

2022 - 2023



PCACAC

POTOMAC & CHESAPEAKE ASSOCIATION
FOR COLLEGE ADMISSION COUNSELING

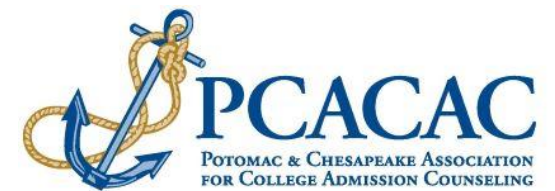
*LEADERSHIP EDUCATION
CERTIFICATE PROGRAM*



COLLABORATING WITH COMMUNITY BASED ORGANIZATIONS

LEADERSHIP EDUCATION CERTIFICATE

DECEMBER 15, 2022



PRESENTERS



Greg McCandless
UP RVA

<https://www.uprva.com>
gmccandless@uprva.org
804-356-2052



Jill Semmens
Collegiate Directions

<https://collegiatedirections.org>
jsemmens@collegiatedirections.org
301-907-4877



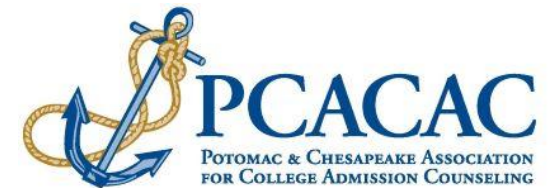
Jenni Ruiz
Bridges Baltimore

<https://bridgesbaltimore.org>
jruiz@stpaulsschoolmd.org
443-862-9383



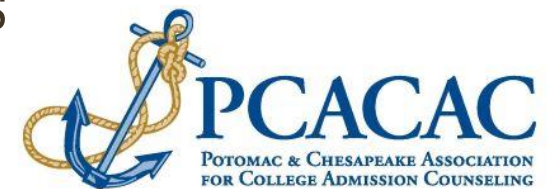
Stephanie Stahler
McDaniel College

<https://www.mcdaniel.edu/>
sstahler@mcdaniel.edu
410-386-4857



LEARNING OBJECTIVES

- Gain a broad overview of various CBO models and the opportunities available to collaborate with other educational entities (high schools, colleges, other CBOs, IECs, etc.).
- Obtain tools and resources to better collaborate with CBOs.
- Connect with other like-minded individuals and organizations in college-access work.





GREG McCANDLESS

Dir. of Youth Development

UP RVA

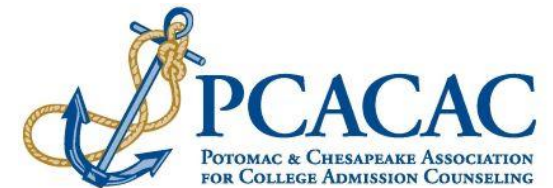
Richmond, VA

About Me:

- 20+ years in education.
- Worked in college admissions, as an independent school educator, and now at UP RVA.

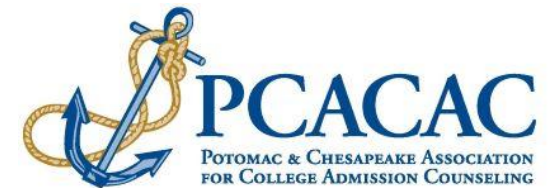
About UP RVA:

- Launched in 2016.
- The mission of UP RVA is to empower students to achieve economic sustainability by providing access to exceptional secondary and post-secondary academic opportunities and bridging the educational equity gap.
- Currently serves 30 high school students and 18 college students.
- We support students for 8 years, starting in the summer before 9th grade and through college graduation.



HOW UP RVA COLLABORATES WITH HIGH SCHOOLS

- 8th grade pipeline.
- Summer Bridge Program
- Intentional relationship building w. high school faculty/administration.
- UP RVA presence on high school campuses.
- Data, data, data.
- Don't overreach beyond your role.



