



Who Should Read

Superintendent
Chief Academic Officer
Executive Cabinet
District Task Force Members

Closing the College Access Gap

Supporting Underrepresented Students on the Path to Postsecondary Education

▶ Study in Brief

This report profiles strategies progressive institutions are deploying to support low-income and minority students, traditionally underrepresented in higher education, on the path to a postsecondary institution that is most likely to support their success.

4 Ways to Use This Research

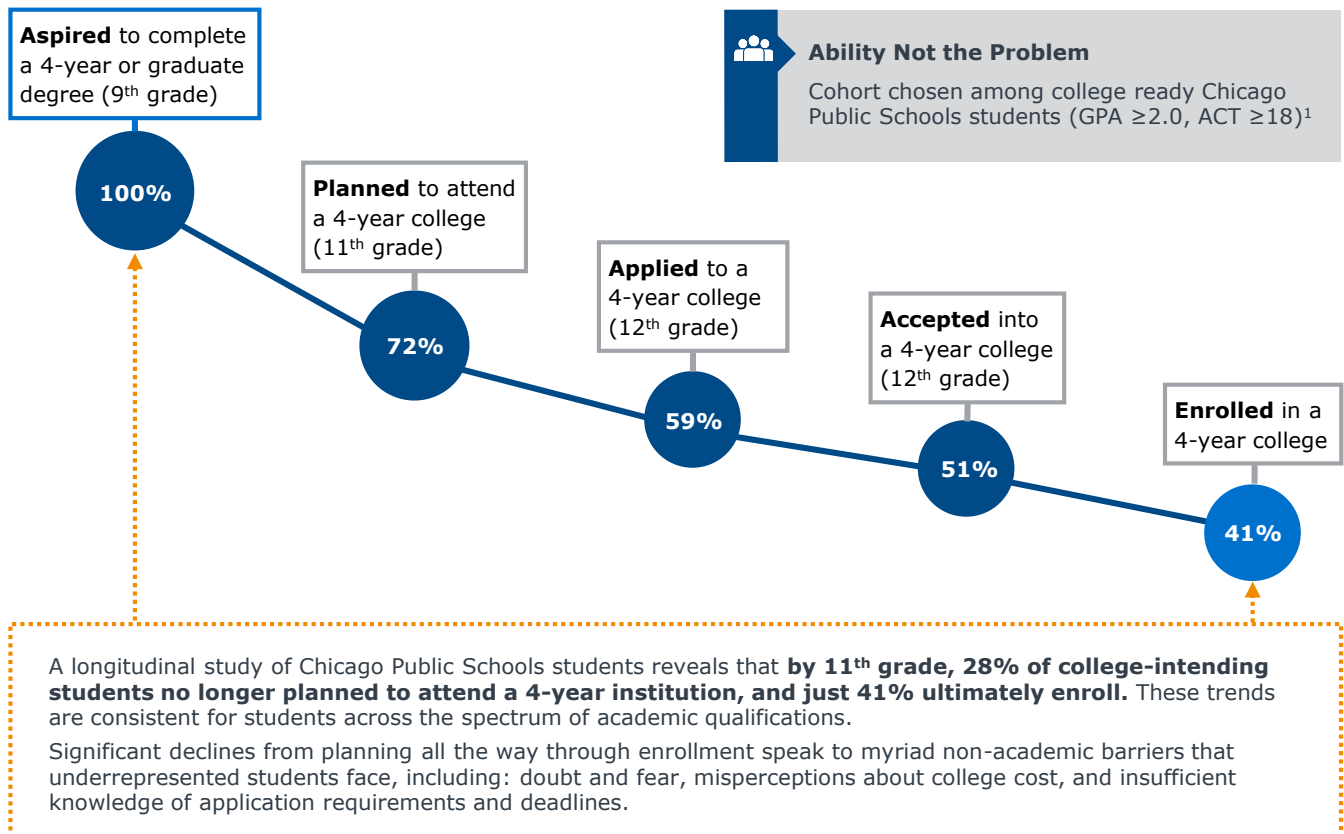
- Educate the board on the imperative to increase equity in college access
- Inform strategic planning decisions with the executive cabinet
- Kick off or support a related task force
- Hold working sessions with principals, school staff to facilitate implementation processes

