



IMPROVING COLLEGE ACCESS AND SUCCESS: PROVIDENCE YOUTH PERSPECTIVES

Students from low-income families, minority students, and first-generation college students are all less likely to enroll in and complete college than other students.¹ However, these students are more likely to go to college when they attend high schools with strong college-going cultures, in which teachers encourage students to attend college, help students with the application process, and make sure that students are academically prepared.²

The large majority of Providence Public School students are from low-income families, and many students who want to go to college will be first-generation college students. In 2011, more than four in five (81%) of Providence Public School students were eligible for and enrolled in the Free or Reduced-Price Lunch Program and more than nine in ten students were from racial and ethnic minority groups.³

Providence high schools offer a variety of programs and services to support students who want to attend college. Such support comes from guidance counselors, teachers, administrators, and “near-peer” advisors from the National

College Advising Corps that operates in six Providence high schools, as well as from college advising programs, such as Future Forward, a program at Hope High School. Many Providence students also get help from community-based agencies that support college access, such as College Crusade and College Visions.

Slightly more than half (52%) of Providence Public School graduates from the Class of 2010 enrolled in college immediately after graduation, (i.e., the fall after graduation). An additional 8% enrolled at some point during the first year after graduation, and 6% more enrolled within two years of graduation. In total, 66% of the Class of 2010 had enrolled in college within two years of graduation.⁴

This report summarizes the results of a series of focus groups conducted with Providence high school students to get their perspectives on the kind of support they need to select a college and complete the application process. The report provides youth perspectives on what works and how schools and community-based agencies could help more students enroll in and succeed in college.



Focus Group Overview

In May 2012, Rhode Island KIDS COUNT partnered with Young Voices to conduct a series of focus groups with Providence youth to get their perspectives about the support that is available from the schools and the larger community to help them search for and apply to college.

Providence high school students were asked to comment on how schools and community agencies in Providence were or were not:

- ◆ Encouraging youth to go to college
- ◆ Helping youth identify which school is the best fit for them
- ◆ Helping students and their parents with the college application process

Youth also were asked to react to the proposal, in Mayor Taveras' *Educate Providence* report, to create a one-stop college and post-secondary access and success shop for the city.⁵

A total of five focus groups were conducted, and the results of these focus groups represent the perspectives of 53 youth attending high schools across the city. Focus group participants included students in ninth through twelfth grade, but the majority of



participants (60%) were juniors and seniors. Three-quarters of participants (75%) attended a Providence public high school, and the remainder attended a charter school located in Providence. Slightly more than half (55%) of participants identify as Hispanic or Latino, and 36% as Black or African American. Many participants (82%) reported that at least one family member (e.g., a

parent or sibling) had attended college, but for many it is a sibling or distant family member, rather than a parent.

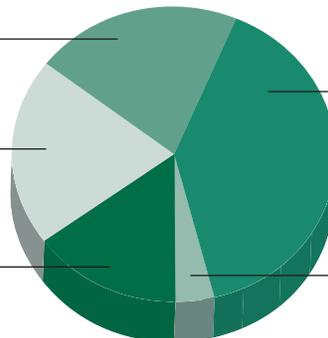
Of the 20 seniors who had been accepted into college for fall semester of 2012, 65% planned to attend one of the state's public institutions, the Community College of Rhode Island, University of Rhode Island or Rhode Island College.

Grade Levels of Participating Youth

11th Grade
21% (11 students)

10th Grade
21% (11 students)

9th Grade
15% (8 students)

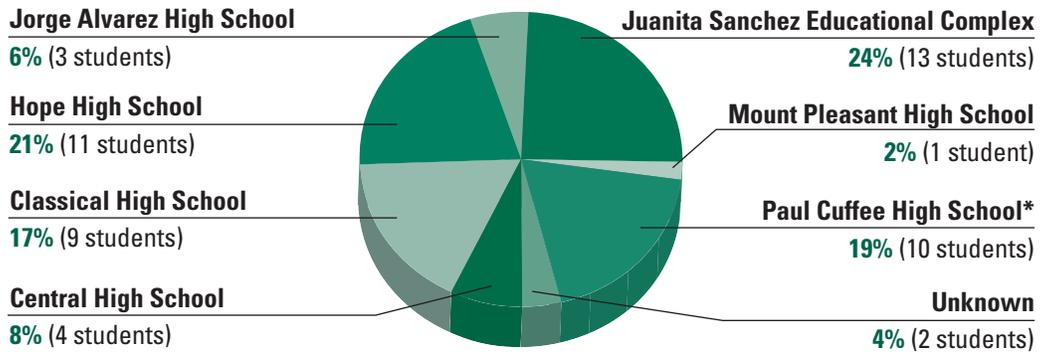


12th Grade
40% (21 students)