HIGH SCHOOL DATA SAMPLE

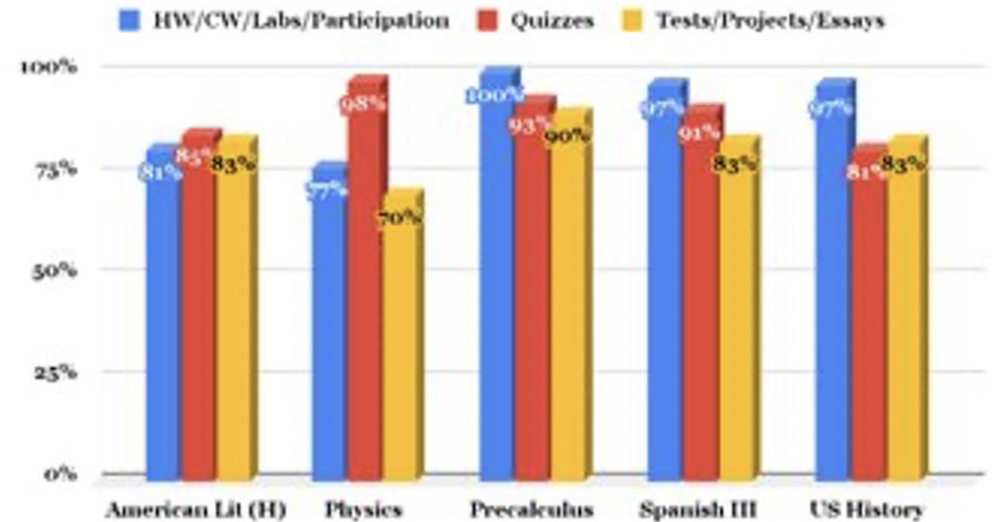


First Quarter 2022/23

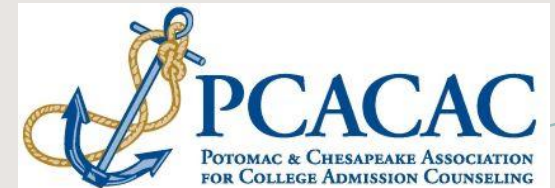
RICKY McCANDLESS

	Amer. Lit (Honors)	Precalculus	US History	Physics (Honors)	Spanish III
1st Quarter Grade	B-	B+	B	B-	A-
2nd Quarter Grade					
Qtr. 1 GPA:	3.47	Qtr. 2 GPA:		Sem. 1 GPA:	

First Quarter 2022



Total # of Missing Assignments: 0



HIGH SCHOOL DATA SAMPLE

Strengths (as noted in teacher comments):

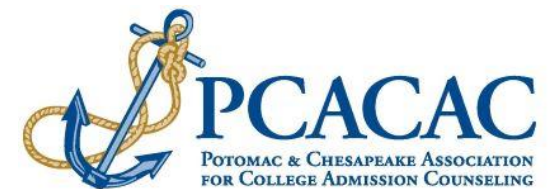
- "It has been a pleasure teaching XX this year in our American Honors course! XX is an outgoing, gregarious student who enters class with a smile for his teacher and classmates... XX is a hardworking student, and per our individual conversations this year, he is committed to growing as a student in honors English. XX enjoys participating in class, and he shares insightful ideas during class discussions. He makes great connections between what we are reading and the world around us." - **American Literature Honors**

Challenges (as noted in teacher comments):

- "XX can continue to improve his analytical writing skills for class. He should work on developing a strong central claim or assertion in his writing and supporting his ideas with specific textual evidence. He can also work on writing more formally, with a focus on strong word choice, transitions, and sentence variety." - **American Literature Honors**
- "With more attention to preparing his chapter worksheets and greater focus during class. I am confident his average will continue to climb." - **US History**
- "He has struggled a little on his test and quizzes. One suggestion that I have is that he should watch some of the videos I have posted on our topic pages. He can watch problems being solved at a slower pace and take his time trying to understand the steps that are taken to solve a particular problem. - **Physics Honors**

HOW UP RVA COLLABORATES WITH COLLEGES AND UNIVERSITIES

- Find like-minded on-campus organizations.
- Establish a formal communication plan with students and incorporate college staff when appropriate.
- Assist in summer planning and pre-professional exploration.
- Attend college open house events/tours with prospective students to establish relationships.