The College Access Imperative

A Rising Need to Support Underrepresented Students on the Path to College

Growing Separation Despite Enhanced Access

- ◆ **Low-income and minority students face significant gaps in 2- and 4-year college attendance.** Public school districts have faced longstanding pressure to increase college access. Despite some progress, it may take several more decades before underrepresented students attend college at equitable rates.
- ◆ **Sizeable disparities in postsecondary degree attainment have also grown or remained unchanged,** as underrepresented students disproportionately enroll in non-selective and for-profit institutions that are unlikely to support them to graduation.
- ◆ **There is considerable evidence that even academically qualified low-income and minority students do not enroll in college or attain a degree.** Some question whether underrepresented students simply hold college aspirations misaligned with their academic skills, but research suggests that these claims are unfounded.
- ◆ **There are myriad causes of these trends that we explore through this study** such as: feelings of non-belonging, insufficient adult support, misinformation about college options, and financial constraints. The good news is, a sizeable difference in students' educational trajectory can be made even at this relatively late stage in their educational career.
- ◆ **Navigating to a smart postsecondary choice is becoming harder for students amid declining access** to institutions that best serve underrepresented students in successfully achieving upward socioeconomic mobility.
- ◆ **Equitable college access is a moral imperative given the importance of a postsecondary degree in the labor market,** and will only grow in importance as our nation becomes more diverse due to changing racial, ethnic, and economic demographics.



1) Sample is 47% Black, 31% Hispanic, and 13% White; n=5,194 CPS students.

Supporting Students' College-Going Journey

Where Should Districts Focus Their Efforts?

Four Major Barriers to College Access for Underrepresented Students

Expectations Gap



Low-income and minority students often face lower expectations of college attendance for themselves, from their parents, or from teachers. Students may feel they do not belong in college or believe college is inaccessible and/or unaffordable. Parents may underestimate their child's chances of success based on their own experiences with the education system. School administrators may fail to appreciate the unique barriers for students from diverse backgrounds and assume lower motivation, or believe inclusion means lowering standards for others.

Lack of Confidence



Participation in AP, IB, and dual enrollment courses is shown to increase students' confidence in their ability to complete college-level work and positively impact college enrollment. Still, more than half a million low-income students and students of color with demonstrated potential are "missing" from college-level courses. Low adult confidence in underrepresented students' ability to succeed and students' own reservations or doubts about advanced courses result in implicit and explicit barriers to advanced course participation.

Misunderstanding College Choice



Often the first in their family to attend college, underrepresented students are more likely to lack information about college options and to rely solely on overburdened school counselors for adult guidance. As a result, students consider a limited number of potential colleges based on insufficient information, and no clear way to discern whether any given school will best support them to succeed.

Navigating the Admissions Process



Not only do underrepresented students tend to have fewer supports to help overcome the logistical hurdles associated with college application and matriculation, they often face a greater number of administrative and financial barriers to college. As a result, underrepresented students who have been admitted to college fail to matriculate in the fall after high school graduation.

Our Research Study Roadmap

14 Best Practices to Increase College Access for Underrepresented Students

This study is based on a series of interviews with more than 100 K-12 leaders representing school districts and organizations nationwide. Following these interviews, our final study profiled 14 best practices that districts can implement to support college access for underrepresented students.

1

Create a Culture of High Expectations



1. College Access Accountability Dashboard
2. Parent University
3. Non-Cognitive College Identity Curriculum
4. Shared Experience Video Campaign

2

Build Student Confidence through Advanced Coursework



5. Advanced Course Placement Matrix
6. AP Summer Bridge Program
7. Teacher-Led AP Best Practice Training

3

Ensure College Choice Focuses on Likelihood of Success



8. Background-Conscious College Matching Tools
9. Success-Focused College Counseling
10. College Transition Partnerships

4

Remove Barriers to Application and Matriculation



11. Summer College Application Camp
12. Dedicated Financial Aid Support Expert
13. Just-in-Time Summer Text-Message Reminders
14. Transition-Targeted Microscholarships

Looking for Frontier Practice



How can we increase college access for traditionally underrepresented students?

Members asked the Forum to find promising, replicable approaches to address two problems: how to increase college access for low-income and minority students; how to support at-risk students in matriculating to a postsecondary institution where they are likely to succeed.

The five practices outlined in this brief provide a sample of some of our most promising findings. In addition to describing the steps and details necessary to execute these practices, we have included sample tools/templates to ease the implementation process for school leaders.