Unknown
4% (2 students)

(n=53)

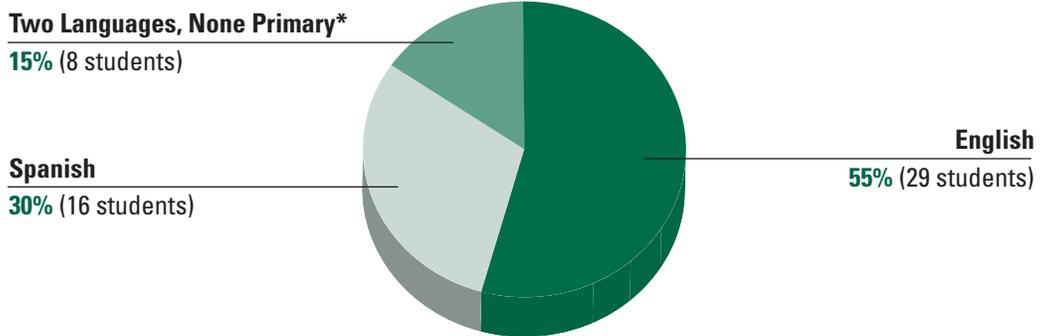
High Schools Attended by Participating Youth



(n=53)

* Paul Cuffee High School is a charter school.

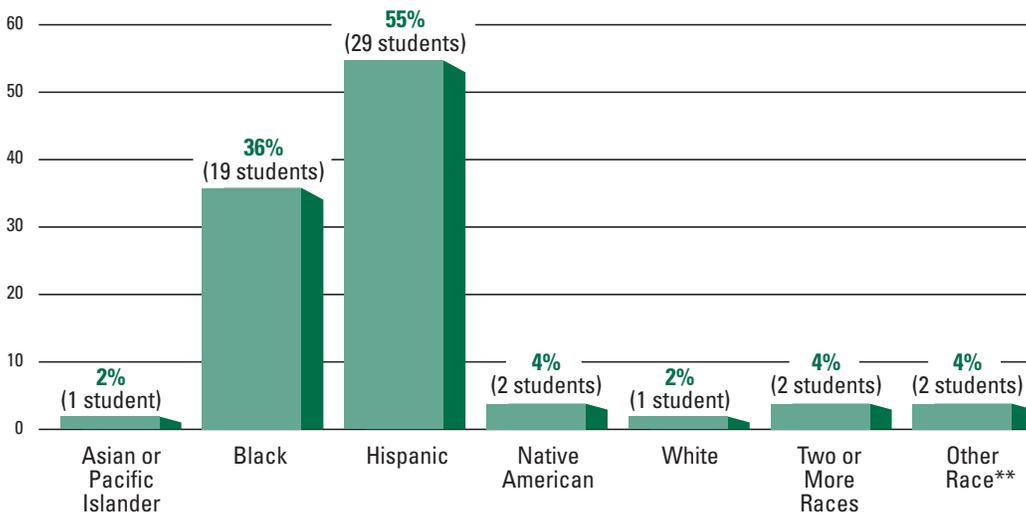
Primary Language Spoken at Homes of Participating Youth



(n=53)

* These households spoke two languages, English and Cambodian, Spanish, or Yoruba.

Race/Ethnicities of Participating Youth*



(n=53)

* Participants could select more than one race.

** Other races included Haitian, Cape Verdean, and Arabic.

How Schools Support College Access and Success

One-on-One Support From Guidance Counselors and College Guides

The majority of students identified guidance counselors and college guides as their main sources of encouragement at school. Students spoke favorably about the one-on-one support received from guidance counselors and college guides ("near-peer" advisors, including current college students and recent college graduates), as well as the resources made available to them by these adults. Resources included help selecting a college, exploring careers and majors, and keeping students on track throughout the college application process.

My guidance counselor at school she helps me a lot with college, as for like applying and looking for college and seeing what majors I want to go into, or what fields of study I want to do and what classes I need for my senior year to go there or any courses I need to take or just any prep I need. She just helps me a lot.

The college guide, he's always there making sure you're taking your SATs, that you're on track on whatever you need and pretty much everything about college... His job is to help students out with applications, college essays, signing up for SATs, doing the financial aid and everything that has to do with college he's there to support you with.