<https://bridgesbaltimore.org>

JENNI RUIZ

Director of College & Career Counseling

Bridges Baltimore

jruiz@stpaulsschoolmd.org

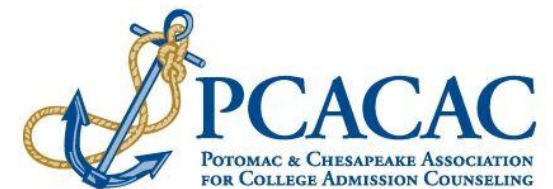
443-862-9383

About Me:

- Teacher --> College Admissions --> College Counselor
- George Washington University, Recruited in: Baltimore, New York, and Puerto Rico
- Independent Schools: Rye Country Day School (Westchester, NY), Georgetown Day School (Washington, D.C.)
- Bridges Baltimore since 2021

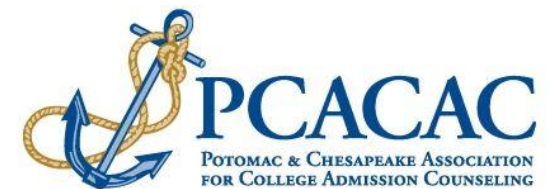
About Bridges Baltimore:

- 14-year student/family support from 4th grade and up through first job post-college.
- Serve 400 students in Baltimore, ages 9-23 and engage 230 independent school volunteers.
- Three partner schools/program locations:
 - Bridges at The St. Paul's Schools
 - Bridges at Gilman
 - Bridges at Bryn Mawr
- Three divisions:
 - Elementary/Middle Division
 - High School Division
 - College & Career Division



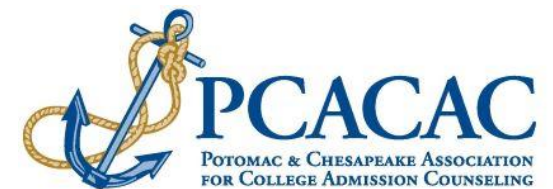
CBOS: KNOW YOURSELF, PROMOTE YOURSELF, & CONNECT WITH EACH OTHER

- **CBO: Broad Term, Vastly Different Applications**
 - Apply individual understanding and approach used with students and with colleges to CBOs. As in all relationships, individuality is key!
- **Who does college access *broadly and directly* and How**
 - Get to know others and make yourself known
 - Make a "Profile" of your organization
- **Connect with each other and with other professionals**
 - Make your own professional group (ex. [College Access Network of New York – CACNY](#))
 - Special Interest Groups (NACAC/PCACAC), CBO List for PCACAC, Coalition for College Registry, Local Meet-Ups
 - Join professional groups you are adjacent to (AIMS, WAIS)



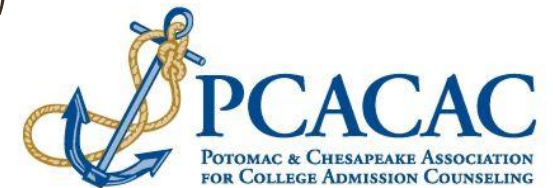
CBOS TO COLLEGES

- **Know Your Regional Counselor/CBO Contact & Attend their Admissions and Counselor-Targeted Events**
 - Maintain a list of contacts and relationships, think of central organizing tool that works for your organization (Scoir, etc.)
 - Get on college's communications lists (counselor oriented and/or student oriented)
- **Communicate**
 - Set check-in task reminders, make introductions during staff transitions
 - What students are in the pipeline in admissions process and once matriculated
 - Tell them how your organization supports students (Profile).
- **Advocate**
 - Where can you value-add to a student's application (recommendation, phone call, email, Zoom all the things!)
 - Memorandums of Understanding



CBOS TO HIGH SCHOOLS

- **Check Your Ego – We Are In This Work Together**
- **Establish Information Sharing Practices**
 - Information Release/Waiver Form
 - Informal meet-ups
 - Utilize well-resourced networks (partner with an independent school college office)
- **Advocate**
 - Where can you value-add to a student's application (recommendation, phone call, email, Zoom all the things!)
 - Proactively outreach to student about opportunities (Incentives Awards Program at UMD)
 - Memorandums of Understanding



SAMPLE RELEASE/WAIVER FORM

Bridges Parent/Guardian Release & Waiver Form

BF

To Whom it May Concern,

By signing my name and providing the information below, I give Bridges permission to access my child's records for the entirety of their high school career.