Featured Institutions



Glenbard High School
District #87
Glen Ellyn, IL



Orange County
Public Schools
Orlando, FL



Phoenixville Area
School District
Phoenixville, PA



Beechwood High School
Fort Mitchell, KY



St. Paul's School
Baltimore, MD



Fort Worth
Independent School District (ISD)
Fort Worth, TX



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

District of Columbia
Public Schools (DCPS)
Washington, D.C.

What the Best Are Doing

Critical components for increasing college access for low-income and minority students include building students' college-going identity, expanding access to advanced coursework, optimizing college selection, and supporting students through the application and matriculation processes.

Creating a Culture of High Expectations



College Access Accountability Dashboard

Hardwiring Higher Expectations with Concrete Objectives and Clear Ownership

To increase college readiness and close gaps in college access, Glenbard High School District #87 developed a dashboard of interim student achievement metrics to monitor progress over time. School-, administrator-, and department-level performance goals cultivate accountability and commitment to progress throughout the district.

Building Student Confidence Through Access to Advanced Coursework



Advanced Course Placement Matrix

Leveraging Data and Accountability to Improve Course Placement

Orange County Public Schools uses an Excel matrix to support data-informed course scheduling, reducing implicit bias in course placement decisions and increasing equity in advanced course enrollment. Eight academic data elements provide a robust picture of student potential, and rigorous documentation and follow-up ensure implementation.



AP Summer Bridge Program

Equipping Underrepresented Students With the Tools to Thrive

To support students experiencing the rigor of AP courses for the first time, Phoenixville Area School District offers intensive AP summer bridge sessions. Summer bridge courses are designed to acclimate students to the teacher, course expectations, and content before the class begins. The summer bridge also develops academic skills critical to success in fast-paced college-level courses, proactively building student confidence and preparedness.

Ensuring College Choice Focuses on Likelihood of Success



Success-Focused College Counseling

Using College Graduation Data to Influence College Choice

Counseling staff at District of Columbia Public Schools analyze district- and national-level student outcomes data to guide college counseling with students and families. Outcomes data heavily informs exposure to postsecondary options as well as formal partnerships with postsecondary institutions.

Removing Barriers to Application and Matriculation



Summer College Application Camp

Consolidating Disparate Advising Activities into An Intensive Summer Workshop

St. Paul's School, Beechwood High School, and Fort Worth Independent School District counselors hold summer college application camps to support students through the college application process. Group sessions in the summer consolidate college advising into one intensive workshop, and provide comprehensive information and support to underrepresented students navigating the college application process.

College Access Accountability Dashboard



Hardwiring Higher Expectations with Concrete Objectives and Clear Ownership

Practice in Brief

College readiness benchmarks are included as metrics in the district's improvement plan or accountability criteria. Accountability for increasing access to and success in a course sequence that prepares students for postsecondary success is cascaded to staff at multiple levels of the district.

Implementation Steps



Set Vision, Direction for District

- Identify district-wide expectations and goals for closing gaps in college access for underrepresented student groups centered on student achievement
- Translate district goals into measurable, multi-year interim metrics



Cascade District Goals to Multiple Levels in the Organization

- Detail school-specific metrics, individuals responsible, and expected timelines for progress
- Include relevant individual goals in all multi-year employment contracts for administrators
- Clarify specific tasks and tactics for department chairs' subject-area and grade-level work



Create Accountability Mechanism

- Incorporate progress on metrics into performance review of all school and district administrators
- Ensure department-level leadership roles to focus explicitly on progress against identified goals
- Monitor progress via quarterly check-in meetings between principals and central administrators, and annual reports from principals to the board

Benefits to Institution

- » Institutionalizes commitment to progress at multiple levels of the district
- » Sets measurable interim metrics to focus staff on progress over time

“

The important thing is that these goals are all about moving all kids, they are not about being able to weight your score by high performing kids doing even better [...] If two-thirds of your kids are doing well but a third is not prepared for college and the global workforce, can you brag about being high performing?

