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Executive Summary

Trinity Access 21 (TA21) aims to transform the education system, through work at student, school and system-level, so that every young person can reach their full potential.

There are barriers to students in DEIS schools reaching their full educational potential and progressing to post-secondary education¹. These include low academic attainment by some students, educational disengagement, a dearth of educational role models in some communities, school organisation and limited availability of information, advice and guidance in the Junior Cycle.

TA21 breaks down these barriers by partnering with schools to develop strong 'college going cultures' and innovative approaches to teaching and learning through three 'core practices': Pathways to College, Mentoring and Leadership in Learning.

TA21 is the only project in the Irish market that takes an integrated approach to changing school culture and pedagogy, using action research to leverage policy and systemic change. TA21 has been successfully implemented through two project phases. In phase 3, TA21 is one of 14 selected projects within an international 'Campaign for Trinity', (launch date 2nd May 2019), which we believe will give us capacity to leverage strategic philanthropy to deepen impact towards our goal. This growth phase also offers a unique community-based collaboration between two Education Fund awardees, TA21 and CityWise -Fast-Track Academy.

TA21 is a highly experienced team with a track-record of building, scaling and sustaining educational innovations both nationally and internationally.

Our target by 2023 is for 100 school engagements, with 20 of these being in-depth partnership (Leader schools) over 6 years and 80 of these being 1 to 3-year engagements in the Schools of Distinction award scheme (Network schools).

¹ Post-secondary education includes further education, apprenticeship schemes and higher education.

1. Vision, mission and values

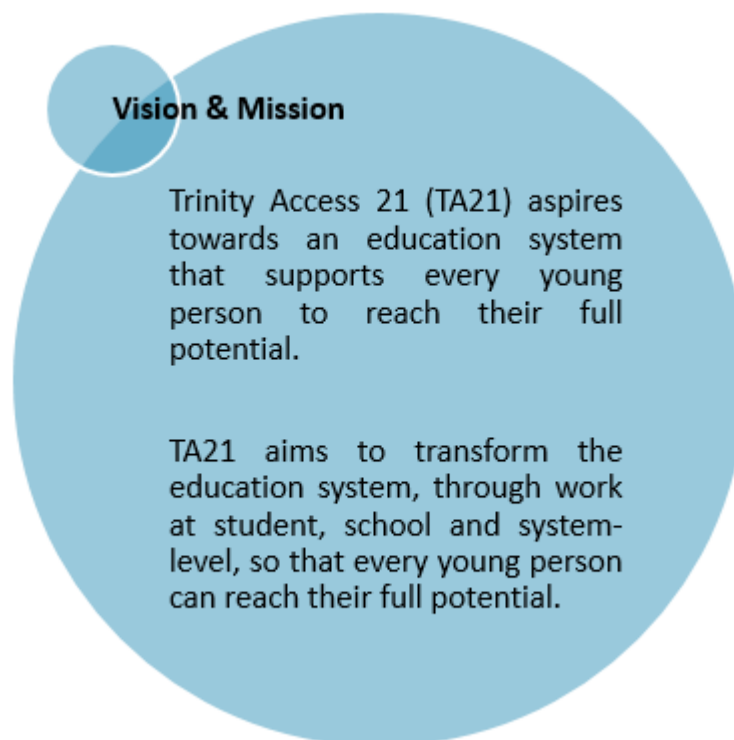


Figure 1: TA21 Vision and Mission



Figure 2: TA21 Values

2. Theory of change and market offering

Trinity Access 21 (TA21) is the only project in the Irish market that takes an integrated approach to changing school culture and pedagogy, using action research to leverage policy and systemic change. TA21 has been successfully implemented through two project phases (2014-17 Google funded; 2017-19 SIFI funded). In phase 3, we believe we have the capacity for significant growth, as TA21 is one of 14 selected themes within an upcoming 'Campaign for Trinity' (launch date: 2nd May 2019), a large-scale, international, philanthropic campaign that, together with SIFI support, will provide a strong platform from which to engage sustained strategic philanthropy. Phase 3 also offers a unique collaboration with another Education Fund awardee, Fast-Track Academy (Citywise), combining the expertise of both projects to leverage greater impact.