This includes:

- Standardized Test Scores
- Quarterly Report Cards & Progress Reports
- Transcripts
- Attendance Records
- Student Identification Number

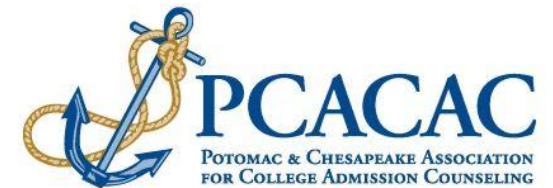
I also give permission for my child to be visited by Bridges staff while at their respective school.

Student Name (Please Print) _____

Student Date of Birth _____

Parent / Guardian Name (Please Print) _____

Parent / Guardian Signature _____ Date _____





JILL SEMMENS

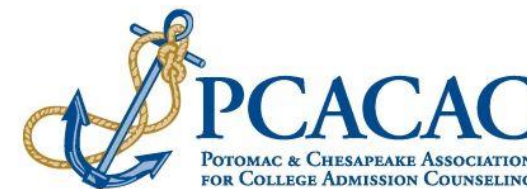
*Program Manager, School Support
Collegiate Directions, INC.
Bethesda, MD*

About Me:

- Almost 20 years of experience in education
- Worked in secondary education in public and independent high schools and post-secondary education in community college and university settings

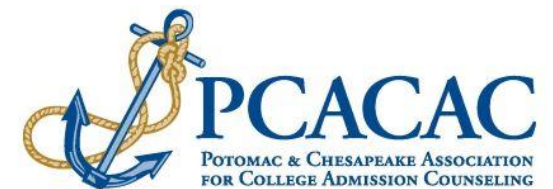
About Collegiate Directions, Inc.:

- Founded in 2005
- Work with schools in Montgomery County and Washington D.C. currently
- Four Programs: Scholars, Wellness, Career Mentoring, School Support
- Mission of CDI is to
 - Identify and support low-income, primarily first-generation-to college students and help them to plan for, apply to, attend, and graduate from a selective four-year college.
 - Help school systems, universities, and other education-related organizations improve college advising, educator training, and student support.



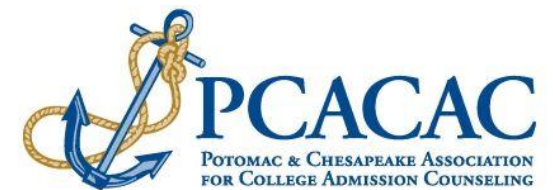
COLLABORATING ACROSS ORGANIZATIONS

- Cultivate a partnership
 - Work together to accomplish a shared goal
 - Partnerships are not prescriptive; experts in both organizations
- Understand needs
 - Assess and reassess needs throughout the partnership
 - Create measurable goals
 - Gather data and track progress
- Understand limitations
 - Be realistic about capacity at both organizations
 - Understand regarding role, scope of influence, or decision-making power



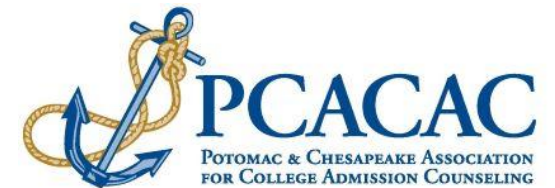
COLLABORATING ACROSS ORGANIZATIONS

- Be flexible
 - Expect change
 - Staffing
 - Scheduling
 - Programmatic priorities
 - Students' needs
- Communicate openly
 - Establish clear, regular methods for sharing information, feedback
- Share resources



