



# **College Access and Success in Chicago: Key Findings from a Landscape Scan of Student Supports**

*Final Report*

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**Table of Contents**

Executive Summary.....	5
Introduction.....	6
Methodology.....	8
Overview of Landscape Scan Respondents.....	13
Overview of Follow-Up Survey Respondents.....	20
Key Findings.....	21
Key Finding 1: Few providers are targeting services to students in Options schools.....	22
Key Finding 2: Most providers are targeting services to students in the “academic middle”.....	24
Key Finding 3: College access and success programs vary significantly in programmatic emphasis.....	26
Key Finding 4: Providers identify financial supports as a primary need among students, yet few providers focus primarily on addressing financial barriers in their programming .....	29
Key Finding 5: Few providers offer scholarships and assistance for living expenses despite substantial identified need.....	31
Key Finding 6: Opportunities exist for coordination and handoffs among providers.....	32
Key Finding 7: Access to high-intensity programs varies significantly across the district.....	35
Key Finding 8: High-intensity providers tend to serve students in schools where there is demonstrated need for college access and success supports.....	36
Key Finding 9: Spots in high-intensity programs are concentrated in CPS neighborhood high schools.....	37
Discussion and Next Steps.....	38
Appendix A: Glossary.....	39
Appendix B: Providers who took the landscape scan.....	40
Appendix C: Landscape scan questions.....	41
Appendix D: Specific supports offered by providers.....	59
Works Cited.....	62

### List of Tables

Table 1: Landscape scan question content areas.....	9
Table 2: Description of providers' "clusters" of programming areas.....	26
Table 3: Characteristics of schools by level of high-intensity provider coverage.....	36
Table 4: School type distribution by level of high-intensity provider coverage.....	37

### List of Figures

Figure 1: Number of students served per year by landscape scan respondents.....	13
Figure 2: Number of years landscape scan respondents have served Chicago students.....	13
Figure 3: Number of hours of programming per week given by landscape scan respondents...	14
Figure 4: Distribution of landscape scan respondents who served specific community areas...	15
Figure 5: Distribution of school types of CPS students and landscape scan respondents.....	16
Figure 6: Distribution of landscape scan respondents serving students at specific CPS high schools.....	17
Figure 7: Race/ethnicity distribution of respondents' program participants and CPS high school students.....	18
Figure 8: Landscape scan respondents' priority populations.....	19
Figure 9: Characteristics of high-intensity follow-up survey respondents.....	20
Figure 10: Proportion of schools with at least one student served by a landscape scan respondent, by school type.....	22
Figure 11: GPA distribution of landscape scan respondents' students' average GPAs and all CPS HS students' GPAs.....	24
Figure 12: Average program support distribution across different clusters.....	27
Figure 13: Distribution of landscape scan respondents by cluster.....	28
Figure 14: Landscape scan respondents' reported barriers to college success.....	29
Figure 15: Average distribution of program components by support type.....	30
Figure 16: Types of financial support offered by landscape scan respondents.....	31
Figure 17: Entry and exit points of landscape scan respondents' programming, color-coded by programming focus.....	33
Figure 18: Recruitment referral organizations for landscape scan respondents.....	34
Figure 19: Partner organizations for landscape scan respondents.....	34
Figure 20: Distribution of high-intensity follow-up survey respondents' program slots.....	35

### About the UChicago Poverty Lab

Cities like Chicago fuel remarkable opportunity. At the same time, decades of disinvestment and discrimination create real barriers for young people growing up in many of our neighborhoods. Many in government and the non-profit sector are working to tackle these challenges. The Poverty Lab works with these partners to identify barriers to social mobility and racial equity, and to develop effective strategies for removing these barriers. Our work cuts across traditional policy domains, including education, workforce development, housing and cash assistance programs.

### Acknowledgements

The Poverty Lab would like to acknowledge several partners who played instrumental roles in developing this report. The Chicago College Success landscape scan was made possible by generous support from the Hymen Milgrom Supporting Organization (HMSO). Through its *Successful Pathways from School to Work* research initiative, HMSO has a stated goal of making public education in urban areas more effective at preparing students to succeed in the labor market and provided the Poverty Lab with a grant to develop and administer the landscape scan, and subsequent program evaluations to measure the impact of supplementary college access and success supports on Chicago Public Schools (CPS) students' postsecondary success.

Several organizations and individuals played a role in developing the landscape scan and identifying eligible organizations to complete the scan, including Chicago Public Schools Office of School Counseling and Postsecondary Advising, Thrive Chicago and individuals on the Poverty Lab-Thrive Chicago Planning Committee. Additionally, after the scan was administered, a small group of key partners reviewed initial results from the scan and helped identify themes that informed the key findings from the scan. In particular, we would like to thank the following individuals for their feedback: Eliza Moeller, Lisa Castillo Richmond, Liz Houlihan, Mara Botman, Matt Niksch, Pam Witmer, Patrick Milton, and Sarah Berghorst.

### Executive Summary

A college degree is a powerful tool, associated with far-reaching outcomes such as increased lifetime earnings, higher probability of social mobility, and long-term job security. Due to a conflux of external factors, discriminatory practices, and systemic barriers, young people do not have equal access to these benefits. Regardless of their individual academic readiness, first-generation college students and students from underrepresented minority groups are significantly less likely than their peers to complete college.

In Chicago, more than 60 non-profit organizations are working to close this divide by addressing barriers to college success. While the scale of this work is significant, policymakers, funders and providers currently lack a comprehensive understanding of which students are receiving what supports, in part because these supports are offered through a variety of external providers rather than through a centralized system.

To help address this gap, the Poverty Lab conducted a landscape scan of 34 college access and success providers who serve Chicago Public Schools (CPS) students in fall 2018. In spring 2019, we also conducted a follow-up survey of providers offering “high-intensity” programs (defined as organizations that offer participants more than three hours of programming per week). This report shares the aggregated results of the landscape scan and follow-up survey. Our work has surfaced the following key findings:

1. Few providers are targeting services to students in Options schools
2. Most providers are targeting services to students in the “academic middle”
3. College access and success programs vary significantly in programmatic emphasis
4. Providers identify financial supports as a primary need among students, yet few providers focus primarily on addressing financial barriers in their programming
5. Few providers offer scholarships and assistance for living expenses despite substantial identified need
6. Opportunities exist for coordination and handoffs among providers
7. Access to high-intensity programs varies significantly across the district
8. High-intensity programs tend to serve students in schools where there is demonstrated need for college access and success supports
9. Spots in high-intensity programs are concentrated in CPS neighborhood high schools

This report and the key findings aim to provide a system-level view of college access and success supports in Chicago, clarify the array of external college access and success programs serving students in the district, highlight opportunities for the expansion of these programs, and inform strategies to improve services for existing participants.

### Introduction

Across the nation, community-level disinvestment and extreme residential segregation resulting from racist policies and discriminatory practices have created an unjust and inequitable education system. Key differences in students' school quality and educational experiences affect students' likelihood of attending college and earning a degree in a myriad of ways, from the college application process in high school through college graduation. For example, in part due to racial and economic segregation, students from middle- and upper-class families are more likely to attend highly resourced schools, often with high expenditures per pupil, smaller student-counselor ratios, and a rich array of courses designed to prepare students for the academic demands of college (see Charles, 2003; Kozol, 1991; Lareau & Goyette, 2014; Ostrander, 2015; Vigdor & Ludwig, 2008). Relatedly, the complexity of the college application process inherently creates advantages for students whose schools and families have connections, social capital, and advice about how to navigate the process (see Ceja, 2006; Coleman, 1988; Dyce, Albold, & Long, 2013; Kim & Schneider, 2005; Pérez & McDonough, 2008; Perna & Titus, 2005). Once in college, White students and students from middle- and upper-class families are more likely to feel a sense of belonging at postsecondary institutions, where the majority of students typically have similar backgrounds to them. This sense of belonging, in turn, increases these students' likelihood of persisting through college to graduation relative to students from other backgrounds (see Banks & Dohy, 2019; Milem & Berger, 1997; Schmader, Johns, & Forbes, 2008; Steele & Aronson, 1995; G.M. Walton & Brady, 2017; Gregory M. Walton & Cohen, 2007).