I feel like the difference is the person from college, from Brown. They recently went through the experience, so it's more coming from them. They're telling you they say you should do this, this was my mistake, you should do this. I actually had a bond with my Brown tutor and I am so sad she's leaving. They really try and help you.

My advisor knows that I want to go not just to a college, but an aviation college, so she is looking at that right now and getting information for me.

School-Wide Support

In addition to the individual support received, students discussed the benefits of services available to the entire student body. At one high school, a student commented that the college guide's use of Facebook as a means to connect with students was helpful to his peers. Many students appreciated when college guides and guidance counselors reached out to entire classrooms by doing presentations about the college selection and application process, providing information about how to access SAT preparation materials and classes, and offering binders with information on scholarships.

We have a college room where it has...college books with college majors, schools and everything and you can go there and work on your college stuff and what majors you want to go to, and they have guidance counselors too.

I think it's a great idea to have a college advisor or college guide, a lot of times they go into your classroom and they do a little PowerPoint presentation and make you aware. It's not on you to go to them and ask, they actually go to your classroom and I think that's really smart because a lot of kids don't realize [about the college application process] until it's too late.

We have Future Forward and it was a really big help. I wouldn't have been able to get through the process without Future Forward.

Teachers Viewed as a Major Source of Support

In addition to guidance counselors and college guides, some students identified teachers as resources. In particular, students frequently mentioned that advisory teachers were helpful. Multiple students reported having conversations with their advisory teachers about the college selection and application process, especially about which college was the best fit for them.

Everywhere you go in school every teacher is asking so, where are you going, are you applying to college? They care.

Some of my teachers do encourage us about colleges, and they tell us about colleges. My advisory teacher [said] let's go to the computer lab and go to WayToGoRI.com. Or he's like oh, let's go sign up for College Board, he's always making sure we are following a college path.

[Teachers] always tell you stories about their process, things they've done, especially in paying for college...they always give you advice.

A number of students also mentioned that teachers (particularly English teachers) helped with writing and revising college essays.

The teachers were really [great], especially the English teachers. I don't know how many times I took my essay to a couple of my English teachers so they [could] go over it, make some corrections, like what is missing, what needs to be added, and what I can improve on.

A lot of people helped with my essay. I revised my essay over five times with teachers, college guide, the librarian all helping me. It helped me a lot.

College Visits and College Fairs

Other resources the schools provide that students found helpful were college visits (both students traveling to colleges and college representatives visiting schools) and college fairs. Many students made their decision about which colleges to apply to or which to attend based on these college visits and fairs.

I have to say last Friday was a big day for the juniors because we got to go to a college fair at PCTA [Providence Career and Technical Academy]. It was throughout different times and throughout the day juniors got to go. Most of the colleges presented their applications, talked about the process, offered scholarships... and before that in the morning had a little small school college fair as well. College fairs do help a lot.

Beginning of your senior year we had college visits and throughout the college visits it used to be alumni come to visit us and that is when I personally made my decision to apply to schools.

Our counselors took us on a couple of field trips [to visit colleges], which was really

helpful, because one of the schools we went to I ended up applying to and I got accepted. I'm going to go there, so in that sense it was really helpful.

SAT Preparation

The majority of students felt they were well informed regarding SAT preparation, SAT scheduling, and SAT waivers. Most students felt that they had received adequate SAT preparation from a variety of school personnel including guidance counselors, college guides, and teachers.

In the college room we have this big poster with the months on it and it tells you the dates and location where you can take the SATs or ACTs and there's always an announcement.

This year we also have the SAT prep class, [it] also helped us a lot [in terms of] how to get a good SAT score. And I think it's really helpful.

I had a teacher that used to give us a copy of the SATs in the past, the math part, and we went through like most of the questions... I had a teacher who helped me with that and I scored higher.

Start the Conversation Early

Students were asked when school personnel began conversations about the college process. The majority felt that, although it may have been addressed freshman year, or even earlier in some cases, the conversation did not "get serious" until sophomore, junior or senior year.

Most students agreed with the maxim, "the earlier the better," and many felt that talking about college as early as middle school was appropriate. Focus group participants also felt that students should have access to college fairs and be able to go on college visits as early as freshman year. However, conversations must continue throughout high school so that it is reinforced and so new students entering the school are not left out of the conversation.

I've had an advisor since I started middle school, so in 7th grade that's when we started looking at colleges. So when I got to freshman year, I already knew about college.