Trinity Access 21 aims to catalyse system change in the core issues of the quality of Irish second education and socio-economic inequalities in access to higher education. The aim of TA21 is to build capacity within partner schools so that all students are informed and prepared to make post-secondary educational choices which will support them to realise their full educational potential. TA21 in-depth work focuses on DEIS schools, while having an impact on the wider system through the professional development of teachers and participation in the School of Distinction award scheme.



Aedin, Trinity Access Ambassador

There are barriers to students in DEIS schools reaching their full educational potential and progressing to post-secondary education². These include low academic attainment by some students, educational disengagement, limited educational role models in some communities, school organization and very limited availability of information, advice and guidance in the Junior Cycle.

The Trinity Access 21 project (TA21) breaks down these barriers by partnering with schools to develop strong 'college going cultures' and innovative approaches to teaching and learning through three 'core practices': Pathways to College, Mentoring, Leadership in Learning.

The TA21 approach is based on the insight that a whole school approach to social capital development³ combined with a change in classroom pedagogy⁴, supported by appropriate professional development for teachers (university accredited and non-accredited workshops), provides an environment in which all students can grow and develop by taking responsibility for, and ownership of, their own learning and school culture. In such a school environment, the effects of educational inequality are lessened and students are empowered to develop 21C skills.

Therefore, the **GOALS** of the TA21 project are:

1. To support educational attainment and post-secondary progression in geographical areas where progression to higher education is historically low.
2. To support schools to develop and promote 21st Century Teaching & Learning practices.
3. To develop an evidence base that has systemic impact by informing policy and structural change.

² Post-secondary education includes further education, apprenticeship schemes and higher education.

³ As embodied in the College for Every Student / CFES approach - an educational non-profit in the US - www.collegefes.org – involving core practices of Mentoring, Leadership through Service and Pathways to College.

⁴ As embodied in the Bridge21 model - www.bridge21.ie.