The reasons articulated above are not comprehensive in explaining differential access to and success in college, nor are they unique to Chicago. However, across American cities, these conditions have quite similar results. They perpetuate inequity and constrain social mobility, so that first-generation college students, students from low-income backgrounds, and students from underrepresented minority groups are less likely than their peers to complete college, regardless of their academic readiness. As of 2017, 64.3 percent of White students earned a bachelor's degree within six years of enrolling full-time in a four-year institution, compared to 55 percent of Latinx students and 39.8 percent of Black students (National Center for Education Statistics, 2017). In that same year, 62 percent of students from families in the highest income quartile were estimated to earn a bachelor's degree by age 24, compared to only 13 percent of those from families in the lowest income quartile (Cahalan et al., 2019). Moreover, the degree attainment gap between these two groups grew by 53 percent from 2000 to 2015 (Cahalan et al., 2019).

These inequalities acutely impact Chicago students, as 89.2 percent of the students served by CPS are students of color and 76.4 percent are considered economically disadvantaged ("CPS: Demographic Data," 2019). Within CPS, over 76 percent of freshmen aspire to earn a bachelor's degree, but only an estimated 18 percent will do so within 10 years of starting high school (Nagaoka, Seeskin, & Coca, 2016). Among students who are excelling in the district's most academically challenging programs, 17 percent will not enroll in a four-year college during the fall after their senior year (Roderick, Nagaoka, & Coca, 2011).

The disparity in college degree attainment is especially troubling because of its ramifications for young people later in life. Research tells us that having a postsecondary degree can support greater social mobility and help students earn a family-sustaining wage later in adulthood (Haskins, Isaacs, & Sawhill, 2008; Morin, Brown, & Fry, 2014). With a high school diploma,

## COLLEGE ACCESS AND SUCCESS IN CHICAGO

about 55 percent of children born into families in the lowest income quintile will experience social mobility and move into a higher income quintile in adulthood; with a college degree, that number jumps to 84 percent (Haskins et al., 2008). In recent years, the impact of a postsecondary degree has only increased, as the labor market continues its decades-long shift away from manufacturing and agriculture toward fields such as technology and healthcare. In coming years, an estimated 65 percent of jobs in the United States will require some form of postsecondary education, but only 36 percent of adults age 25 or older held a postsecondary credential in 2017 (Carnavale, Smith, & Strohl, 2013; US Census Bureau, 2017).

Given the many benefits of college degrees and the inequitable access to them, a plethora of non-profit organizations in Chicago have stepped up to support students to and through college. Our team identified over 60 providers who work with CPS students during high school to support them in achieving their college aspirations. These programs vary in who they serve, when and where programs take place, and the types of supports offered. Some programs focus on building the academic skills students will need to succeed in college. Other programs help students navigate complicated application and opaque financial aid processes, and still others focus on empowering students through social-emotional skill development.

While this diverse set of program providers operating in the city is undoubtedly a benefit for Chicago's young people, the decentralized nature of the supports provided means that no one in the system has perfect visibility into which students are receiving what supports, let alone if support services are being targeted to the students who need them most. This report is designed to provide a ***system-level view of the college access and support landscape in the city of Chicago***. In so doing, we hope to provide valuable information to the district, program providers, and funders to better support collaboration and ensure that all CPS students have the supports they need to be successful.

As the first phase of a larger effort to understand the reach and effectiveness of college access and success support in Chicago, our team at the University of Chicago Poverty Lab launched a landscape scan in the fall of 2018 to answer the following questions:

- What organizations are providing college access/success supports to CPS high school students? What kinds of supports are they providing?
- Which students are being served?

After collecting responses and beginning analysis, we disseminated a follow-up survey in the spring of 2019 that asked for school-level data on students served. This survey ultimately solicited responses from a smaller group of high-intensity service providers, and allowed us to generate more nuanced findings about these programs.

This report describes the key findings from the scan and follow-up survey. We begin by describing the two questionnaires themselves, including how they were designed and administered. We then provide a description of the providers who completed each survey and summarize the key findings from the scan and follow-up survey. We conclude with a discussion of the implications of this work and by detailing the next steps for our research team.

## ANALYSIS AND KEY FINDINGS

### **Methodology**

#### *Landscape scan design*

The landscape scan was designed to gather information about the services being provided by college access and success providers serving CPS students. Our research team, in consultation with multiple stakeholders working in the city, identified what we believe to be a fairly comprehensive set of providers operating in the city. Providers were asked to complete a 51-item online survey. We then analyzed the scan findings descriptively and engaged stakeholders in identifying the key themes detailed below. For reference, a glossary of key terms as we defined them for this project can be found in Appendix A.

The purpose of the landscape scan was to provide a comprehensive picture of the college access and success providers operating in Chicago. To that end, we worked collaboratively with providers, funders, and administrators from CPS and local postsecondary institutions to develop a set of questions that would capture the core elements of program operation. A set of primarily fixed-response questions asked providers about the students they served, the types of support they provide, how they track outcomes, and how programming is funded. Table 1 outlines the topics addressed by the scan and the types of questions that were included. In addition to the fixed response items, providers were asked several open-ended questions about innovative practices in the field, challenges that their organization and students face, and how they think the city could better serve students in the transition from high school to college.

## ANALYSIS AND KEY FINDINGS

**Table 1. Landscape scan question content areas**

<i>Question Category</i>	<i>Question Content</i>
Organization background and capacity	<ul style="list-style-type: none"><li>- Where and when programming occurs</li><li>- Students served annually</li></ul>
Profile of students served	<ul style="list-style-type: none"><li>- Demographic and priority populations</li><li>- Challenges students face in achieving college success</li></ul>
Supports and services	<ul style="list-style-type: none"><li>- Degree of focus on six programming areas: academic; college application; financial; skills &amp; auxiliary; college transition; career &amp; training</li></ul>
Dosage and frequency	<ul style="list-style-type: none"><li>- How often students participate in services</li><li>- Length of time students receive services</li></ul>
Recruitment and referrals	<ul style="list-style-type: none"><li>- Program recruitment and outreach efforts</li><li>- Program selection criteria</li></ul>
Data and outcomes	<ul style="list-style-type: none"><li>- Types of program and outcome data collected</li><li>- Use of data and measurement tools</li><li>- Priority outcomes</li></ul>
Partnerships	<ul style="list-style-type: none"><li>- Types of agencies and organizations with whom organizations partnered</li></ul>
Program costs and funding	<ul style="list-style-type: none"><li>- Per-student program cost</li><li>- Services that could be provided if given more funding</li></ul>
Insights and recommendations	<ul style="list-style-type: none"><li>- Challenges organizations face in supporting students with college success</li><li>- Local examples of innovative college success supports</li><li>- Recommendations for Chicago to better address needs of high school students in college success</li></ul>

### *Provider identification*

Before launching the scan, we sought to identify the universe of providers who

- Serve CPS students;
- Begin engaging with students in high school (i.e. not in middle school or college); and
- Define college access and/or success as a primary goal of their work.

Based on these criteria, we compiled an initial list of providers based on our internal knowledge of the Chicago college access and success landscape. We also conducted internet research to identify providers using search terms and phrases such as “college access program in Chicago” or “CPS college access programming.” Organizations that seemed to fit the above criteria were entered into a spreadsheet that contained with names of relevant contacts, if known<sup>1</sup>, phone numbers, and email addresses. We also spoke with key stakeholders in the college access and

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<sup>1</sup> The team sought to identify individuals responsible for managing or leading programs of interest.

## ANALYSIS AND KEY FINDINGS

success space including CPS, Thrive Chicago, institutions of higher education, and local funders for recommendations and referrals.

In total, we identified a list of 63 college access and success organizations who met our criteria for participation. Based on our extensive research and the feedback we got from key stakeholders, we felt confident that this outreach list likely contained close to the universe of programs serving CPS students. We could not find the updated contact information for four of the organizations, and thus reached out to 59 organizations in total.

### *Landscape scan dissemination and response rate*

The scan was administered online via Qualtrics between September 2018 and June 2019. A point of contact was identified within each organization and asked to complete the scan. Initial contact with each organization was done via email with follow-up done both by email and phone. Our partners at CPS and Thrive Chicago encouraged participation in the scan as well. Organizations that participated in the scan were placed in a drawing to receive a \$500 grant. In addition, every organization that completed the scan received an individualized report situating their program in the larger context of all scan respondents. There were a few small tweaks to the scan made over time in response to feedback we received, but the primary content of the scan remained consistent for the entire administration window.