Administrator
Glenbard District #87



Practice Spotlight

Glenbard High School District #87

Annotated District Accountability Dashboard from Glenbard High School District #87

- 1 Identify baseline performance** for each measure
- 2 Focus on progress over time** with discrete end date
- 3 Highlight progress** towards goal with color-coded trends
- 4 Include end targets**, which can be updated as progress is made



Advanced Course Placement Matrix



Leveraging Data and Accountability to Improve Course Placement

Practice in Brief

An excel matrix compiles twelve academic data elements to assess student potential for success in advanced courses. The matrix then color codes students into three tiers to guide academic planning at scale. Counselors are instructed to automatically place middle and top tier students in an appropriate college-level course. If a capable student is not placed accordingly, an explanation must be documented and available for review by school and district administrators.

Implementation Steps



Aggregate, Distribute Student Data

- Director of guidance aggregates student achievement data from the student information system into an Excel matrix once per year
- Matrix color codes each student into one of three levels (i.e., green, yellow, red)
- Director of guidance distributes the matrix to counselors in advance of course placement conversations and scheduling



Review Data, Make Course Placements

- Guidance counselors review matrix data for each student in their caseload
- Students meet with counselors for academic planning; students color coded "green" or "yellow" are automatically counseled into an appropriate college-level course including AP, IB, and dual enrollment
- Counselors document reasons any student is not appropriately placed in a college-level course



Audit Rosters, Review Exclusions to Confirm Implementation

- District- and school-level administrators pull course rosters and compare placements to student data to verify that students have been placed appropriately
- Administrators discuss documented exclusions with counselors and may override placements

Benefits to Institution

- » Supports counselors in using data set to make appropriate course placements
- » Reduces implicit bias during course recommendation and placement decisions
- » Provides foundation for accountability that advances equity goals

— “ —

We believe every capable child belongs in advanced courses. Our counselors are trained to have those conversations with students and parents, and document the discussion as a measure of accountability. Saying that a capable student is not in the course because he or she didn't want the course is not an excuse. The accountability allows us to have honest conversations.

Jesus Jara, Deputy Superintendent
Orange County Public Schools, FL



Accelerated Course Placement Criteria and Weighting

Administrators break down each data element and **assign a score from 0 to 10 points to each level**

Twelve unique data elements capture a range of indicators of student academic potential and performance, including:

- State standardized test scores
- AP Potential
- Course grade and credit history
- Overall GPA

| Data point | Criteria | Score |
|-------------------------------|-----------------------|-----------|
| FSA ELA (two year history) | Average ≥ 2.5 | 10 points |
| | Average 2.0 - 2.49 | 8 points |
| | Average < 2.0 | 4 points |
| AP Potential | $\geq 60\%$ | 10 points |
| | 40 - 59% | 8 points |
| | $< 40\%$ | 4 points |
| GPA | UWGPA ≥ 3.0 | 10 points |
| | UWGPA 2.0 - 2.9 | 8 points |
| | UWGPA < 2.0 | 0 points |
| Credits (by grade level) | On Track | 10 points |
| | Not On Track | 4 points |
| Grade History | No D's or F's | 10 points |
| | No more than 1 D or F | 8 points |
| | Multiple Ds and Fs | 4 points |
| Alg I EOC | Level 4-5 | 10 points |
| | Level 3 | 8 points |
| | Level 1-2 | 4 points |
| PERT | ≥ 97 | 10 points |
| | < 97 | 8 points |
| SAT Math | ≥ 530 | 10 points |
| | < 530 | 8 points |
| SAT EBRW | ≥ 480 | 10 points |
| | < 480 | 8 points |
| ACT Math | ≥ 18 | 10 points |
| | < 18 | 8 points |
| ACT Reading | ≥ 21 | 10 points |
| | < 21 | 8 points |
| ACT English | ≥ 18 | 10 points |
| | < 18 | 8 points |



Orange County Public Schools' Accelerated Course Placement Data Matrix

Scoring

Once data is inputted into the matrix, each student receives:

- **Student Score** indicating actual number of points awarded
- **Maximum Potential Score** representing total potential points a student could earn based on the data points they have available