At our school, the 10th graders got college field trips and college fairs and the 9th graders couldn't go. I find that unfair because even though they are ahead of us we all need help too.

They should start right when you get into high school to talk about college; they should have that right away. But they wait until your junior year, some even like senior year.

Being a new student here I didn't know about a lot of programs. Someone who has been here all four years, they know there's this afterschool program, that there's this person to talk to. I didn't know all this stuff was available. I guess I wish there was better communication, because I kind of got started late.



How Schools Can Better Support College Access and Success

Provide More Individual Support

Although students clearly identified guidance counselors as a source of support, they also see the guidance office as overwhelmed and understaffed, and many students wished they had gotten more individualized attention.

I personally would like to see my guidance counselor more, because I saw her maybe a solid three times throughout the year, so I was basically lost for half the year trying to figure out what I was doing from what my friends said.

I just think there should be more guidance counselors, especially around the January 1st deadline... there should be more to reduce the stress and reduce the tension of that so they're able to tell us what else we need to do instead of limiting our options.

All the guidance counselors would be there, but sometimes there were so many students that you didn't get to talk to someone like one-on-one. You didn't always get that time. I think I would have benefited from something like that, one-on-one time.

Our guidance counselor retired at the end of last year. They were supposed to replace him, but they didn't, so now there were only three guidance counselors left. They just added more students.

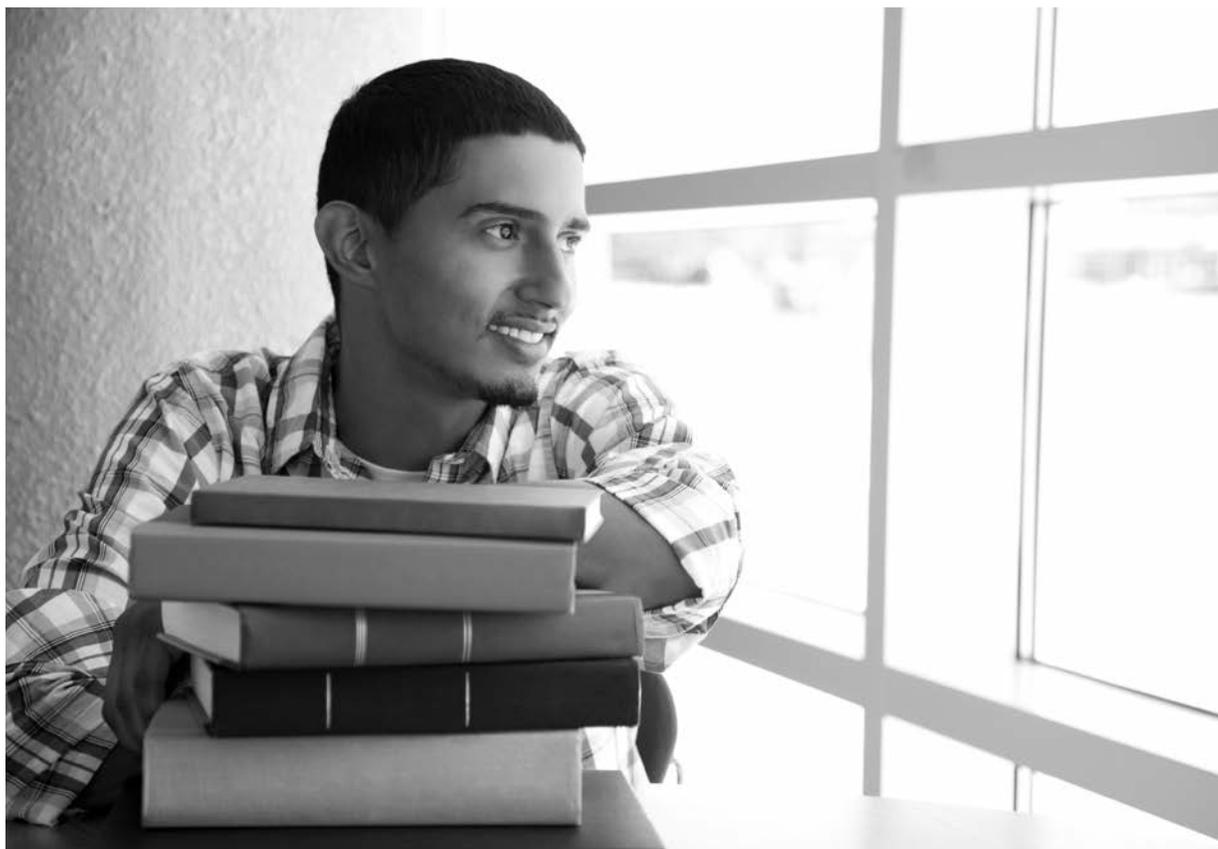
Some students also mentioned the need for more college guides.

