**Project Team Descriptions**

Overarching goal of the 2010-2011 projects is to develop specific interventions and operational improvements aimed at:
- Improving basic student preparation and readiness prior to college entrance, and
- Providing for the supports and change efforts necessary to create a culture focused on, and held accountable for, degree completion.

**Team 1: Math Proficiency**

Goal: Increase the number of students attaining basic college level math skills through college entrance.

Chairs: Joan Lucariello (CUNY), Linda Curtis-Bey (DOE)

Analyze student performance in mathematics at critical points along the continuum from DOE schools through college with an eye toward improving college-readiness and college retention and graduation rates.

The Team will look at the following matters:

- Increasing the rigor of mathematic courses taken in high school in alignment with the planned Common Core State Standards, including increasing the number of years of math required for graduation and integration of technology into instruction at CUNY
- Increase the success rates of NYC DOE graduates at CUNY in remedial programs by examining the effectiveness of programs and developing new policies and approaches to remediation
- Address issues related to quality teacher preparation to improve the effectiveness and availability of teachers entering math instruction in DOE schools
- Interact with other “Graduate NYC” teams on the issue of being college-ready in math and how to communicate that to all stakeholders (e.g., parents, school counselors)

**Team 2: Reading and Writing Proficiency**

Goal: Increase the number of students attaining basic college level reading/writing skills through college entrance by both reducing the need for remediation and increasing student success in remediation.

Chairs: Karrin Wilks (CUNY), Vanda Belusic-Vollor (DOE)

Analyze student performance in reading and writing at critical points along the continuum from high school to college, including but not limited to ELA Regents scores, SAT scores, placement scores/remedial needs of NYCDOE students at CUNY, and success rates for NYCDOE students in CUNY remedial programs. Develop recommendations to:

- increase the rigor of English courses taken in high school in alignment with the planned implementation of Common Core State Standards.
- formalize an early college readiness assessment for high school juniors; for students who do not demonstrate readiness on this assessment, provide curricular pathways for meeting the standards prior to graduation from high school.
- increase the success rates of NYCDOE students in CUNY remedial programs
Team 3: Transition Programs
Goal: Increase student participation in transitional programs to support student proficiency and progress in college.

Chairs: Eric Hofmann (CUNY), Lisa Anzalone (DOE), Sandra Escamilla (YDI)

Catalog the range of transition programs across the city, aimed at increasing student proficiency prior to enrollment in gatekeeper courses, and/or support student progress toward college completion. Use this data to understand the barriers to student participation and gaps in programming. Develop recommendations for:

- Improving coordination around student recruitment into programs.
- Addressing gaps in available programming, and areas of opportunity to expand or contract current programming.

Team 4: External Awareness
Goal: Increase student and family understanding of “college ready” requirements and CUNY admissions process, and what it takes to be successful in college.

Chairs: Clare Norton (CUNY), Ojeda Hall (DOE), Lisa Cowan (Student Success Centers)

Understand channels currently used to communicate with students and families about the college admissions process, particularly with regard to CUNY. Use data to understand gaps in student and family understanding of college ready requirements. Develop recommendations for:

- Modifications to student communications coming from CUNY.
- Improving coordination across citywide communication channels about college ready requirements.
- Addressing gaps in communication and available materials, and areas of opportunity to expand or contract current communication.

Team 5: Internal Awareness and Capacity
Goal: Increase “advisor” understanding of college ready requirements, CUNY admissions process, and college retention support. Increase advisory capacity across the City.

Chairs: Donna Linderman (CUNY), Elayna Konstan (DOE), Lan To (Good Shepherd Services)

- Review current mechanisms used to provide secondary advisor (counselors, advisors, teachers, anyone who works with high school aged youth) training. Use data to understand gaps in advisor understanding of college ready requirements and CUNY admissions process. Develop recommendations for:
  - Improving current professional development opportunities for advisors, including training.
  - Addressing gaps in current programming.

- Review current CUNY advisement systems before, during and after students transition to CUNY. Use data to identify gaps in advisement services and student loss points that could potentially be addressed through advisement.
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- Make recommendations for adjustments in advisement programming and services and professional development for CUNY staff and/or faculty engaged in advisement of students.

**Team 6: FAFSA**
Goal: Increase citywide FAFSA/financial aid completion.

Chairs: Dzelika Daniel (CUNY), Jane Heaphy (Goddard Riverside)

Catalog the range of FAFSA/financial aid support programs across the city. Use this data to understand the barriers to application, and which students are eligible but not applying. Develop recommendations for:

- Improving coordination around current FAFSA/financial aid programs.
- Addressing gaps in available programming, and areas of opportunity to expand or contract current programming.

**Team 7: Longitudinal Tracking Database**
Goal: Build the CUNY/DOE longitudinal tracking database.

Chairs: David Crook (CUNY), Jennifer Bell-Ellwanger (DOE)

Using the Bennett Midland recommendations, write and release Request for Proposals for database developer. Manage the database developer throughout the design and development of the longitudinal tracking database to ensure it meets the technical specifications, and end user needs.