| | Student Grade | Student Outcome | Student Score | Max Potential | Min for Yellow | Min for Green | FSA ELA Two Year History | AP Potential Average | AP Potential Max | GPA | Credits | Grade History | Alg1 EOC | PERT |
|----|---------------|-----------------|---------------|---------------|----------------|---------------|--------------------------|----------------------|------------------|-----|---------|---------------|----------|------|
| 11 | Green | 70 | 80 | 52 | 68 | 10 | 4 | 8 | 10 | 10 | 10 | 8 | 10 | |
| 10 | Yellow | 64 | 80 | 52 | 68 | 10 | 4 | 10 | 8 | 10 | 10 | 4 | 8 | |
| 10 | Yellow | 54 | 80 | 52 | 68 | 4 | 4 | 4 | 8 | 10 | 10 | 4 | 10 | |
| 9 | Yellow | 56 | 70 | 45.5 | 59.5 | 10 | 4 | 4 | 10 | 10 | 10 | 8 | | |
| 12 | Red | 32 | 60 | 39 | 51 | 4 | | | 0 | | 4 | 8 | | |
| 10 | Yellow | 54 | 80 | 52 | 68 | 10 | 4 | 4 | 8 | 10 | 4 | 4 | 10 | |
| 12 | Red | 40 | 70 | 45.5 | 59.5 | 4 | | | 0 | | 4 | 4 | 10 | |
| 11 | Green | 62 | 70 | 45.5 | 59.5 | 10 | 4 | 8 | 10 | 10 | 10 | 10 | | |
| 11 | Red | 12 | 40 | 26 | 34 | 4 | | | 0 | | 4 | 4 | | |
| 10 | Green | 64 | 70 | 45.5 | 59.5 | 10 | 4 | 10 | 10 | 10 | 10 | 10 | | |
| 9 | Green | 46 | 50 | 32.5 | 42.5 | 8 | | | 10 | 10 | 10 | 8 | | |
| 9 | Yellow | 38 | 50 | 32.5 | 42.5 | | 4 | 4 | 10 | 10 | 10 | | | |
| 11 | Red | 34 | 60 | 39 | 51 | 8 | | | 0 | 10 | 4 | 4 | 8 | |
| 9 | Yellow | 48 | 70 | 45.5 | 59.5 | 10 | 4 | 4 | 8 | 10 | 4 | 8 | | |
| 11 | Yellow | 68 | 80 | 52 | 68 | 10 | 4 | 8 | 10 | 10 | 8 | 8 | 10 | |
| 10 | Green | 60 | 70 | 45.5 | 59.5 | 10 | 4 | 8 | 10 | 10 | 8 | 10 | | |
| 9 | Red | 18 | 40 | 26 | 34 | 4 | | | 0 | 10 | 4 | | | |
| 12 | Yellow | 58 | 70 | 45.5 | 59.5 | 10 | | | 10 | | 4 | 8 | | |
| 10 | Green | 66 | 70 | 45.5 | 59.5 | 10 | 8 | 10 | 10 | 10 | 10 | 8 | | |
| 11 | Yellow | 70 | 90 | 58.5 | 76.5 | 10 | 4 | 8 | 8 | 10 | 4 | | 10 | |
| 9 | Green | 48 | 50 | 32.5 | 42.5 | 10 | | | 10 | 10 | 10 | 8 | | |
| 11 | Red | 44 | 70 | 45.5 | 59.5 | 10 | 4 | 8 | 0 | 10 | 4 | 8 | | |
| 11 | Yellow | 54 | 70 | 45.5 | 59.5 | 10 | 4 | 8 | 10 | 10 | 4 | 8 | | |
| 10 | Red | 30 | 50 | 32.5 | 42.5 | 8 | | | 0 | 10 | 4 | 8 | | |
| 11 | Yellow | 46 | 70 | 45.5 | 59.5 | 8 | 4 | 4 | 8 | 10 | 4 | 8 | | |
| 10 | Red | 38 | 60 | 39 | 51 | 10 | | | 0 | 10 | 4 | 4 | 10 | |
| 11 | Green | 58 | 60 | 39 | 51 | 10 | | | 10 | 10 | 10 | 8 | 10 | |
| 10 | Yellow | 52 | 70 | 45.5 | 59.5 | 10 | 4 | 4 | 8 | 10 | 8 | 8 | | |
| 12 | Green | 56 | 60 | 39 | 51 | 10 | | | 8 | | 10 | 8 | | |
| 11 | Yellow | 50 | 70 | 45.5 | 59.5 | 10 | 4 | 10 | 8 | 4 | 4 | 10 | | |
| 11 | Yellow | 54 | 80 | 52 | 68 | 4 | 4 | 4 | 8 | 10 | 10 | 4 | 10 | |
| 10 | Green | 64 | 70 | 45.5 | 59.5 | 10 | 4 | 10 | 10 | 10 | 10 | 10 | | |

Color Categorization

Color assignments for each student are calculated based on the "Student Score" as a percentage of the "Maximum Potential Score":

- **Green:** 85% or above
- **Yellow:** 65-84%
- **Red:** 64% or below

Data Availability

If no data is available for an element, no points are awarded and the student is not penalized. The student must have at least two data points to be assessed.