I definitely feel like doing the whole Brown thing is a really good idea, and not only just Brown. Any schools, like PC or RIC that are around, get mentors to come in. It would be cool to have some from RIC, PC, URI just so you could have more, so students wouldn't be left without a mentor.

Perhaps due to the limited number of guidance counselors and college guides, many students also report a need to do their own research about the college selection and application process. Some students felt that unless they actively pursued school personnel, they did not get the help they needed.

I wish they sat down and spelled out the entire process, because I kind of found myself having to dig for information about what to do next. I kind of was putting pieces together sometimes on my own.

At my school you have to approach your counselor and tell them you want to go to college and they don't tell you hey there's a college fair you should go to unless you are involved in the programs like Educational Talent Search and Crusades.



My school...what they did is for a period of three months they set up college visits and whole bunch of colleges would come in...and then if you were interested you would go down and sit there and they would tell you what you want to know. The opportunity was always there but it was up to us as a student to take it.

My school rarely lets us know. You have to do it on your own and if you're like me, I'm shy and so sometimes I just don't do it and I may miss out on an opportunity.

Match Students with the Right School

Students also mentioned the importance of valuing all types of colleges and giving students the information they need to find the school that is the best match for them. They also spoke about stereotypes about different colleges.

I wanted to go to Brown and everybody said, "you can't go to Brown; you're from Hope."

My mom, she thinks once you get into CCRI you don't go anywhere. My brother is still at CCRI after four years. CCRI is not a bad school. You can do your general eds and then transfer.

A particular concern for students is the lack of information on available scholarships. Although students report some discussion around deciding between in-state versus out-of-state colleges, students also report a strong desire for more information on financial aid and scholarships to go to more expensive or out-of-state schools. Students feel the decision about what college to go to is a "money decision" made with family and without assistance from school personnel.

Ensure That Students Are Academically Prepared

Although many students report being encouraged to take challenging classes, such as AP classes for college credit, the majority report that more general conversations about what courses they should take to best prepare them for college do not occur.

They encourage it, they encourage you take APs and such but it's not a requirement, it's just recommended.

Starting freshmen year going on to sophomore year they gave us an option to take AP classes...but they never expressed the certain topics we need [or] certain subjects that we need to take that would look better for college.

However, a few students mentioned specific help they had received in selecting courses that would prepare them for a career they were interested in pursuing.

I talked to my counselor sophomore year, because I'm really interested in the science field, and she put me into biology – sophomore year I had bio and chemistry at the same time – then I took forensic science and physics. It was really interesting. I was even more intrigued by the sciences. It helped a lot.

The Dean of the School is always on my case because I would like to be an engineer. She would try to arrange for me to take summer classes or academy classes for engineering and she would be like [student's name] you need to go and do these classes.

I talked to my freshman teacher because I want to be a doctor, so she said for next year to change my course to health and science, to biotech, so I can get more and more into medicine.

Communicate With and Support Students and Their Parents

Students reported that FAFSA nights were very helpful for them and their parents. However, the majority of students felt that parent outreach could be improved. Students felt largely responsible for relaying communications about the college selection and application process between schools and parents.

We had two different nights that your parents could come with you, there was one on a Friday, and another on Saturday, they basically helped us fill out the FAFSA form, and if you didn't understand anything...it was good for your parents so they could also know what was going on. That was helpful.

From my experience they tell us to talk to parents but it's kind of up to us to make sure that our parents come in and do it so we don't tell our parents.

They kind of really don't contact your parents as much as you should tell your parents and if you don't, it's your fault...they don't really talk to my parents much; they just give me stuff to give to them.

I don't think they contact our parents. I guess they would assume that it's our interest to go to college maybe they assume that our parents may already know you know what type of colleges we should go to.

They should enforce more about communicating with our parents, because if our parents don't know what you're doing then it makes no sense to be helping with school or going to your school or seeing your grades. If your parents know about it, then it will be better.

How Community-Based Agencies Support College Access and Success

Students also were asked about their experiences getting support for the college selection and application process from community groups and agencies.