Ultimately, 34 providers responded to the scan, yielding a response rate of 57.6 percent. These landscape scan respondents included the providers who served the greatest number of students and were brought up the most by stakeholders as “key players” in discussions about college access and success services in Chicago. The full list of providers who took the landscape scan can be found in Appendix B.

### *Landscape scan analytic approach*

Data from the scan were analyzed descriptively, aggregating responses to each of the scan questions. We also cut the responses by program size and types of services provided. Using the City of Chicago’s Geographic Information System, we examined the geographic distribution of the schools with whom providers were working and neighborhoods that the programs were serving. To assess students’ access to services across the district, we compared the characteristics of the students that providers reported serving to CPS’ high school population in SY2017-18. Likewise, we compared the profiles of schools served by college access and success providers to the distribution of school types in the district. To ensure consistency and accuracy in our analysis of responses, we created a spreadsheet assigning a school type for each CPS high school. In creating this typology, we largely adhered to the school types listed on the school profile pages on CPS’ website. However, we deviated from this typology to reconcile inconsistencies in publicly available data on school types and to align with meaningful or conventional distinctions between school types in several ways:

- All schools with the Options model<sup>2</sup> were grouped together, regardless of management type (i.e., district- contract-, or charter-managed).

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<sup>2</sup> According to CPS, Options schools “offer additional supports and services for students who have been out of school and seek to return, or who may need opportunities to earn credits in an accelerated program” ([“CPS: Departments: Innovation and Incubation: Education Options,” 2019](#)).

## ANALYSIS AND KEY FINDINGS

- We assigned certain schools into International Baccalaureate (IB) and Science, Technology, Engineering, Math (STEM) categories based on knowledge of CPS schools and programs as well as school-provided academic programming and course offerings gleaned from cps.edu and individual school sites.
- CPS' Special Education schools were not included in the analysis because content on each school's website, including mission and vision statements, suggested that enrolled students were being prepared for critical facets of postsecondary success that were largely outside of the scope of this study.

We met with 12 individuals from organizations in the local secondary and postsecondary education field (e.g., direct service providers, secondary and postsecondary education administrators, researchers, and funders) to review and discuss these initial scan results. Input from this group was helpful in co-interpreting the scan results and in suggesting additional analyses to conduct.

In response to the feedback we received from these stakeholders, we further explored the composition of supports providers reported offering. We conducted a cluster analysis and a principal components analysis (PCA) to identify groups of providers offering similar types of supports and services offered. Given the amount of information being collected on program support (providers reported program composition across six different areas), PCA was useful in visualizing patterns in providers' responses. Once providers' responses were plotted, we used *k*-means clustering to identify similarities and differences in provider responses to identify seven distinct categories of responses to the question on program distribution. Providers within the same cluster answered as similarly as possible to this question; those from different clusters had responses that were as dissimilar as possible. The results of these analyses are explained in detail under Key Finding 3.

### *Supplemental data collection dissemination and analysis*

As we began sharing the landscape scan findings with stakeholders around the city, we fielded questions about the distribution of program spots across the district that were more detailed than the initial scan was designed to answer. In particular, there was an interest in more closely examining the breadth of coverage in each school.

For that reason, after the main landscape scan analysis concluded, we reached out to providers who responded to the original landscape scan and asked them to provide information about the number of students served at each school in a follow-up survey. Similar to the initial scan, these data were collected in Qualtrics. Respondents were asked to provide information on the number of students their organization served in each grade at each school in the 2018-19 school year. In addition, these organizations were asked whether the number of students served at each school/grade by their organization varies greatly year to year.

To highlight coverage in programs that provide students with a consistent and moderate level of support, the information reported on the follow-up survey comes from the "high-intensity" providers—those who engage with students at least three hours each week during their programming. Out of the 19 high-intensity providers who took the original landscape scan, 13 participated in the follow-up survey. Since these 13 providers represented more than half of all high-intensity providers who took the original scan and included every high-intensity provider serving at least 300 students, we believe that this supplementary analysis can provide useful insight into the state of high-intensity provider supports in Chicago. Specifically, we can use

## ANALYSIS AND KEY FINDINGS

these data to identify the number of high-intensity program slots filled by students in each CPS high school and compare this with the number of students at each school.

It is important to note a few caveats: we have information on the number of program slots at each school in the 2018-2019 school year, not the number of unique students served at each school. The number of unique students served from each school is likely lower, since students may participate in multiple programs. Future work will collect student-level data on program participation, providing more visibility into the prevalence of students being served by multiple providers. Further, these data do not account for school-provided college access and success supports or supports provided by external organizations that did not respond to our follow-up survey. Nonetheless, since the survey respondents represent the largest high-intensity providers in the city, we believe these data can provide important insight into the breadth of coverage across CPS high schools. Results from this analysis of high-intensity providers is included in Key Findings 7, 8, and 9.

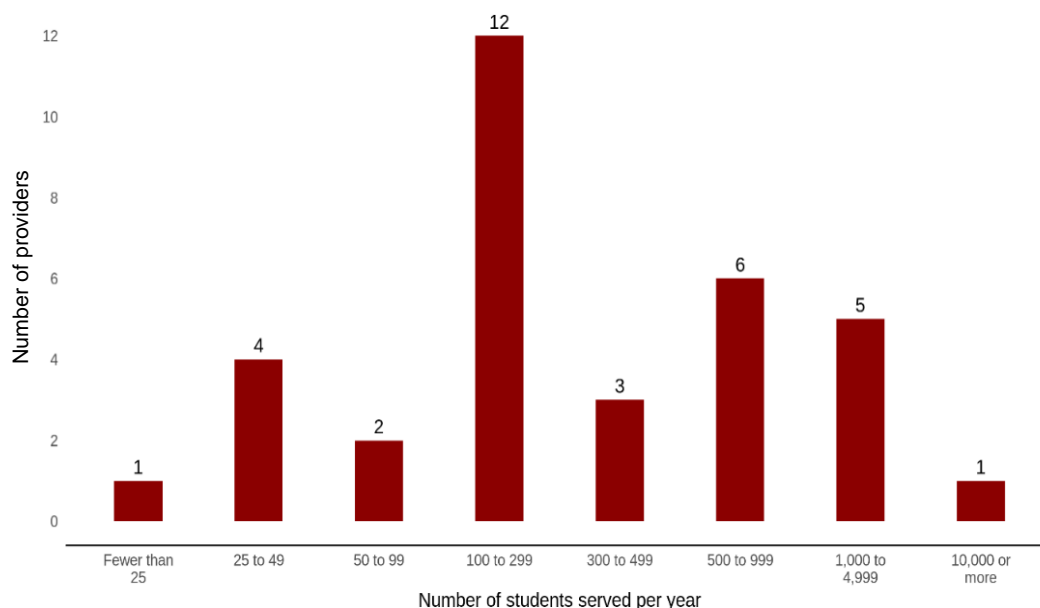
## ANALYSIS AND KEY FINDINGS

### Overview of Landscape Scan Respondents

#### *Providers' backgrounds and structure*

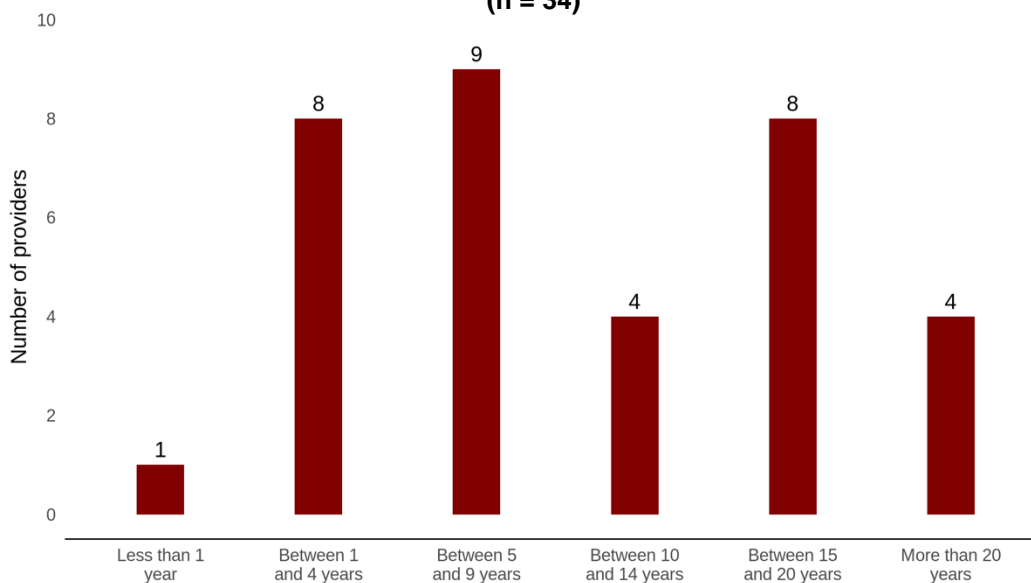
Landscape scan respondents varied widely in the number of students they reported serving: annual program size ranged from fewer than 25 students per year to at least 10,000 students per year, with a median and mode of 100-299 students served per year (Figure 1).

