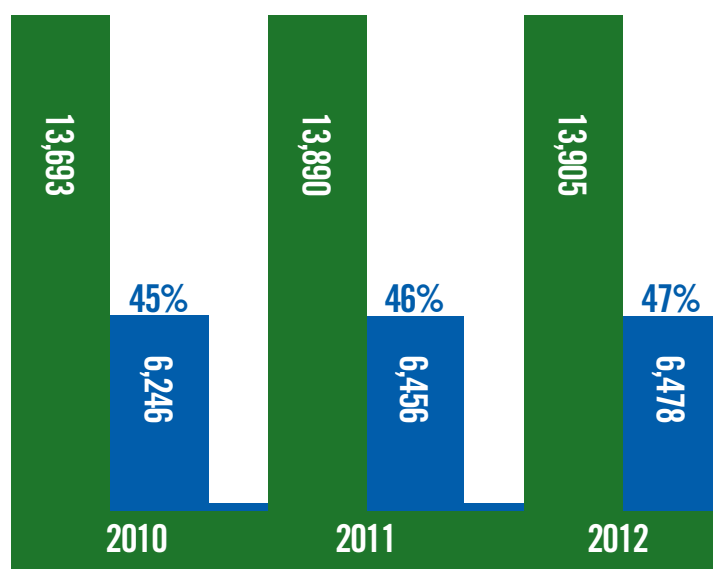


MAKING COLLEGE ACCESSIBLE TO THOUSANDS OF NYC STUDENTS

Serving an even larger number of students is CUNY's College Now, a dual enrollment and college-readiness program that expanded university-wide in 1999. Its goal is to help students prepare for success in college, both academically and socially. Approximately 20,000 students from more than 400 NYC high schools enroll in College Now courses and workshops each year. Roughly 80% of students in College Now are enrolled in a college-credit bearing course, either on a college campus or in their high school. Additional activities aim to help students improve their performance on CUNY placement exams so that students will be able to enroll in college without the need for remediation. In 2010, over 20% of all DOE graduates had earned college credit through the College Now program.



A significant number of students graduate with *College Now* experience and subsequently enroll at CUNY



2. PROVIDING GREATER ACCESS TO INFORMATION FOR STUDENTS TO APPLY AND TRANSITION TO COLLEGE

Preparing students for college requires that students build knowledge of their options after high school, financial planning for college, and an understanding of the application procedures and the college environment.

TRAINING HUNDREDS OF GUIDANCE COUNSELORS AS COLLEGE COUNSELORS

One of the challenges facing students who want to attend college is the scarcity of qualified counselors to shepherd students through the college application process. In many New York City schools, guidance counselors have caseloads of up to 500 students, and not all schools have designated college counselors. To increase the capacity of high schools to provide quality college guidance, the NYC DOE has partnered with Goddard Riverside Community Center to train hundreds of guidance counselors on the nuances of the college advisement process. This partnership will produce one trained guidance counselor per 35 seniors. Launched in 2012, the program has already trained 470 college counselors who work in 53% of all high schools.



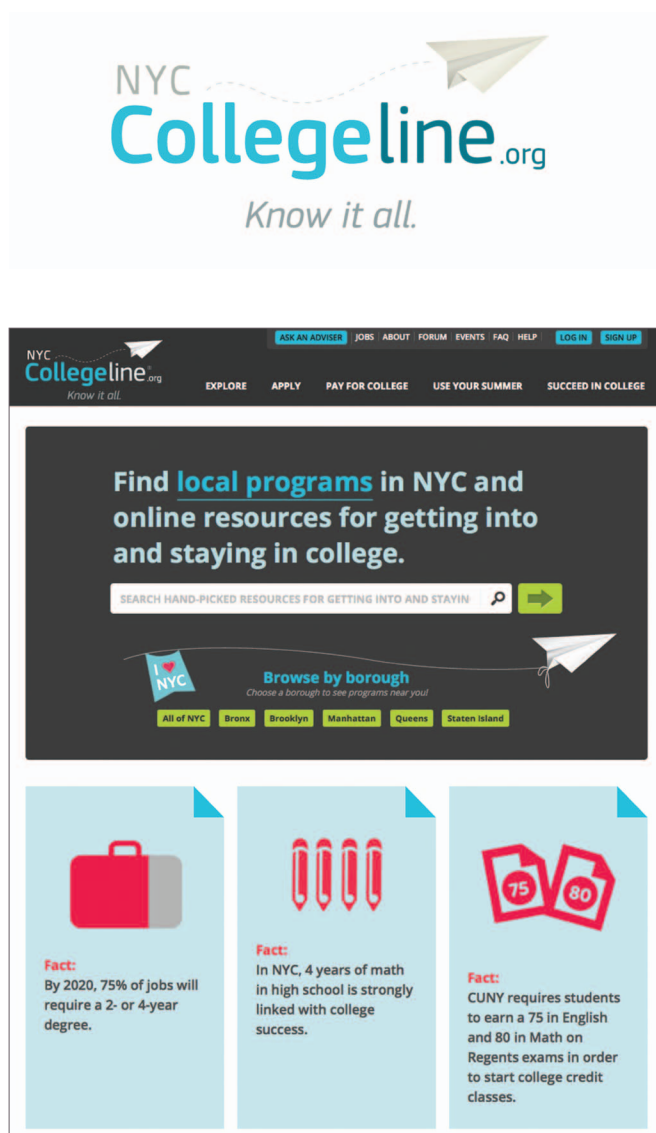
GUIDANCE COUNSELORS:
These efforts will result
in one trained college
counselor per 35 seniors