The College Crusade Viewed as "Go-To Adults" Regarding College

Students most frequently referred to the College Crusade. Crusade advisors were frequently mentioned as the go-to adults for the topic of college and it was noted that they have offices at school sites. Students involved in the Crusaders listed the following advantages: numerous college visits, one-on-one time with the College Crusade advisor, SAT help, and essay/application help. Students identified involvement in the College Crusade as motivation throughout the college selection and application process, and they reported additional benefits including FAFSA seminars, shadowing current college students on visits, and having conversations with Crusade advisors about what colleges would be the best match for them.

[In elementary school] they did a lot of activities to get us acquainted with what college was. Middle school...we got to stay after school with our advisors and have crew club hours and they talk about college and they have a requirement for two or three visits to a college. They set them up so they would know what colleges you go to. It kept repeating every year. You get \$3,000 at the end if you meet all requirements...Now they help us with waivers, the [Crusade] advisor...helped me a lot with writing my essay and what colleges I should go to because I told him what I want to get out of college and where I needed to be...it was pretty cool.

The programs they [College Crusade] provide, they try to

motivate you to keep doing what you're doing in school, so you can get further in life and get what you want in college.

They [College Crusade] had this seminar a few months ago where they told me everything needed for college from the application to the FAFSA and what colleges to apply to and how to pick. That was very helpful.

They [College Crusade] take you to URI, Wesleyan, different universities, in-state and out-of-state. Brown. And you can ask questions of the people there. How is college? The teachers, the professors.

There was once that they even separated each Crusader and each one got paired up with a college student and they would go with that student for a day with them to their class. So I went to an Italian class...it was a good experience.

Students Who Missed Out on the College Crusade Experience

Many students not already involved with College Crusade expressed frustration that they had missed out on the opportunity to join in elementary school.

I learned about it in fifth grade. I think it's unfair you only get that one chance. In fifth grade you don't know what that is, you're not really thinking about college, it was my parents that had me do it.

I think it's unfair for those people who have come to the United States, they have come in fifth or sixth grade and they don't know any English and there is that opportunity you don't know about but it's still there. When you come to the U.S. you don't know about those things they have...I think that they [College Crusade] should also give an opportunity for those high

school students that show good scores and commitment that are very interested in going to college.

College Crusade Services Available to All Students

Many students not involved in College Crusade still reported having access to the Crusade advisors at school, even if they could not receive all the benefits of being a Crusader, such as going on the college visits and having access to a scholarship.

First it started off with people already involved [in College Crusade] and then it got more everybody...we can just go there and ask for help, so basically now everybody in the school goes to the College Crusade [advisor] even if you're not a Crusader.

I'm not in Crusades, but he does help a lot and he lets me know if I can participate.

I wasn't in the College Crusade, but I did talk to the College Crusade person and he helped me a lot. I think he cared a lot more than some of my teachers.

Other Community Agencies that Provide Help to Students

Individual students got support for the college selection and application process from a variety of community agencies. Specific agencies, programs and groups mentioned included College Visions, Educational Talent Search (ETS), the YMCA, Providence Youth Works, the LIFE Program (through Bryant University), Young Voices, the College Planning Center at the Warwick Mall, Project Open Door (RISD), WaytoGoRI.org, Gap TD (Talent Development through URI), Upward Bound, Casey Family Services, the Institute for the Study and Practice of Non-Violence, Summer@Brown, ROTC, the LEAD Mentoring Program, the ACE Mentor



Need for More Communication About Available Community Resources

Many students expressed frustration about the lack of information about available community resources and noted that it would be helpful if students were given information about these resources earlier in high school.

Students also mentioned that once you are connected into one organization, you learn about others, but noted that there are many students who never learn about the many organizations out there to help them.

I wish I knew more about College Visions and all that other outside help, because I was completely unaware until this year.

I could have been part of College Visions, but by the time I found out it was too late in the year. By the time I found out it was like February [of senior year], and I was like wow that would have been really helpful to me.

I feel like we're exposed to a bunch of these opportunities and options just because we were already in an organization...so we are aware of these options we have or we could take but if I didn't join Young Voices or the YMCA and I had a job or had to work or had to take care of my little brother or whatever it is, I wouldn't be aware of all the options I would have.

Program (Architecture Construction & Engineering), and internships.

Students identified many benefits of involvement in these programs and groups, including college visits, assistance with FAFSA completion, one-on-one meetings with an advisor, resume help, help with college essays, and access to scholarship information.