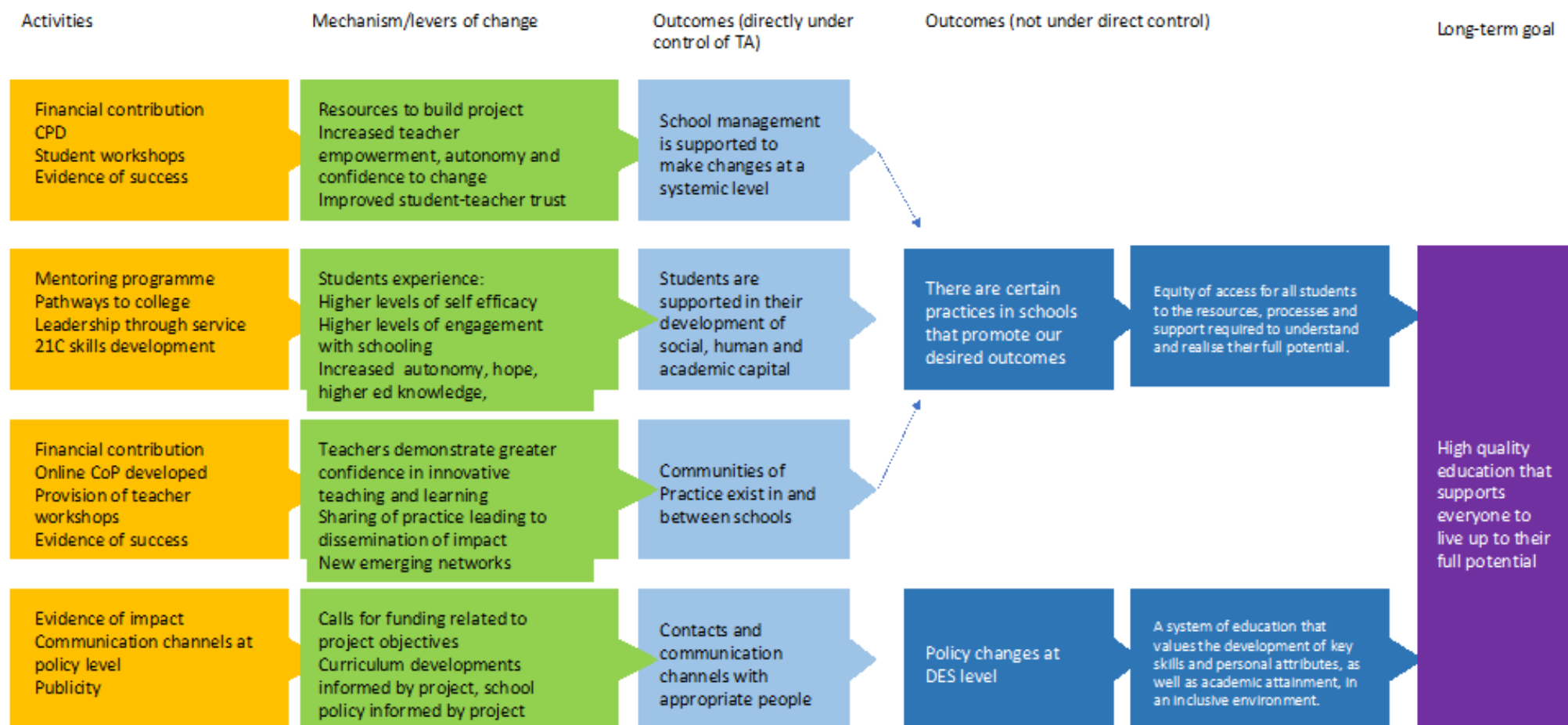


Figure 2: IA21 Theory of Change

3. Strategic scaling plan

Our objectives are:

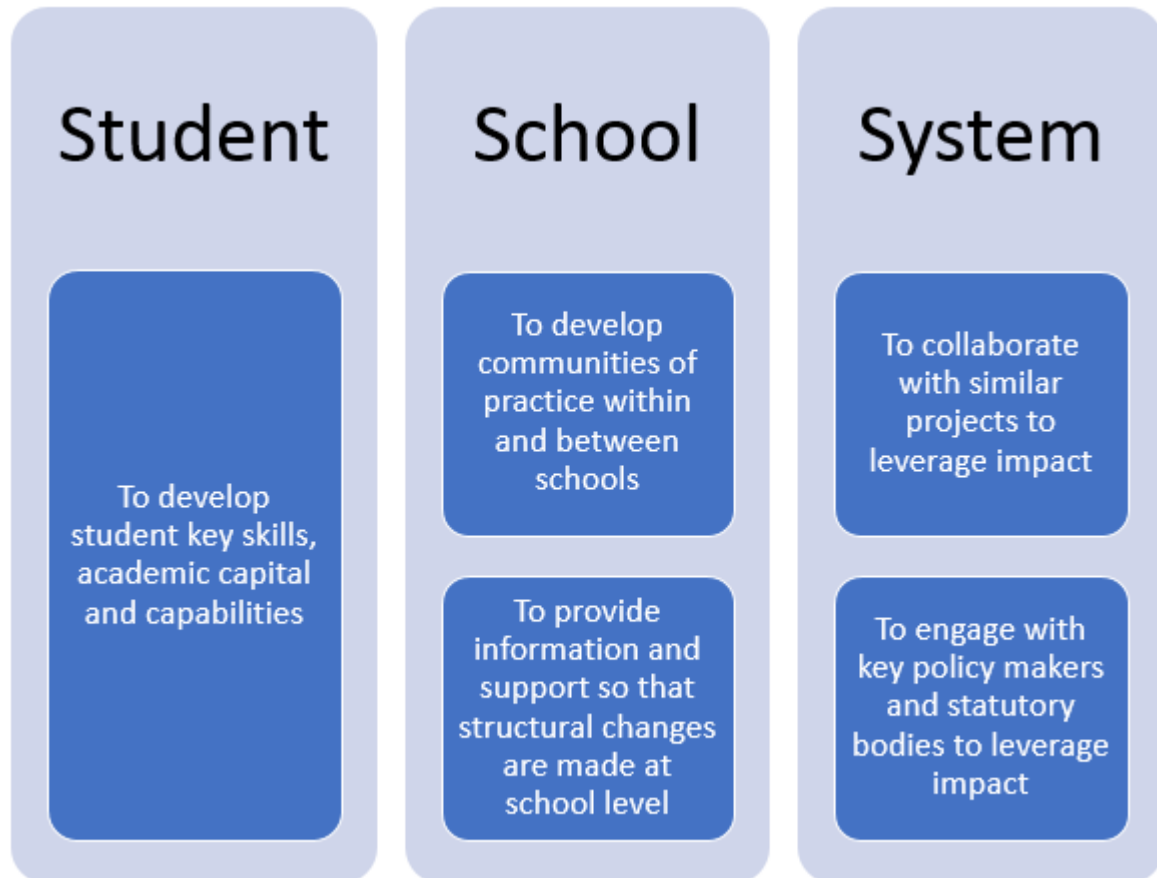


Figure 3: TA21 objectives

Success measures for these objectives are shown in **Appendix B** below. TA21 school research identifies challenges that may be addressed through the project. Indications of impact and change are gathered through the project advisory group, interviews and focus groups with students and school personnel and through observational experiences. Outcomes are used to inform project developments each year and to determine any ways in which the project needs to be adapted to reach its objectives.

4. School engagement targets 2017-23

There are three models for scaling TA21 in phase 3 (Figure 4 below).