CONNECTING STUDENTS AND FAMILIES WITH EXPERT RESOURCES

In early 2013, Graduate NYC! launched a new online resource for students, parents, and professionals—NYC College Line—that incorporates a public awareness campaign about college and the application process, a directory of college-readiness programs in New York City, and the community resources available for college preparation and completion. NYC College Line includes the only searchable guide of programs and resources in NYC that focus on college preparation and a method to connect with advisement services and receive personalized responses, every day, all year.

IDENTIFYING AND SHARING STRATEGIES WITH COMMUNITY ORGANIZATIONS

The Graduate NYC! Community Best Practices Forum series invites representatives from all youth-serving organizations in NYC—including the DOE, CUNY, and a range of community-based organizations and city agencies—to learn more about the latest research and best practices in college readiness and success. The Forum series, which originated in 2011, seeks primarily to increase awareness and share information about critical issues in the field. It also provides a space for professionals who work in college access and success to come together as a community, and to recognize the importance of collective, cross-institutional support for the college readiness and success of all NYC students. This year, GNYC expanded its Community Best Practice Forum series from four to five half-day conferences and attendance doubled to more than 100-250 professionals at each.



3. IMPROVING SUPPORTS AND OUTCOMES FOR STUDENTS NEEDING REMEDIATION

Even though the NYC DOE has placed a greater emphasis on preparing students for college, a large number of students continue to enter CUNY in need of remedial coursework. Because traditional approaches to remediation have shown only limited success, CUNY has piloted several alternative approaches.

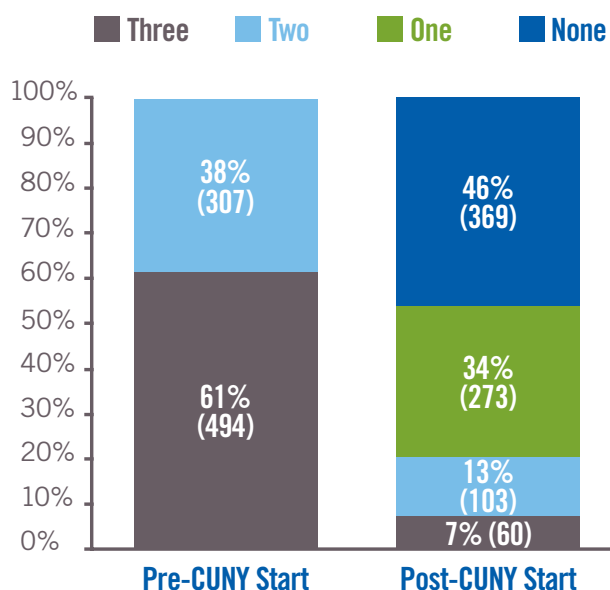
OFFERING COMPREHENSIVE SUPPORTS FOR STUDENTS WITH THE GREATEST ACADEMIC NEEDS

CUNY Start is an intensive program for incoming college students who need to increase their academic proficiency in reading, writing and mathematics prior to enrollment in college credit classes. Created and piloted in 2009, CUNY Start seeks both to minimize the amount of required remedial coursework underprepared students must take and to foster higher levels of persistence and graduation once students start their degree studies. Those who enroll in the program temporarily delay starting degree program studies, and using their financial aid, to take this 15 to 18-week program full or part-time. CUNY Start is offered at six of the University's seven community colleges, Medgar Evers College and the College of Staten Island.