AP Summer Bridge Program

Equipping Underrepresented Students With the Tools to Thrive



Practice in Brief

A two-week summer session designed to build student confidence and preparedness when taking AP courses for the first time. The summer bridge program clarifies AP course expectations, pre-teaches foundational content, and develops critical academic skills before the course begins and students start to fall behind.

Implementation Steps



Build Schedule of Sessions

- Focus offerings on typical freshman-year and gateway AP courses to target first-time AP students
- Increase flexibility by scheduling multiple sessions throughout the summer so students can attend around other obligations; post content online for students who can not attend in person
- Whenever possible, schedule teachers teaching the courses during the year so students build rapport and confidence



Develop Content

- Clarify advanced course expectations such as homework, deadlines, and exams
- Review foundational concepts according to student gaps and needs
- Develop critical academic skills such as organization, time management, and note taking



Recruit Students

- Advertise signup heavily during course scheduling with counselors, especially for students below notional thresholds of academic preparedness
- Conduct phone calls or home visits with parents as needed to ensure most at-risk students attend

Benefits to Institution

- » Supports efforts to expand access to the most advanced courses without decreasing quality in student outcomes
- » Builds student confidence in their ability to complete college-level work



The goal was to provide our students with an opportunity to get ahead and develop the confidence to handle the rigors of an AP course. One of the best ways we thought to do this was in a non-threatening environment where they are not being graded. It's really an enrichment opportunity to explore the content, the teaching style of the teacher who will be leading the course, and to really build confidence.

Craig Parkinson, Principal
Phoenixville Area School District, PA



Practice Spotlight

Phoenixville Area School District

Key Features of Phoenixville High School Summer Bridge Program



Multiple Sessions

- Multiple 2-week sessions scheduled throughout the summer
 - Monday through Thursday
 - 2 hours/day
- Average of 4-5 different AP bridge classes offered per summer
- Taught by teacher teaching the class during the year



Content-Specific

- Incorporates content that is specific to each AP class, pre-teaches foundational concepts based on student needs
- Clarifies advanced course expectations (*e.g., homework, deadlines, exams*)
- Develops critical academic skills (*e.g., organization, time management, note taking*)



Targeted, Personalized Recruitment

- Signup advertised aggressively during course scheduling with counselors
- Phone calls or home visits made with parents as needed to ensure most at-risk students to attend
- Minimum of 8-10 students required to offer a bridge for a particular course



Maximized Access

- Recorded videos, all supporting content covered during the summer bridge offered in an online portal
- Provides an alternative for students who can not attend in person due to personal or family obligations

Success-Focused College Counseling

Using College Graduation Data to Influence College Choice



Practice in Brief

Counseling staff uses district- and national-level data to determine student success rates at colleges and universities most frequently attended by district graduates. Counselors then guide students and parents to college options based on student outcomes, and build partnerships with institutions that demonstrate high rates of success with district alumni.

Implementation Steps



Analyze College Outcomes Data

- Review internal records or data from the National Student Clearinghouse to identify most frequently attended postsecondary institutions
- Use district- and national-level data (e.g., NSC¹, EdTrust, National Center for Education Statistics) to determine graduation rates, disaggregated by race and income
- Categorize institutions as “smart college choice” if the graduation rate is above 40 percent and “strong caution” if the graduation rate is below 40 percent



Educate Stakeholders

- Distribute categorization of postsecondary institutions to guidance counselors to highlight in advising conversations with students and parents
- Ensure principals and teachers also review data to maintain consistency in message



Influence Decision Making

- Encourage families to consider “likelihood to succeed” as an important factor in college selection
- Plan college trips and recruiting events, and develop formal partnerships with schools that have demonstrated success with students
- Discontinue funding for college trips and events with “strong caution” schools

Benefits to Institution

- » Improve understanding of students’ postgraduate outcomes
- » Increase college enrollment at institutions where students are likely to graduate
- » Influence postsecondary institutions to expand scholarship programs and student supports



We’re trying to control the message in a discrete and thoughtful way [...] we’re not telling them where they want to go to school, but we’re helping them make a good decision by giving them information they need.