**Figure 1: Number of students served per year by landscape scan respondents (n = 34)**



In addition, providers varied in the length of time they have been serving students in Chicago. One provider reported serving students for less than one year, while four providers had been serving Chicago students for more than 20 years. The distribution of responses can be found in Figure 2 below.

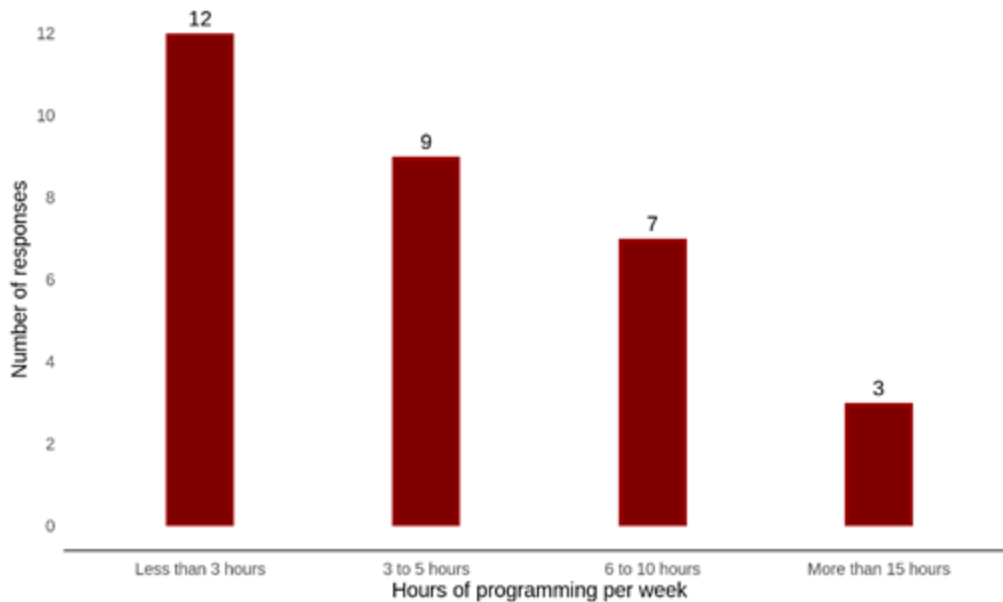
**Figure 2: Number of years landscape scan respondents have served Chicago students (n = 34)**



## ANALYSIS AND KEY FINDINGS

Eleven providers reported engaging with students for fewer than three hours per week, while three providers reported engaging with students for more than 15 hours per week (Figure 3). Sixteen providers answered a question about when their programming takes place, a majority of which said that they serve students during the regular school day (62.5%), while the other providers' programming takes place outside of school hours.

**Figure 3: Number of hours of programming per week given by landscape scan respondents (n = 31)**



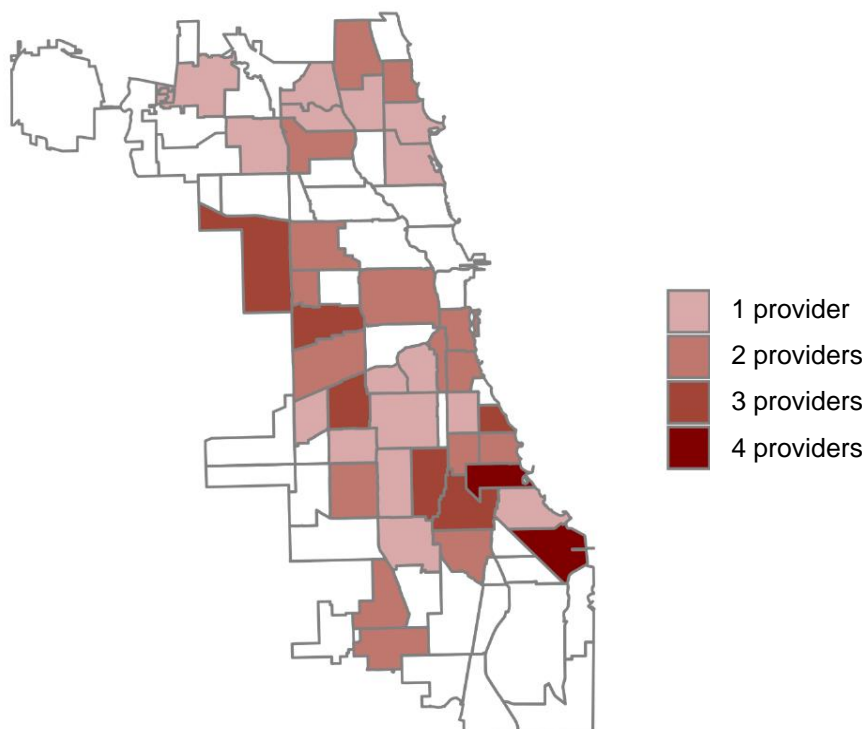
Providers also varied by service capacity: 44.1 percent of surveyed providers stated that they were able to serve all high school students eligible for their program. An additional 32.4 percent of providers said that they had capacity to serve more students than they were currently serving. The other 23.5 percent of providers described being over capacity, unable to serve all the high school students that would otherwise be eligible for their program.

## ANALYSIS AND KEY FINDINGS

### *Students and schools served*

Providers are fairly well distributed by location and school type. Just over half of providers – 54.3 percent – reported serving students citywide, while 38.2 percent of the providers reported serving students in specific neighborhoods in Chicago (the remaining two providers chose “Not Applicable” for this question). The specific neighborhoods chosen by non-citywide providers were evenly spread throughout Chicago, without a discernible concentration in certain areas or neighborhoods (Figure 4).

**Figure 4: Number of landscape scan respondents who reported serving specific community areas**  
Providers were able to select multiple community areas (Provider n = 13)

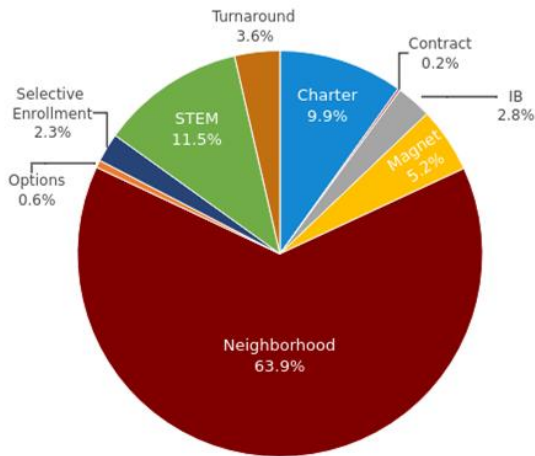


## ANALYSIS AND KEY FINDINGS

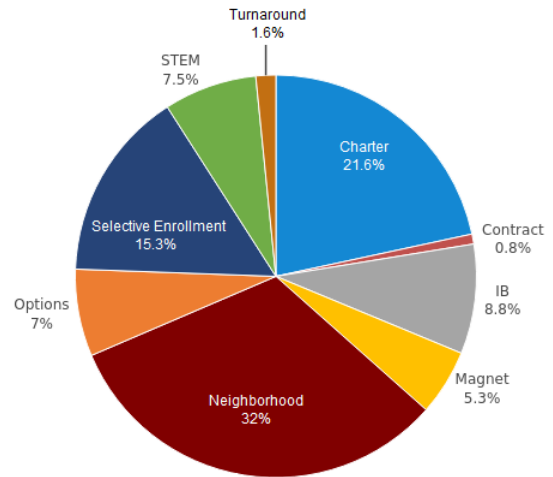
Twenty-nine providers (85.3 percent) identified specific CPS schools where they are serving students. Based on these reports, *the majority of CPS high schools have at least one student served by a college access and success provider who took the landscape scan.* While the majority of CPS schools with students served by college access and success providers are neighborhood schools, every contract, turnaround, selective enrollment, STEM, magnet, International Baccalaureate (IB), and neighborhood school enrolled at least one student served by a landscape scan respondent (Figure 5).