Initial results for both full and part-time students are very strong. Between fall 2009 and spring 2013, 67% of students entered the full-time program needing remediation in all three subject areas and 33% of students entered with remedial need in two subject areas. After completing CUNY Start, 48% of students had attained proficiency *in all three subjects*. Those who did not become fully skills proficient still made significant gains that resulted in reduced remedial need.

CUNY START

Percent of CUNY students passing out of remedial coursework after CUNY START



46%
Fully Proficient
After One Semester

USING AN INTENSIVE SUMMER EXPERIENCE TO ENSURE STUDENTS ARE READY TO SUCCEED

CUNY has expanded the University Skills Immersion Program (USIP) that began in 1985. USIP provides free, intensive academic intervention programs in reading, writing, and mathematics during the summer so that students have an opportunity to complete some or all their remedial education requirements before enrolling in regular college courses. Research shows that students who participate in an intensive USIP course are substantially more likely to complete remediation in every subject than students who take regular remedial coursework during the fall term.

REACHING STUDENTS BEFORE THEY APPLY TO CUNY

CUNY's At Home in College, a program supported by the Robin Hood Foundation, serves over 2,000 high school seniors from 55 high schools who are on track to graduate but have not met traditional benchmarks for college readiness. The program prepares high school students for CUNY's placement exams through transition English and math courses and provides workshops that help students complete the Free Application for Federal Student Aid (FAFSA) and the CUNY online college application. The program also provides advisement support the summer before matriculation and during students' critical first year at CUNY.

**At Home in College:
Serving 2,000 high school
seniors from 55 high schools**

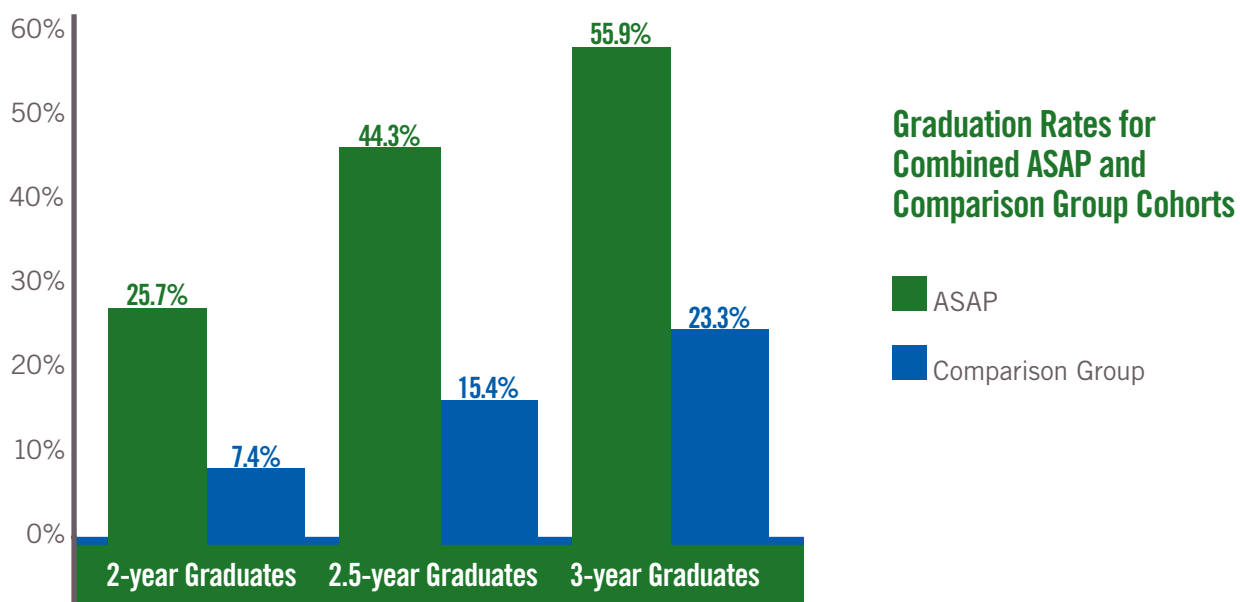


4. REMOVING BARRIERS TO DEGREE COMPLETION

While progress has been made in giving students from all backgrounds access to college, it is imperative that efforts are made to accelerate degree completion for students at CUNY. Improvements thus far have taken the shape of institutional reforms and development of new programs.