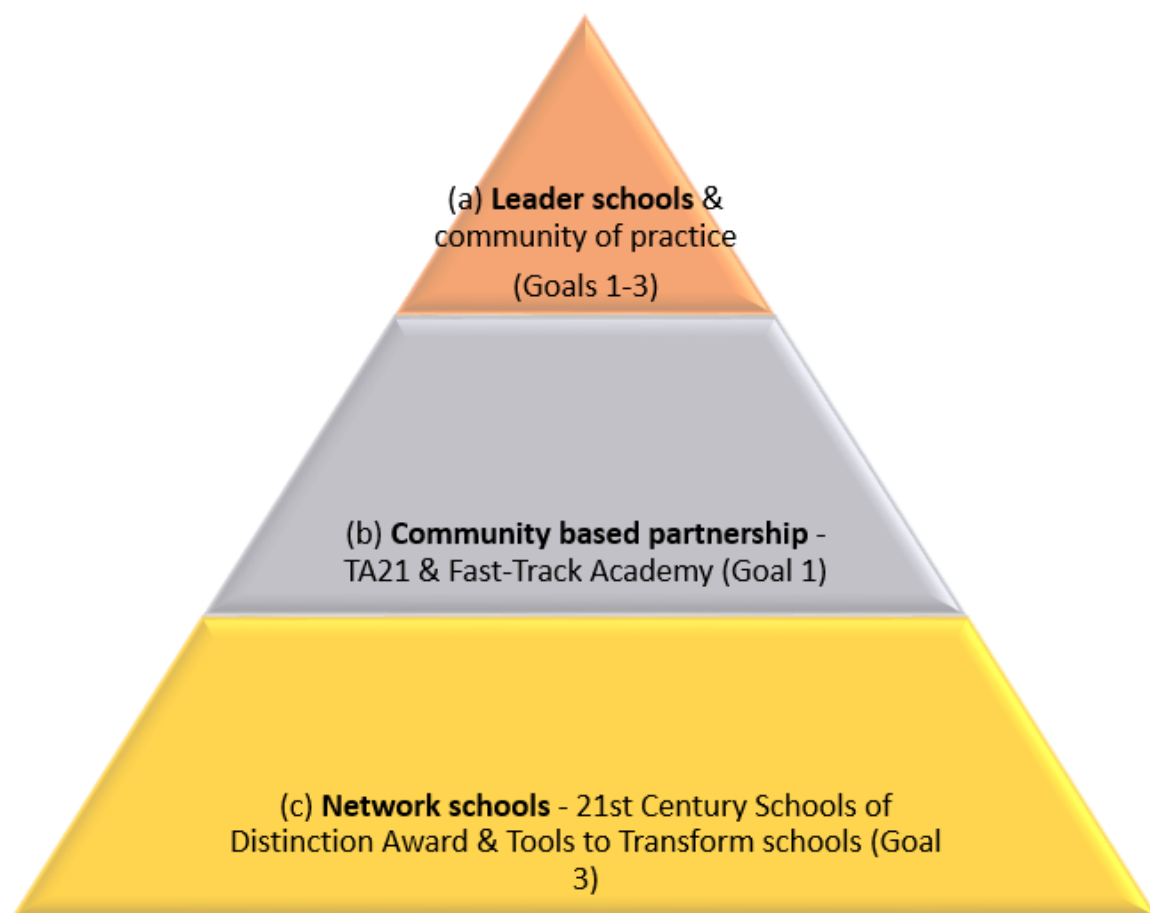


Figure 4: TA21 Phase 3 Scaling

These engagement models are described below (Figure 5):