**Figure 5: Distribution of school types of CPS students and landscape scan respondents**

Estimated distribution of school types of students served by landscape scan respondents, weighted by estimated program size (Provider n=30)



Distribution of CPS high school types, weighted by student enrollment (99,630 students\*)

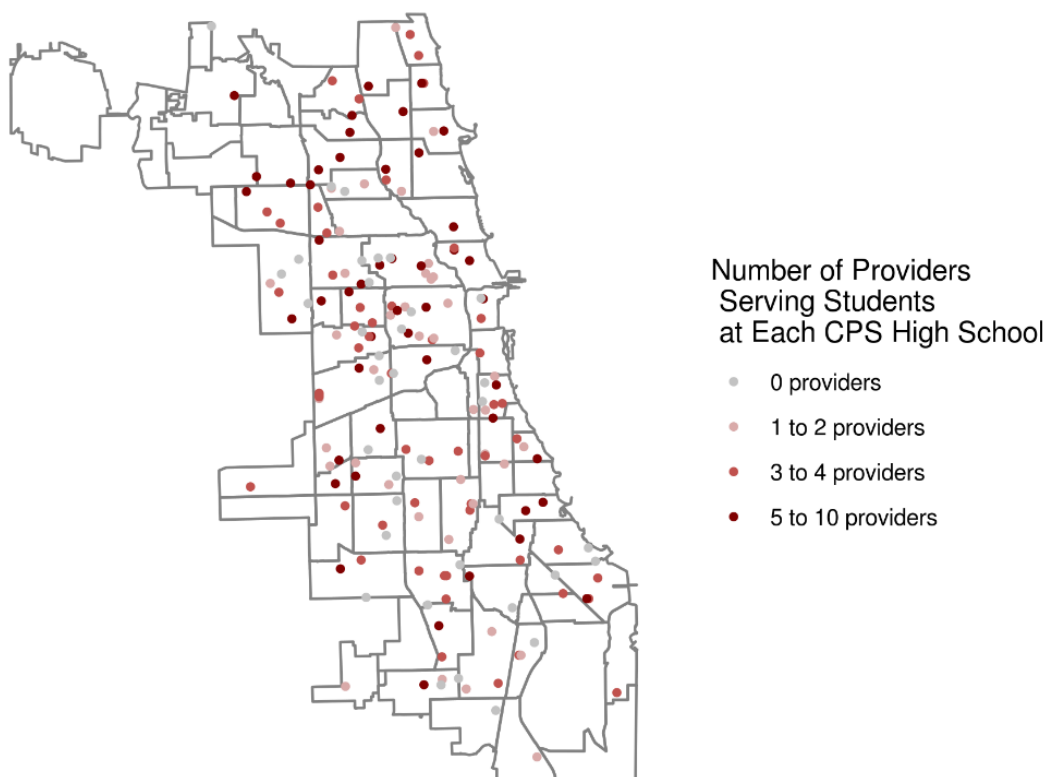


\*Source: CPS data accessed January 16, 2019.

## ANALYSIS AND KEY FINDINGS

Additionally, though all the schools with at least one student served are evenly distributed across Chicago, schools with no students served are often in close proximity to schools with several providers (Figure 6).

**Figure 6: Distribution of landscape scan respondents serving students at specific CPS high schools\*  
(Provider n = 29)**



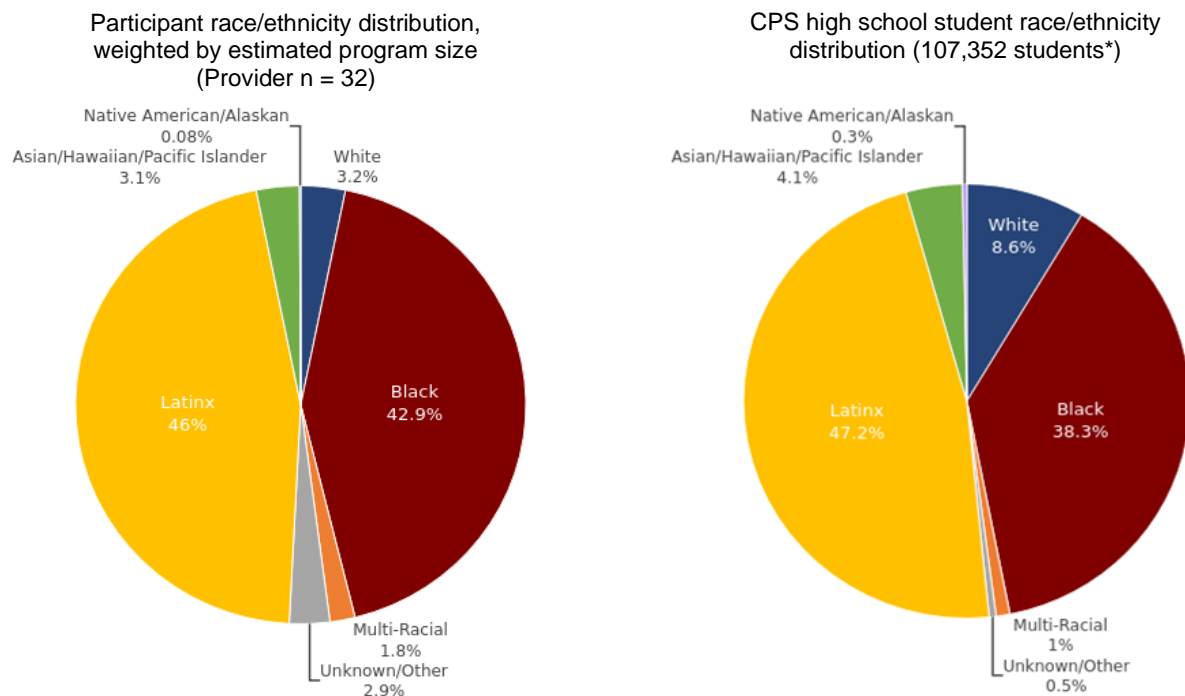
\*Excludes 4 providers who selected "All/CPS-Wide" and 1 provider who selected "N/A."

## ANALYSIS AND KEY FINDINGS

Like the district, the reported gender breakdown of program participants is fairly balanced, with an estimated 51.4 percent of program participants being female, 48.4 percent male, and 0.2 percent transgender or non-binary.

The reported racial/ethnic distribution of program participants is also similar to racial/ethnic distribution of the population of CPS high school students for the 2017-18 school year (“CPS: Demographic Data,” 2019). Like the district as a whole, most students served by landscape scan respondents and by CPS are either Latinx or Black (Figure 7).

**Figure 7: Race/ethnicity distribution of landscape scan respondents’ program participants and CPS high school students**