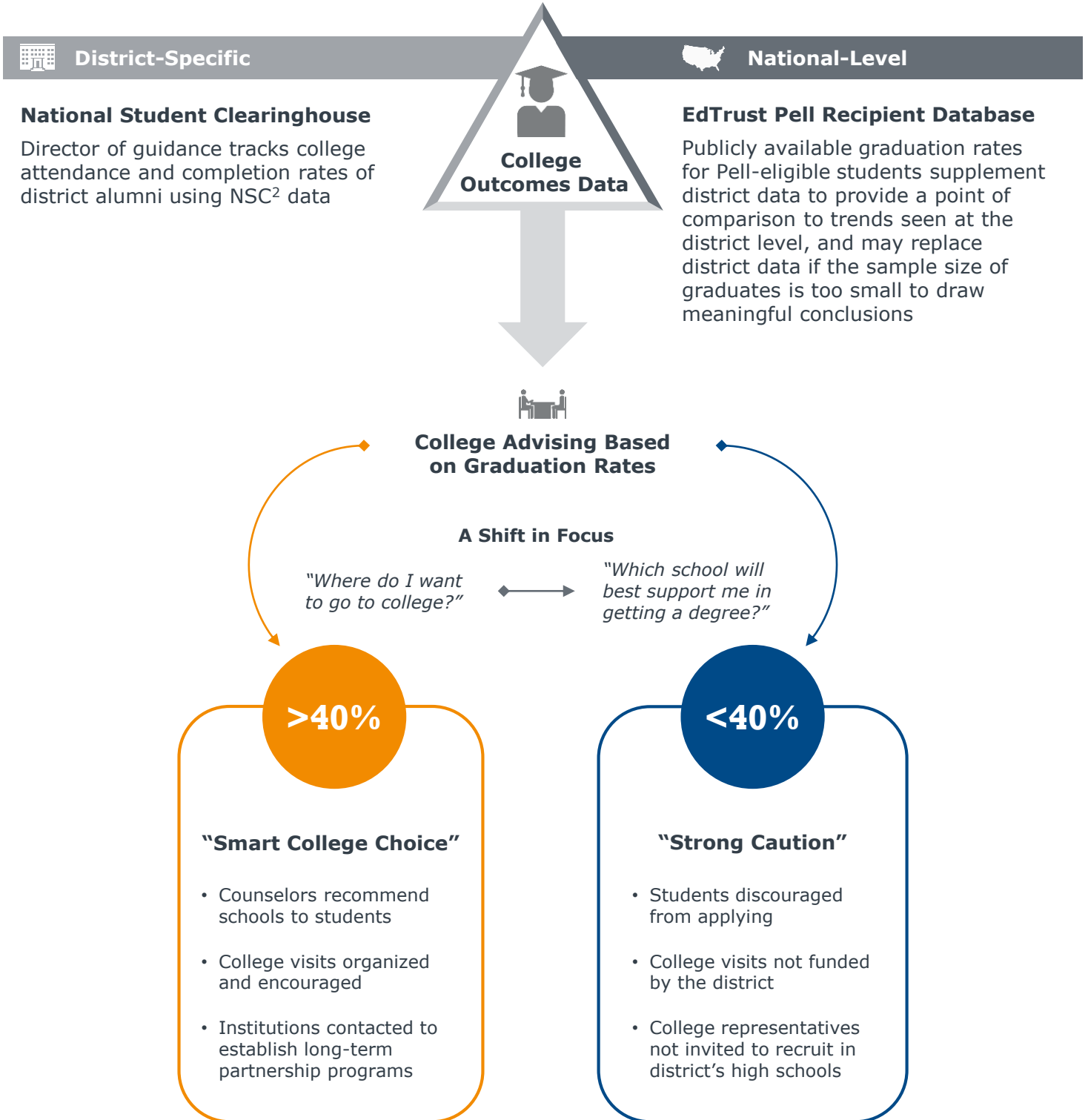
Emily Durso,
Former Chief of College and Career Education
District of Columbia Public Schools, DC



Practice Spotlight

District of Columbia Public Schools

DCPS¹ Uses Data to Identify and Guide Smart College Choices



1) District of Columbia Public Schools
2) National Student Clearinghouse

Summer College Application Camp



Consolidating Disparate Advising Activities into an Intensive Summer Workshop

Practice in Brief

A summer camp that guides students through the college application process before the start of their senior year of high school. Dedicated group sessions provide information on, and support completing, the majority of application tasks. Summer timing allows counselors to focus on college advising and helps students complete critical steps early, before the added stress of the school year.