PROVIDING STRUCTURE, GUIDANCE, AND INCENTIVES FOR ASSOCIATE DEGREE STUDENTS

The Accelerated Studies in Associate Programs (ASAP) is designed to help community college students earn their degrees as quickly as possible, with a goal of graduating at least 50% of students within three years. ASAP helps eliminate the barriers that many students face by providing community college students with the academic, social, and financial supports they need. Key ASAP program features include a consolidated block schedule, cohorts by major, small class size, required full-time study and comprehensive advisement and career development services. Financial incentives include tuition waivers for financial aid eligible students and free use of textbooks and monthly Metrocards for all students.



The ASAP graduation rate is more than three times the national three-year graduation rate of 16% for urban community colleges. ASAP's current cross-cohort three-year graduation rate is 51% vs. 22% for comparison group students. The program is even showing remarkable results with students needing remediation. After three years, 47% of ASAP students with developmental needs graduated vs. 19% of comparison group students with developmental needs.

ALIGNING GENERAL EDUCATION COURSEWORK ACROSS CUNY COLLEGES

Every year, thousands of students transfer between CUNY's colleges, either from community colleges into baccalaureate programs, or between baccalaureate programs at different campuses. The CUNY Pathways initiative establishes a system of aligned general education requirements and new transfer guidelines across CUNY colleges, streamlining degree requirements and ensuring that students do not lose academic momentum when they transfer. The centerpiece of this initiative is a 30-credit general education Common Core that addresses a range of academic disciplines. Once a student fulfills the Common Core requirements in an academic area at one college, the credits are guaranteed to carry over seamlessly if the student transfers to another CUNY college.



5. TRACKING STUDENT OUTCOMES THROUGH BETTER DATA ANALYSIS & UNDERSTANDING

A key lesson of these last years has been the importance of using student-level data to develop effective solutions to long-standing problems. The landmark data sharing agreement signed by CUNY and the DOE has provided a deeper understanding of high school student trajectories, enabled better predictors and analysis of performance at the school and campus levels, and placed data and information into the hands of those who have the ability to impact student outcomes.

GIVING HIGH SCHOOLS INFORMATION ON THEIR GRADUATES

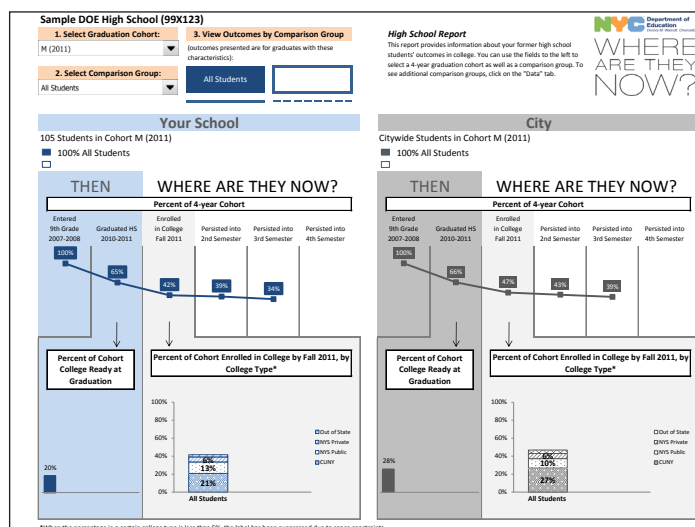
While most high school principals across the country never learn whether or where their graduates enroll in college, or how they do once they get there, the NYC DOE provides every public school with a *Where Are They Now?* Report that recounts the outcomes of graduating seniors and follows their progress at CUNY and other colleges. This information allows high schools to adapt their curriculum and student support systems so they can better prepare students to succeed after graduation.

SHARING OUTCOMES WITH COMMUNITY ORGANIZATIONS

The Graduate NYC! Advancing College, Career, and Educational Success Supported by Data (ACCESS Data) initiative shares information on student enrollment, persistence, performance, and degree completion at CUNY with community-based college support programs. Participating organizations include Good Shepherd Services, Abyssinian Development Corp, Queens Community House, New Yorkers for Children, Let's Get Ready, and Big Brothers Big Sisters of New York City, among others. These organizations use the information to better understand the strengths and challenges of the students they serve and continue to build key programming to address students' needs. Through broader dissemination and increased understanding of data, ACCESS Data aims to improve college access, transition, and success programs for all New Yorkers.