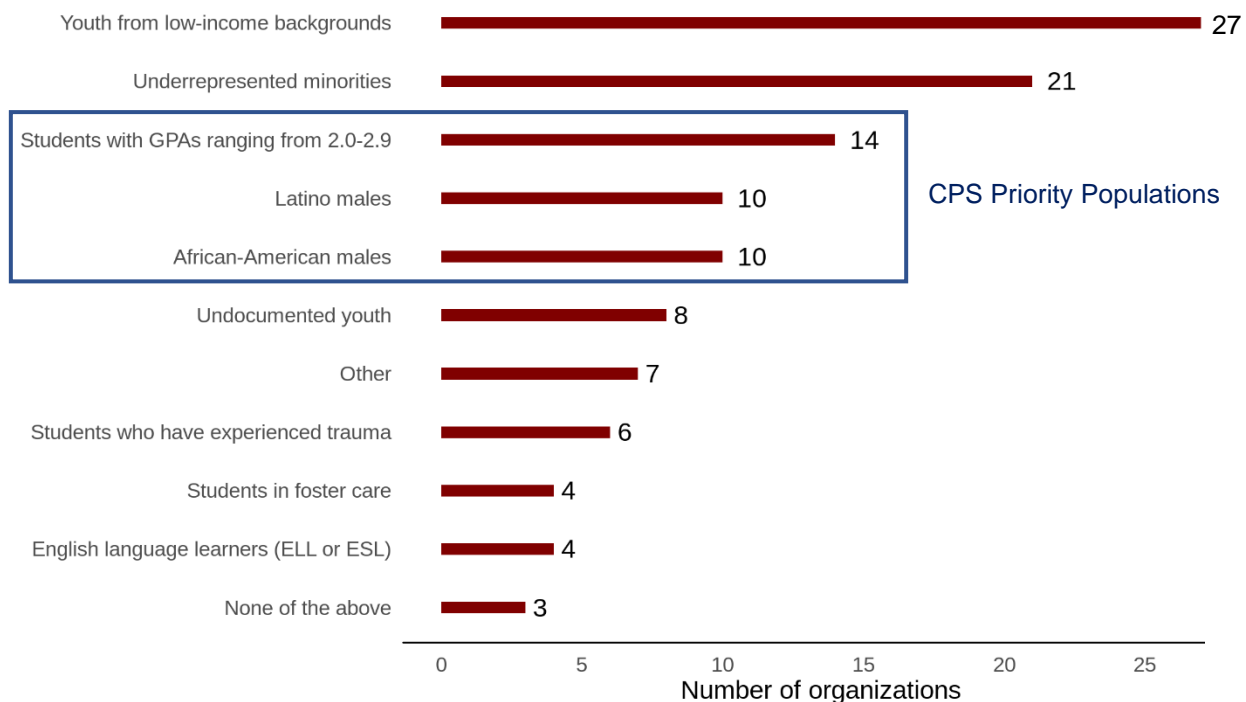


\*Source: CPS data accessed August 5, 2019.

## ANALYSIS AND KEY FINDINGS

When asked which student populations their program prioritizes serving, the greatest number of providers – 27 out of 33 respondents to this question – selected prioritizing youth from low-income backgrounds (Figure 8). Additionally, more than half of providers (57.6 percent) noted prioritizing one or more of CPS’ priority populations (*students with GPAs ranging from 2.0-2.9, Latino males, and African-American males*).

**Figure 8: Landscape scan respondents’ priority populations (n = 33)**

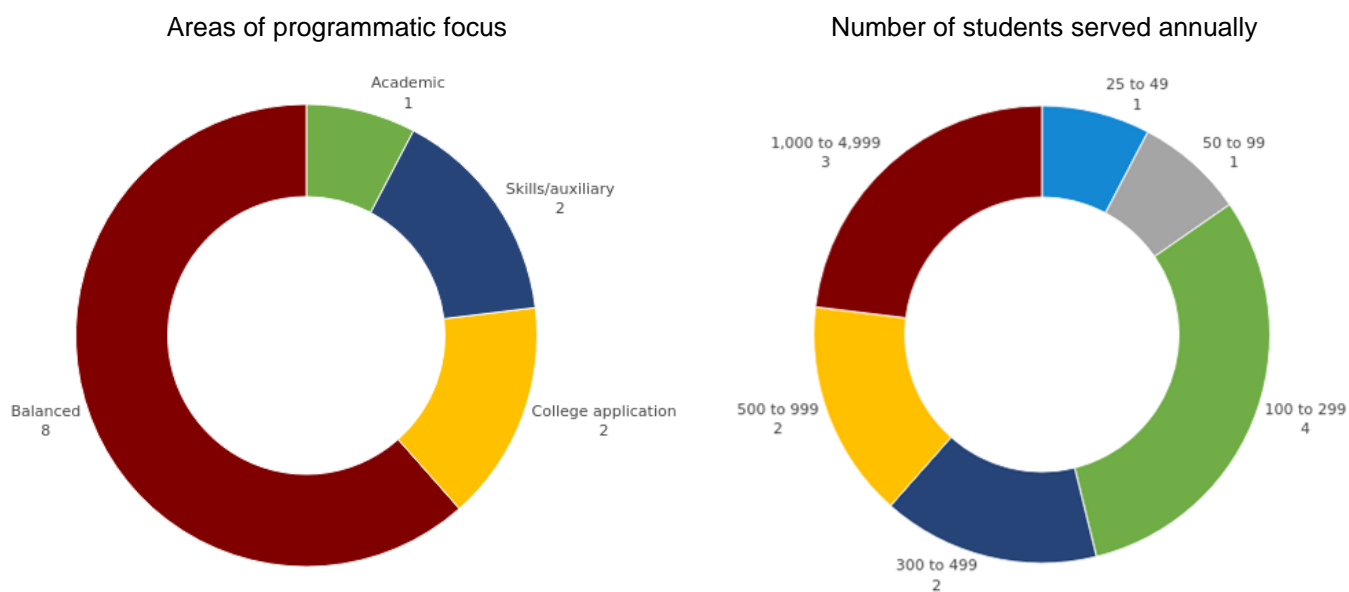


## ANALYSIS AND KEY FINDINGS

### Overview of Follow-Up Survey Respondents

Thirteen high-intensity providers responded to the follow-up survey, answering questions about the specific number of students they serve at each CPS high school. By definition, each of these high-intensity providers offers programming to students for at least three hours each week. The majority of these follow-up survey respondents (61.5 percent) fell into the “balanced” cluster, meaning that they offer a variety of different types of programming to students (Figure 9). Follow-up survey respondents varied significantly in the number of students they serve, though the vast majority of programs (84.6 percent) serve at least 100 students in Chicago each year (Figure 9).

**Figure 9: Characteristics of high-intensity follow-up survey respondents (n = 13)**



## ANALYSIS AND KEY FINDINGS

### Key Findings

Through our analysis of landscape scan and follow-up survey responses and co-interpreting these results with stakeholders in the field, we identified nine key findings:

1. Few providers are targeting services to students in Options schools
2. Most providers are targeting services to students in the “academic middle”
3. College access and success programs vary significantly in programmatic emphasis
4. Providers identify financial supports as a primary need among students, yet few providers focus primarily on addressing financial barriers in their programming
5. Few providers offer scholarships and assistance for living expenses despite substantial identified need
6. Opportunities exist for coordination and handoffs among providers
7. Access to high-intensity programs varies significantly across the district
8. High-intensity programs tend to serve students in schools where there is demonstrated need for college access and success supports
9. Spots in high-intensity programs are concentrated in CPS neighborhood high schools

These findings are discussed in more detail below.

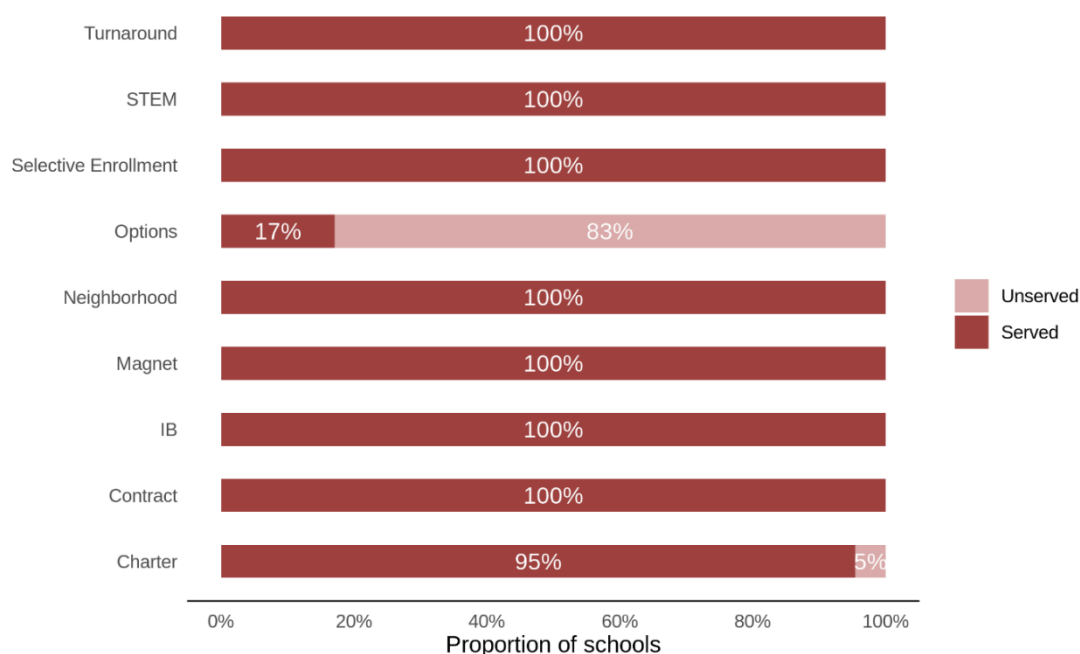
### Key Finding 1: Few providers are targeting services to students in Options schools

According to the CPS website, Options schools “offer additional supports and services for students who have been out of school and seek to return, or who may need opportunities to earn credits in an accelerated program” (“CPS : Departments: Innovation and Incubation: Education Options,” 2019). Options school students include students who have been out of school, who have jobs during the traditional school day, who need to get back on track with credits, or who were involved in the juvenile justice system. There are 41 Options high schools (including district-managed, contract, and charter-managed) in CPS.