*The **Summer Program at Brown.** That was the best thing that could have happened to me, because you get to spend a month away from wherever you are in college at Brown University with people you don't know.*

***Upward Bound** is kind of like an even more demanding and on your back guidance counselor, so it's like you have two.*

*The **LEAD Mentoring Program,** it's all ladies, an all-Black group. They are so helpful when it comes to finding scholarships and with the FAFSA.*

*In my freshman year, I joined a group called **Gap TD.** It's a link to URI. They took me to so many colleges and having exposure to colleges and careers was great.*

***Young Voices** helps you prepare yourself for college. College is a lot about communication, public speaking, and it really helps to have decided what you want to do for your future career. The support we get from [staff] will help me for*

college and my internship and future jobs as well.

*My guidance counselor helped me find the **LIFE Program.** It got me to Bryant University. I spent two days and I took an actual **International Business** course, so I guess it helped me get more used to the college life and get a much bigger point of view.*

*I go to the **College Visions** office. You meet every week and you have a checklist of everything you have to do – essays you have to write and stuff like that. They help you with all your college trips. I went on at least three college trips this year and they set up all the appointments to make sure you get all the information you need.*

*Down the street, there's a place called **Providence Youth Works.** Since they found out I was a senior, they helped out a lot. I had so many people read my essay it was crazy. They helped me figure out what careers will make, but they also make sure you know what career you want to go into.*

*I do an **internship** right now and that helps me because I want to be in the medical field. I do an internship at the hospital right now. It's really cool. It helps me know what I really want to do, so I don't end up going to college and paying a lot of money for classes I don't even like and then having to start all over.*

A Providence One-Stop College and Career Center

Educate Providence, a report of Mayor Taveras' Education Opportunity Work Group, notes that creating "college knowledge" (defined as knowing how to effectively search for and apply to college) could help more students, particularly low-income and minority students, access and succeed in college. A key strategy identified to achieve this goal is to create a "one-stop college/post-secondary access and success shop for the City."⁶

The majority of students thought a one-stop college success shop was a good idea and saw a need for it in their schools and communities.

Most students strongly felt that it should not be restricted to one location, but rather available in multiple satellite locations easily accessible to high school youth. Students stressed the importance of the one-stop college success shop being:

- ◆ Accessible by bus,
- ◆ Near (or offering) food,
- ◆ Near or at schools and already existing community agencies, or at places frequented by teens, such as malls.
- ◆ Open when students could use it - nights, weekends.

Connect it to the places where people go a lot, you know like at the mall, and besides the whole thing where you go to the mall and shop there's other stuff at the mall too. One at the mall, one at the schools, and one in the Westminster area where three schools are connected.

Connect [the center] to other high schools, maybe even middle schools too, have them [middle school students] thinking about it.

Not just one next to every school, maybe they could look at where kids live...not just where they go to school.

The majority of students also strongly felt that staff should be:

- ◆ Diverse and include recent college graduates, current college students and older adults from different career backgrounds.
- ◆ From different neighborhoods and cultural backgrounds, and with the ability to speak multiple languages. Students felt that language was a particularly important factor because many of their parents do not speak, read or understand English well.

Students felt that the center should provide a variety of services including:

- ◆ Scholarship information, SAT tutoring, FAFSA help, general application help
- ◆ One-on-one mentoring opportunities to provide in-depth support when deciding where to go to college

Nights where they'd be, okay this whole week every night the FAFSA, or every night we're going to work on the CSS the profile.

Really have everything available, knowing all your options, not just four-year colleges and standard majors.

I think the place...the parents could come and hopefully there's a place for parents to get information on whatever they need, financial aid.

A few students also commented that although offering direct services at the center is a good idea, it might be worth considering using a one-stop shop as more of a referral space or broker organization that could help refer students and their parents to all of the programs and community-based agencies already providing support for the college selection and application process.

I think it would be cool if it provided information on everywhere. Oh you can try this program or this program instead of going to find it ourselves. It could even have one worker from every program there that works at this building.