REFINING ACCOUNTABILITY SYSTEMS

Both CUNY and NYC DOE have used the shared data to refine their accountability systems. NYC DOE has incorporated measures of college readiness and enrollment in its High School Progress Reports, thus reinforcing the goal of college readiness for all. Similarly, CUNY has created "value-added" measures for its Performance Management Program for each undergraduate college. These measures compare the performance of students with similar preparation levels across the range of CUNY colleges, thus providing an incentive for colleges to consider what they can do to better support students in earning degrees rather than increasing admissions standards.



IN CONCLUSION

WHILE THE PROGRAMS AND POLICIES OUTLINED IN THIS REPORT

have helped increase the number of students succeeding in high school and college, more work remains if the city is to achieve its ambitious goal of ***doubling the number of college graduates by 2020***. By building on this foundation and continuing to invest in their important partnership, CUNY, the NYC DOE and community partners, are working to expand opportunity across New York City in the years to come.

RECOMMENDATIONS

INCREASE AWARENESS OF LONG-TERM GOALS

Schools and colleges are increasingly aware of the importance of college readiness and success; however, too few people, both within the education sector and the general public, are aware of the city's commitment to double the number of college graduates by 2020. To achieve this goal, the city's leaders and agencies should publicize the long-term benefits of college completion to the city's economic and civic health. Moving forward, the city should engage and mobilize a broader cross-section of community partners, K-12 leadership and public and private colleges to expand the set of resources focused on increasing college attainment across the city as a whole. This is consistent with a range of national efforts to increase the percentage of Americans with college degrees in the next several years.

ISSUE ANNUAL PROGRESS REPORTS

The city's leaders should agree upon near-term benchmarks (i.e., interim goals for 2016 and 2018) to assess progress toward achieving the longer-term goals. *Graduate NYC!* can play an important convening role by hosting community conversations to build buy-in and individual commitments from the organizations working on issues of college access and success in the city. Following this inaugural report, the city should issue an annual report on the partnership, efforts underway, progress toward our collective goals and gauging the collective impact across the city.



START EARLIER

The city's leaders should systematically expand support for college access and preparatory activities to earlier grades. Much of the effort to improve college readiness and completion rates has focused on the high school years. Yet research demonstrates that many of the important factors that influence success occur much earlier, particularly in middle school and beginning as early as pre-school.

ELEMENTARY: Ongoing work to improve academic outcomes in the early grades will put students on a path to success. The DOE should engage universities in expanded partnerships to support schools and teachers—from better coordinating pre-service teacher preparation to professional development to support and expand early childhood, dual language and special education programs.

MIDDLE GRADES: As students begin the transition to high school, support the development of the academic and personal behaviors that will help students navigate the high school admissions process as a first step on the pathway to higher education and to meeting college-ready academic standards by graduation.

DEEPEN SUPPORTS FOR COLLEGE COMPLETION

The City's leaders should expand programs that increase the likelihood of timely completion of college degrees. Several local and national models have demonstrated that systematic support can dramatically improve outcomes for all students, including low-income, minority and first generation college goers.

HIGH SCHOOL: Expand programs that engage students and faculty in reducing the need for remediation in college. DOE and CUNY should work together to better understand the factors that contribute to an “undermatch” between students and colleges, while providing greater supports and information for parents and students to successfully apply to and attend college. The DOE should support schools and students in preparing for the redesigned SAT.

COLLEGE COMPLETION: CUNY should expand on the success of programs like ASAP and launch other systemic efforts to increase persistence rates and timely degree completion for associate and baccalaureate degree seekers.

ENGAGE THE BUSINESS COMMUNITY

The city's leaders should ensure that employers throughout the city are supportive of efforts to improve college graduation rates. Improving degree attainment should be seen as a primary driver of economic development in the city, and the education institutions should work closely with business leaders to understand and support their workforce needs.

GROW INVESTMENT IN INNOVATION

The city should continue to invest in opportunities to pilot programs and revise or shift policies that have the potential to improve college degree attainment rates, particularly for low-income students, first generation college students, and students of color. By working with GNYC to establish a ***College Completion Innovation Fund***, the city's leaders can and should expand support for community-based organizations and colleges to take specific steps to increase college persistence and completion rates for NYC students.

For further information, contact Graduate NYC!
at www.graduatenyc.org