Like their peers in other CPS schools, students attending Options schools engage in postsecondary planning, which includes transitioning from high school to college. In the 2017-18 school year, 69.4 percent of Options school seniors took CPS’ Senior Exit Questionnaire, which asked about students’ plans after high school. Some 52.6 percent of these students said that their primary postsecondary plan was to continue their education, making it the most common postsecondary plan among Options school students. By comparison, the second most common choice – “working” – was selected by 24 percent of Options students.

Despite Options school students’ interest in pursuing postsecondary education, college access and success providers appear significantly less likely to offer programming to students in Options schools, compared to other types of schools. In fact, just 17 percent of Options schools had at least one student served by one of the college access and success providers who completed the landscape scan. This finding is particularly striking when compared to the college access and success provider presence at other types of schools: Every Turnaround, STEM, selective enrollment, neighborhood, magnet, IB, and contract school had at least one student served by a college access and success provider who took our landscape scan, as did 95 percent of charter schools (Figure 10).

**Figure 10: Proportion of Schools with at least one student served by a landscape scan respondent, by school type**



## ANALYSIS AND KEY FINDINGS

While a good number of programs take place in settings outside of schools and not every provider directly interfaces with their students' schools, this disparity suggests that Options schools may be underserved by college access and success providers in Chicago. Specific reasons why students in Options schools do not seem to be served by college access and providers are not evident from these data and warrant deeper exploration; Options schools could be a key candidate for targeted investment of supplemental college access and success supports in the future.

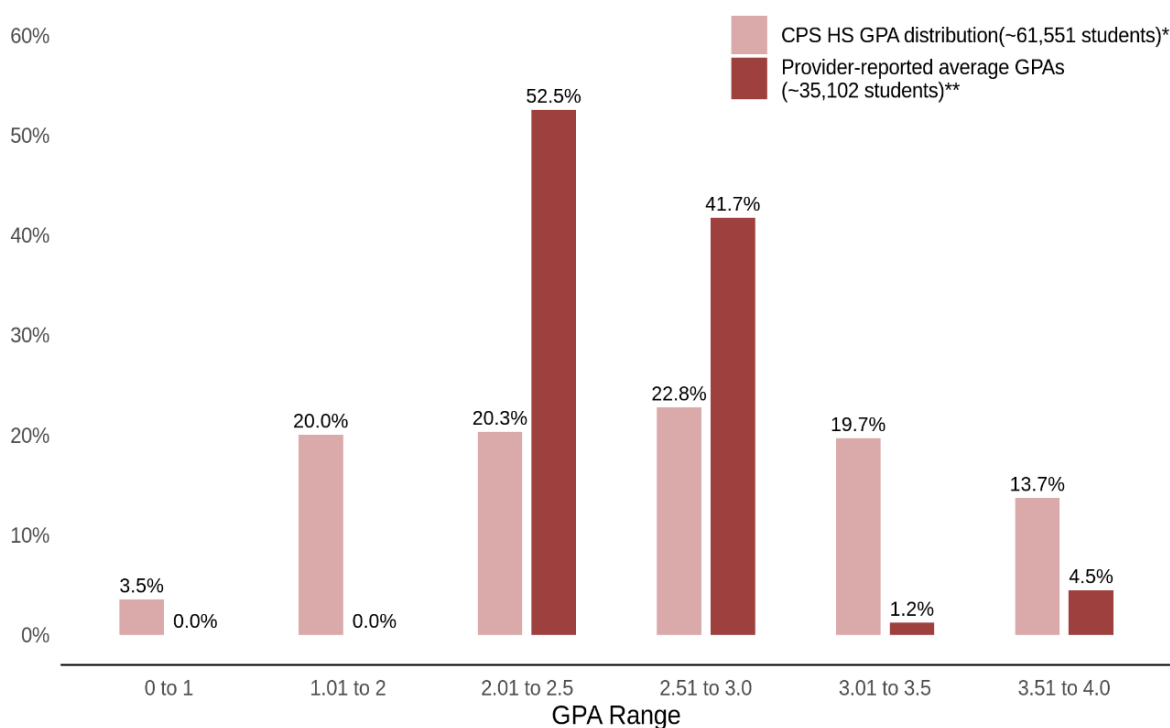
## ANALYSIS AND KEY FINDINGS

### Key Finding 2: Most providers are targeting services to students in the “academic middle”

When asked “Which of the following populations does your program prioritize?”, 42.4 percent of providers selected prioritizing students with GPAs ranging from 2.0 to 2.9. This group was the third most common priority population among providers who took the landscape scan, and is also a designated CPS priority population.

This emphasis on students in the “academic middle” is also evident in the average GPAs of program participants reported by providers. The overwhelming majority of providers who took our scan—94.2 percent—said that the average cumulative GPA of the students they serve was between 2.01 and 3.0. No providers stated that the average GPA of the students they served was below 2.0, and 5.7 percent of providers said that the average GPA of students they serve was above 3.0.<sup>3</sup> This is particularly striking since the GPAs of CPS high school students are much more evenly distributed, with 43.1 percent of CPS high school students having GPAs between a 2.01 and 3.0 (Figure 11).

**Figure 11: GPA distribution of landscape scan respondents' students' average GPAs and all CPS HS students' GPAs**



\*Calculated using CPS SY2018 transcript data. Excludes the GPAs of students in charter-managed and special education schools.

\*\*Providers reported the average GPA for students entering their program. This was then multiplied by estimated program size.

<sup>3</sup> Percentages add up to slightly less than 100 percent due to rounding.

## ANALYSIS AND KEY FINDINGS

Importantly, the suggestive focus of providers on students with GPAs between 2.01 and 3.0 does not immediately indicate the extent to which students outside of this range access college success services. Since providers only reported the average GPA of program participants, not the individual GPAs of their students, they are likely serving a number of students outside of their program's reported average GPA range. Additionally, students who are not being served by these providers may still be receiving services, either from their schools directly or from providers who did not complete the scan.

However, recent research indicates that 21 percent of CPS graduates with GPAs of 3.0 or higher do not immediately enroll in college, despite being well-qualified for postsecondary education (Coca, Nagaoka, & Seeskin, 2017). Additionally, according to CPS' 2018 Senior Exit Questionnaire, 62.3 percent of high school seniors with GPAs at or below 2.0 indicate enrolling in college as their primary postsecondary plan. Given that enrolling in college continues to be a likely goal for many CPS students across GPA bands, it is worthwhile to better understand the types of college access and success supports utilized by students outside of the 2.01 to 3.0 range.

### Key Finding 3: College access and success programs vary significantly in programmatic emphasis

There was substantial variety in the types of supports that landscape scan respondents offered, and most programs covered multiple service areas to address barriers to college access and success. Through our cluster analysis and principal components analysis (described on page 11), we found that most programs have a distinct programmatic focus. We categorized the scan respondents into seven distinct programming focus areas, described in Table 2. Specific supports offered by providers, and the degree to which providers emphasized those supports in their programming, can be found in Appendix D.<sup>4</sup>

**Table 2: Description of providers’ “clusters” of programming areas**

<i>Cluster Name (# of Providers)</i>	<i>Example Supports</i>
Academic (4)	Advanced Placement or International Baccalaureate Exam preparation; tutoring; learning general study skills
College Application (4)	Researching colleges; submitting applications/transcripts; evaluating and accepting college offers of admission
Skills and Auxiliary (3)	Working on critical thinking, leadership, and/or social-emotional learning skills; developing a college mindset, a growth mindset, a sense of belonging, or a sense of self-efficacy
Transition to College (1)	Registering for college courses; preparing for placement tests; identifying academic and extra-curricular supports
Career and Training (2)	Career counseling; job shadowing; identifying or providing internships for students
Financial (4)	Submitting financial aid applications like the FAFSA; completing FAFSA verification and loan counseling; identifying scholarship opportunities; reviewing financial aid award letters
Balanced (12)	Supports from across the above categories