To build towards systemic impact, we will work at three levels of intensity

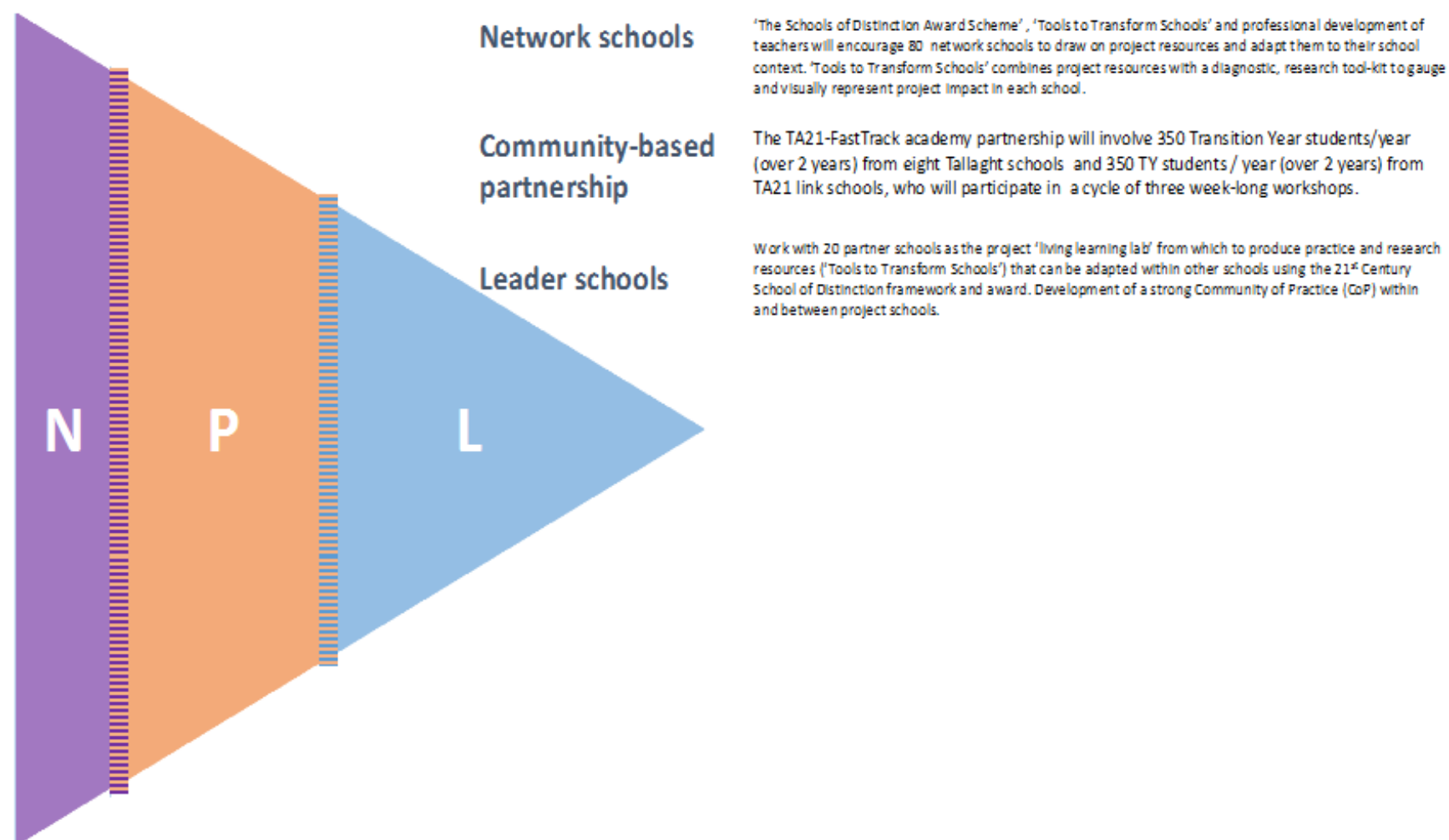


Figure 5: TA21 Engagement models

The target by 2023 is for 100 school engagements, with 20 of these being in-depth partnership (Leader schools) over 6 years and 80 of these being 1 to 3-year engagements in the Schools of Distinction award scheme (Network schools).

Table 1: LA21 Engagement targets

Year	2017	2018	2019	2020	2021	2022
Leader schools (same 20 each year)	20	20	20	20	20	20
Network schools (School of Distinction)	11	11 (6 new / 5 returning)	13 (7 new / 6 returning)	15 new and return	15 new and return	15 new and return

In the six year period 2017-23, schools will deliver activities impacting over 40,000 students nationwide. In addition to this component, over 1500 teachers will engage in professional development on 21st Century teaching and learning helping to promote skills development in their students.



Husna, Trinity Access Ambassador

5. Target group and impact potential

The TA21 initiative is targeting all students in linked second level schools. This is a response to research indicating that students make subject choices early in their second level cycle that can limit their post-secondary options. This project has the capacity to scale nationally and beyond and we have significant experience of taking projects from the earlier phases of development into growth and sustainability phases.



Daire, Trinity Access & Fast-Track Academy Ambassador

6. Value proposition



Figure 6: TA21 Distinguishing features

7. The team

TA21 is part of the Academic Services Division in Trinity College Dublin. It reports to the Vice Provost – Academic Affairs. Decisions are taken by a TA21 management group. TA21 reports quarterly to Social Innovation Fund Ireland and annually to all funders. TA21 has a project advisory group involving external stakeholders.

TA21 is the flagship educational outreach project within Trinity Access, in Trinity College Dublin. Trinity Access has 25 years experience in building, scaling and sustaining educational innovations aimed at low income young people and adults. The team comprises 30 staff members who focus on educational innovation in outreach, second level pedagogy and alternative admissions systems to higher education. Trinity Access has a lifecycle approach, engaging with pupils from primary school through to graduation and reaching out to second chance learners through community groups nationwide. Thirteen staff and 500 mentors/ambassadors are directly involved in the implementation of TA21. In project phase 3, we anticipate the creation of five new posts: 2 FT Teacher Fellows, 3 TA21-FastTrack Academy Facilitators.

Trinity Access 21 has the capacity, the partnerships and the vision through its model of whole-school change, to deepen impact to address the challenges within our second level system and to tackle unequal access to higher education.