Recommendations

- ◆ **Start the conversation about college early** (by middle school or the beginning of high school at the latest) and **establish a clear timeline outlining the steps students need to take** to apply to college, including clear deadlines for completing SATs, FAFSA, the CSS profile, college essays and scholarship applications.
- ◆ **Ensure that students are academically prepared for college** by encouraging students to take Advanced Placement (AP) courses and other challenging courses and to take courses that will prepare them for a major or career path of interest.
- ◆ **Offer students guidance about how to find the college that is the best match for them**, considering factors such as the student's financial resources, desired major, location of school, size of school, and likelihood that student will be accepted and succeed based on the student's academic record.
- ◆ **Provide students more individualized and personalized support** with the college selection and application process by finding strategies to provide more access to guidance counselors and/or college guides, particularly at high-traffic times of year.
- ◆ **Acknowledge and support teachers who help students** with the college selection and application process and encourage other teachers to help.
- ◆ **Scale up existing, effective college advising non-profits to reach more students.**
- ◆ **Increase access to "near-peer" advisors** to help students with the college selection and application process by continuing and expanding partnerships with the National College Advising Corps, College Visions, College Crusade, and other groups.
- ◆ **Improve communication with parents about college access** beyond FAFSA nights and letters home. In particular, parents need more education on the college selection and application process.
- ◆ **Provide students with financial aid and scholarship information.**
- ◆ **Provide more opportunities for college visits and tours to students at all grade levels** by exploring partnerships between schools and community-based agencies.
- ◆ **Improve communications between schools and community-based agencies providing college access services** so that more students know how to access both school- and community-based support for the college selection and application process.
- ◆ **Explore how the City of Providence can best help distribute information** on college access services available through the schools and community-based agencies.

Acknowledgements

Emily Harris, Peter Chung and Karen Feldman, Young Voices; Jennifer Johnson, Providence Public Schools; Janet Durfee-Hidalgo and Deborah Grossman-Garber, Rhode Island Board of Governors for Higher Education; Simon Moore, College Visions; Roger Nozaki, Swearer Center for Public Service, Brown University; Adeola Oredola, Youth in Action; Angela Romans, Office of Providence Mayor Angel Taveras; Carrie Bridges Feliz, formerly with Rhode Island Department of Health; and Rosemary Burns, formerly with the Rhode Island Department of Elementary and Secondary Education.

Rhode Island KIDS COUNT also would like to thank the students who participated in the focus groups and offered their time and valuable perspectives.

Support for this publication was provided in part by a grant from the Robert Wood Johnson Foundation.

Resources for College Access and Success

- ◆ **ACE Mentor Program**
(Architecture, Construction, Engineering)
www.acementor.org
- ◆ **The College Crusade of Rhode Island**
Todd Flaherty, President and CEO
www.thecollegecrusade.org
(401) 854-5500
- ◆ **College Planning Center of Rhode Island**
Stacy Crooks, Director
www.cpcri.org
(401) 736-3170
- ◆ **College Visions**
Simon Moore, Executive Director
www.collegevisions.org
(401) 490-3996
- ◆ **Guaranteed Admissions Program/Talent Development, GAP/TD (University of Rhode Island)**
Gerald R. Williams, Director
www.uri.edu/talent_development
(401) 874-2901
- ◆ **LEAD Mentoring Program (National Coalition of 100 Black Women – Rhode Island Chapter)**
Gertrude Jones, President
www.ncbwri.org
- ◆ **LIFE Program (Bryant University)**
Heather San Bento, Event Coordinator
www.bryant.edu
(401) 232-6407
- ◆ **Project Open Door (Rhode Island School of Design)**
Paul Sproll, Director
www.risdprojectopendoor.com
(401) 454-6132
- ◆ **Providence After School Alliance - The Hub**
Damian Ewens, Director, High School Initiatives
www.mypasa.org
(401) 490-9599
- ◆ **Providence Youth Works**
Ellen Darling, Manager
www.dlt.ri.gov/youthworks411/YC_Providence.htm
(401) 444-0885
- ◆ **Rhode Island College Access and Success Work Group**
Deborah Grossman-Garber, Chair
(401) 456-6008
- ◆ **Rhode Island Department of Elementary and Secondary Education**
Deborah Gist, Commissioner
www.ride.ri.gov
(401) 222-4600
- ◆ **Rhode Island Educational Talent Search (Community College of Rhode Island)**
Philomena Fayanjuola, Director
www.ccri.edu/eoc/ets/ets.shtml
(401) 455-6073
- ◆ **Summer@Brown Pre-College Programs (Brown University)**
James Chansky, Director
www.brown.edu/ce/pre-college
(401) 863-7900
- ◆ **Upward Bound**
Mariam Boyajian, Director
www.ric.edu/upward_bound
(401) 456-8081
- ◆ **WaytogoRI**
Kathy Sisson, Director
www.waytogori.org
(401) 736-1100
- ◆ **Youth in Action**
Adeola Oredola, Executive Director
www.youthinactionri.org
(401) 751-4264
- ◆ **Young Voices**
Karen Feldman, Executive Director
www.youngvoicesri.org
(401) 751-3086

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