Implementation Steps



Create Sessions

- Create schedule of sessions with content on all key elements of the college application process such as: conducting a college search, application timelines, the Common Application, finding scholarships, essay writing, resume building, and admissions interviews
- Schedule camp during the summer based on guidance counselor availability



Develop Partnerships

- Contact local college and university representatives to lead information sessions or to hold essay writing, resume building, or interview workshops
- Schedule a campus tour or college fair at a local postsecondary institution
- Recruit relevant local non-profit organizations to help deliver content or provide administrative support



Recruit Students

- Spread awareness about summer college application camp via flyers and post cards, on the district website, and at other school events
- Have counselors reach out to high-risk students and parents directly to encourage them to attend

Benefits to Institution

- » Consolidates disparate college application steps into one intensive workshop
- » Provides consistent, comprehensive information and support to underrepresented students navigating the college application process
- » Leverages community partners and expertise to support counselors and students with the college going process



We have a strategy: 'Let's get you an acceptance quickly under your belt.' [...] The camp helps us change the whole conversation from 'Am I going to college? Will I get in?' to 'Hey, I'm going to college.' I don't need to apply to 10 colleges now, I need to apply to my favorites.

Jake Talmage, Director of College Counseling
St. Paul's School, MD



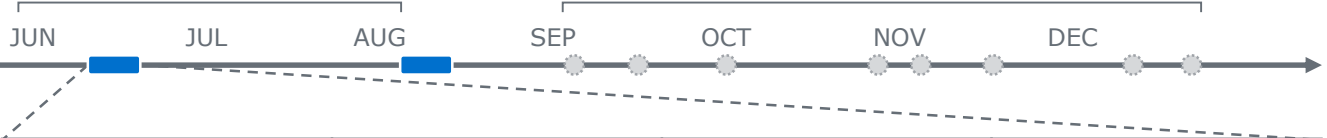
Practice Spotlight

Beechwood High School
 St. Paul's School
 Fort Worth ISD

Sample Application Camp Schedule

Run Camps At Beginning or End of Summer Based on Counselor Availability

Normally Disparate Events Consolidated Into One Intensive Ahead of Busy School Year



| DAY ONE | DAY TWO | DAY THREE | DAY FOUR |
|--------------------------------------|--------------------------------------|--------------------------------------|---------------------------------|
| 9:00 am College Video | 9:00 am Common App: Academic Section | 9:00 am Common App: Activity Section | 9:00 am Depart School |
| 9:15 am Process Overview | 10:00 am Individual Advisor Meetings | 9:30 am Resume Workshop | 9:30 am Arrive at Univ. |
| 10:00 am Intro to Common Application | Free Time: Essay Drafting | 11:00 am Interview Workshop | 10:00 am Campus Tour |
| 10:45 am Essay Workshop | 12:00 pm Lunch | 12:00 pm Lunch | 11:00 am Admissions Officer Q&A |
| 12:00 pm Lunch | | | 12:00 pm Return to School |
| <i>Homework: Draft Essay</i> | | | |

Key Application Camp Program Components

| | Group Workshops | One-on-One Advising | College Visit or College Reps Coming to High Schools | Student Cost ¹ |
|---|-----------------|---------------------|--|--|
| Beechwood High School <i>Weeklong Session 82 Students</i> | ✓ | ✓ | ✓ | \$100 In District \$250 Out of District |
| St. Paul's School <i>Weeklong Session 98 Students</i> | ✓ | ✓ | ✓ | \$150 Per Student |
| Fort Worth ISD <i>1.5 Day Session 350 Students</i> | ✓ | | ✓ | Free ² |

Administrative cost to the district is largely dependent on the program components and involvement of community partners. One-on-one advising is beneficial, but requires more counselors to be available during the summer, increasing costs. Partnering with local organizations can offer in-kind support, or cover what would otherwise be a financial contribution from students.

1) Sticker price; student cost is generally subsidized with matching need-based aid across all institutions.

2) Fort Worth ISD partners with local institutions (universities, non-profit organizations) to cover cost.

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