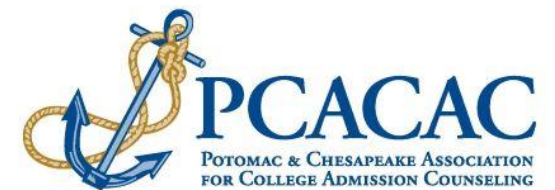
COLLEGE & CBO COLLABORATION

- Institutional Buy-In
- Incorporating CBO meetings in to travel season
- Application support
- FA Letter understanding
- Utilizing resources & network
- Summer melt prevention



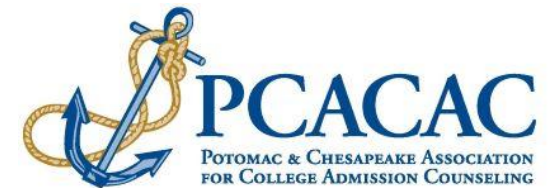
SUPPORTING CBO EFFORTS

- CBO programming
 - College search workshops
 - Financial Aid workshops
 - Pre-HS workshops
 - Essay feedback workshops
- Transparency
- Campus visits



BUILDING RELATIONSHIPS

- Understanding each other's missions
- FY supports
- To & Through college
- Advocacy calls
- Authenticity
- FA Transparency



SAMPLE MOU & AGREEMENTS

2. Purpose

- a. The purpose of this MOU is to designate the University and (Partnership Name) as partners.
- b. The Parties agree to engage in activities that promote higher education access, success, persistence, and graduation for (Partnership Name) students.
- c. This partnership draws on the strengths of both Parties and is established out of a shared commitment to college access and success.

3. Responsibilities of Partnership Organizations

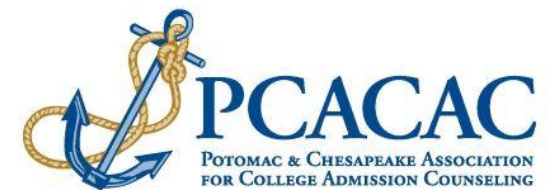
- a. Encourage and guide interested and appropriate students with a record of academic success, school involvement, demonstrated commitment, and willingness to accept challenges in their schools to apply to the University.
- b. Promote the University to the (Partnership Name) students through one-on-one parents, and high schools; provided, however, upon the University's request, (Partnership Name) shall promptly cease including the University in any sessions or communications.
- c. Advise (Partnership Name) students about the benefits of the University to encourage more first-generation, low-income, and/or underrepresented minority students to apply.

4. Responsibilities of University

- a. Participate in (Partnership Name)'s admissions programs. University is neither required nor expected to extend onsite admissions decisions to potential applicants.
- b. Provide (Partnership Name) students with early awareness of applicants who are most likely to be admitted.
- c. Provide (Partnership Name) students with a final list of admissions decisions and merit aid awards by May 1st.
- d. Provide (Partnership Name) students with strong academic advising, and educational opportunities, leading to successful persistence in, and graduation from, the University.
- e. Provide admitted (Partnership Name) students with a financial aid package that will meet 100% of their demonstrated financial need through college graduation in accordance with the institution's financial aid policy.
- f. Provide and financially support an opportunity for admitted students to visit the institution's campus before a commitment to enroll is needed.
- g. When possible and appropriate, include (Partnership Name) in any bridge and first-year orientation programs.
- h. Identify a University liaison to support the college success of enrolled students.

RESOURCES

- NACAC CBO SIG - [SIG Focus: Community Based Organizations – National Association for College Admission Counseling \(NACAC\) \(nacacnet.org\)](#)
- Regional ACAC CBO SIGs
- National College Access Network (www.ncan.org)
- Virginia College Access Network (viriniacan.org)
- College Greenlight - [Home | College Greenlight \(cappex.com\)](#)
- PCACAC - [Community Based Organizations PCACAC Region - Google Sheets](#)
- CCID Registry - [CCID Registry | Coalition for College \(coalitionforcollegeaccess.org\)](#)



QUESTIONS?



YOU MAY ENTER YOUR QUESTIONS
INTO THE Q&A BOX IN ZOOM



THANK YOU!

