College Access Program: 2012-13

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At-a-Glance

The College Access (CAP) program was created in order to meet the Dallas ISD needs for increased student participation and performance on the SAT and ACT college entrance exams, support for students in preparing for college entrance exams, and parental involvement in the college admissions and financial aid process.

The three CAP providers selected for the 2012-13 school year were Academic Success Program (ASP), Education is Freedom (EIF), and The Princeton Review (TPR). The providers employed college advisors to provide services on each campus. Advisors were expected to work directly with 100 percent of seniors in order to complete college, financial aid, and scholarship applications. Advisors were also expected to serve 70 percent of students in grades 9 through 11.

During the 2012-13 school year, Education is Freedom (EIF) served 26 Dallas ISD campuses and reported serving 7,895 students on an individualized basis, Academic Success Program (ASP) provided one-on-one services to 1,211 students across four campuses, and The Princeton Review (TPR) served four campuses and 800 students.

The figure below shows the allocation of campuses by provider.

![Campus Allocation Pie Chart]

Title I 2012-13 program cost requested for this component was $2,300,000.

Evaluation Purpose and Scope

The scope of this evaluation plan was to evaluate the effectiveness of the program based on outlined program goals and objectives. This evaluation included:

1. Determining the extent to which providers were meeting program goals and outcomes.
2. Examining the relationships between providers and high school counselors.

Meeting Program Goals

The expected program goals were that at least 80 percent of seniors would submit three college applications (including one two-year and one four-year); at least 50 percent of seniors would complete and submit a FAFSA application; at least 80 percent of seniors would submit a college scholarship application; at least 80 percent of seniors would register for the ACT or SAT exam. The goals stated in the program workscope were district goals and were not specific to College Access program providers. College Access providers supplemented counselor services to assist meeting the program/district goals.

The data in this section refer to 12th grade students only and reflect only the one-on-one services College Access advisors provided to students, not group workshops.

Table 1 shows the number and percentage of students served on an individual basis in the College Access program.

<table>
<thead>
<tr>
<th></th>
<th>All Grades</th>
<th></th>
<th>Seniors Only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Program</td>
<td>9,906</td>
<td>28.0</td>
<td>6,934</td>
<td>85.3</td>
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<tr>
<td>Non-Program</td>
<td>25,506</td>
<td>72.0</td>
<td>1,199</td>
<td>14.7</td>
</tr>
<tr>
<td>Total</td>
<td>35,412</td>
<td>100.0</td>
<td>8,133</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most campus advisors reported serving mostly seniors. The three providers served 6,934 seniors, about 85 percent of the senior class. Any differences in students’ scores or grades across the three providers were most likely due to campus differences in student population rather than differences in service provision.

Of those students the College Access program served on an individual basis, the majority were Hispanic (67%) and classified as seniors (70%). Just over half were female (53%), 11 percent were Limited English Proficient (LEP), and 52 percent received free or reduced lunch.
With regards to individual, one-on-one services, ASP and EIF students most often received assistance with college searches and college applications (93% and 91% for ASP and 93% and 93% for EIF, respectively). TPR most often assisted students with college searches and other services (82% and 83%, respectively). Other assistance included helping students with Accuplacer test preparation or registration, assisting with Career Cruising (an online college and career planning tool), editing college essays, reviewing transcripts, completing fee waiver forms, writing letters of recommendation, providing Preliminary SAT and National Merit Scholar Qualifying Test (PSAT/NMSQT) preparation, and editing student resumes.

Students across all three providers submitted applications to more four-year colleges than to two-year colleges. Students participating in the College Access program had a higher FAFSA completion rate than did non-program students (37.2% and 13.5%, respectively).

**Group Workshops**

This section refers to group workshops provided to all grade levels on the College Access program campuses. ASP conducted a total of 135 workshops, EIF a total of 419, TPR a total of 152. The number of campuses ASP, EIF, and TPR served was 4, 26, and 4, respectively. This averaged to about 34, 16, and 38 sessions per provider campus, respectively. ASP offered college fairs and visits most often (56 sessions classified as this type). EIF provided other types of group workshops most often (194 sessions classified as other). TPR provided test preparation and registration and other types of sessions (56 and 54, respectively).

**Counselor and Provider Relationships**

Counselors were more likely than college advisors to report that they communicated frequently, invited college advisors to meetings, and collaborated to meet campus college and career readiness goals. Responses to open-ended questions in the survey supported the closed-ended item responses, indicating that college advisors were mostly satisfied with their relationships with counselors, but saw areas in which this relationship could be improved. Both groups agreed that more communication and collaboration was needed. There seemed to be some minor discord surrounding sharing or dividing responsibility. The 2013-14 College Access program was already planning on addressing these issues.

**Recommendations**

There was one recommendation based on the results of the 2012-13 evaluation: Increase monitoring of College Access program provider work on Dallas ISD campuses. Based on results of the 2011-12 and 2012-13 College Access program evaluations as well as a report released by Dallas ISD Internal Audit Services, the new executive director of College and Career Readiness worked with the director of Counseling Services and the Evaluation and Assessment department during the 2012-13 school year to create data collection instruments as well as to set new expectations with regards to the supplemental work that will be done on campuses for the 2013-14 school year. The executive director of College and Career Readiness also began holding regular meetings with program providers during the 2012-13 school year. These meetings will continue during the 2013-14 as part of the program monitoring process.

For more information, see EA13-521-2, which can be found at [http://www.dallasisd.org/Page/15252](http://www.dallasisd.org/Page/15252).