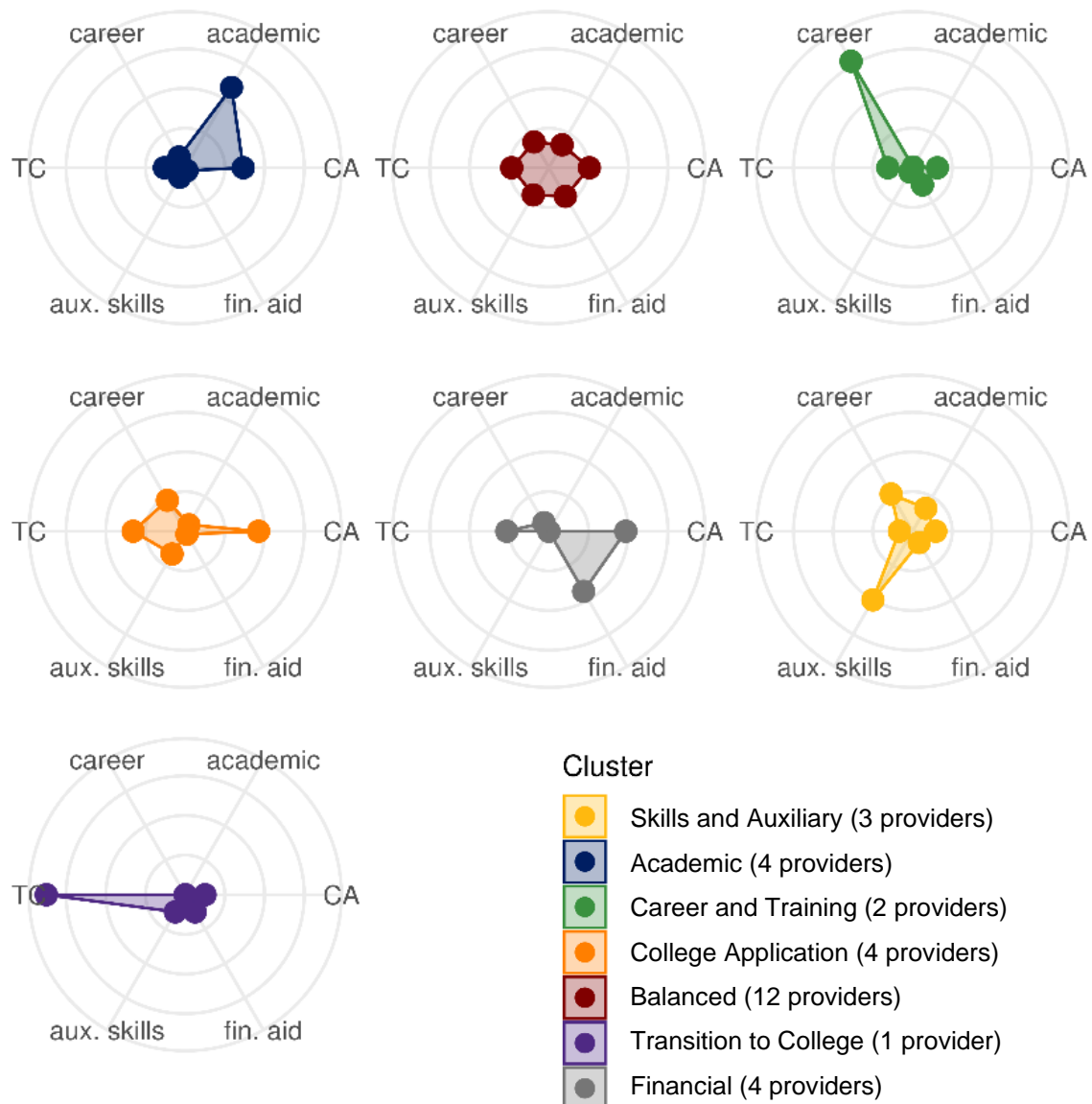
Figure 12 displays stylized radar plots of the responses of 30 providers to the question, “What is the distribution of supports provided by your organization?” Providers estimated the percentage of their total programming that focused on each type of support (career/training, academic, college application (CA), financial aid, skills/auxiliary, and transition to college (TC)), so that each provider’s answers added up to 100 percent. The six points on each plot show the average level of focus on each type of support that that group of providers indicated; the higher the average focus on a type of support was, the further away from the center point its representative dot is. Each radar plot represents the average responses of a particular cluster of providers: the blue radar plot represents the distribution of supports for the group of providers in the academic cluster, the red represents the group of providers in the balanced cluster, and so on.

<sup>4</sup> Two providers were excluded from this analysis because they did not answer this question, one provider was excluded because their program reported distribution did not add up to 100%, and a final provider was excluded because they submitted a response to this question after the conclusion of this analysis.

## ANALYSIS AND KEY FINDINGS

As these figures demonstrate, the extent to which a given area was a focus of provider programming differed by cluster. Providers in the academic, college application, skills/auxiliary, transition to college and career/training clusters strongly prioritized their respective focal support more heavily than any other. By contrast, providers identified as focusing on financial supports prioritized these services more than other providers, but put roughly as much weight on providing college application supports as financial supports. The providers who provided balanced supports placed relatively equal emphasis on providing all six types of supports.

**Figure 12: Average program support distribution across different clusters (Provider n = 30)**

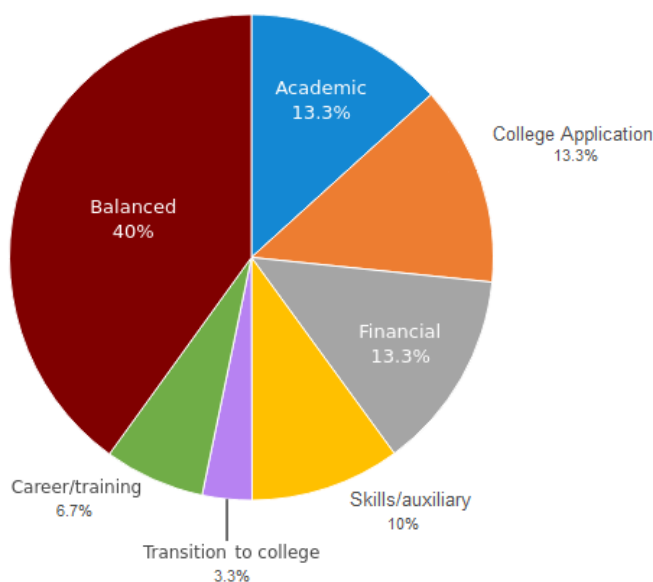


## ANALYSIS AND KEY FINDINGS

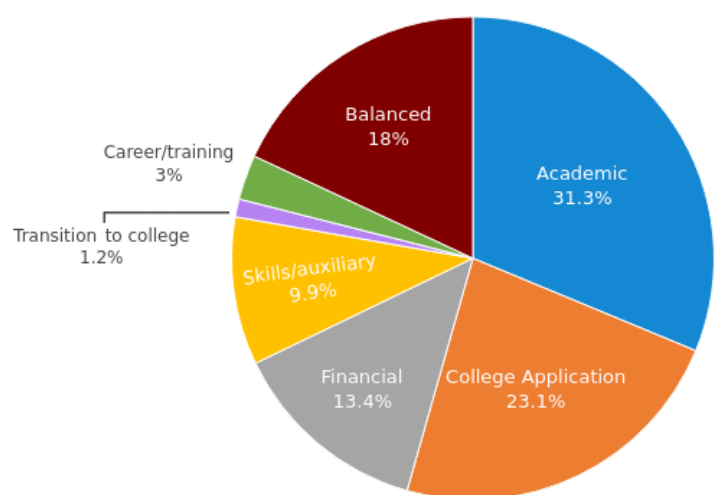
The largest proportion of providers in our study, 40 percent, are in the balanced cluster. However, if we take into account the number of students served by each cluster by weighting by estimated program size, only 18 percent of students are served by a balanced support provider. The academic cluster served the highest percentage of students at 31.3 percent when weighted by estimated provider size, despite only 13.3 percent of respondents falling into that cluster (Figure 13).

**Figure 13: Distribution of landscape scan respondents by cluster (Provider n = 30)**

Distribution of landscape scan respondents by cluster



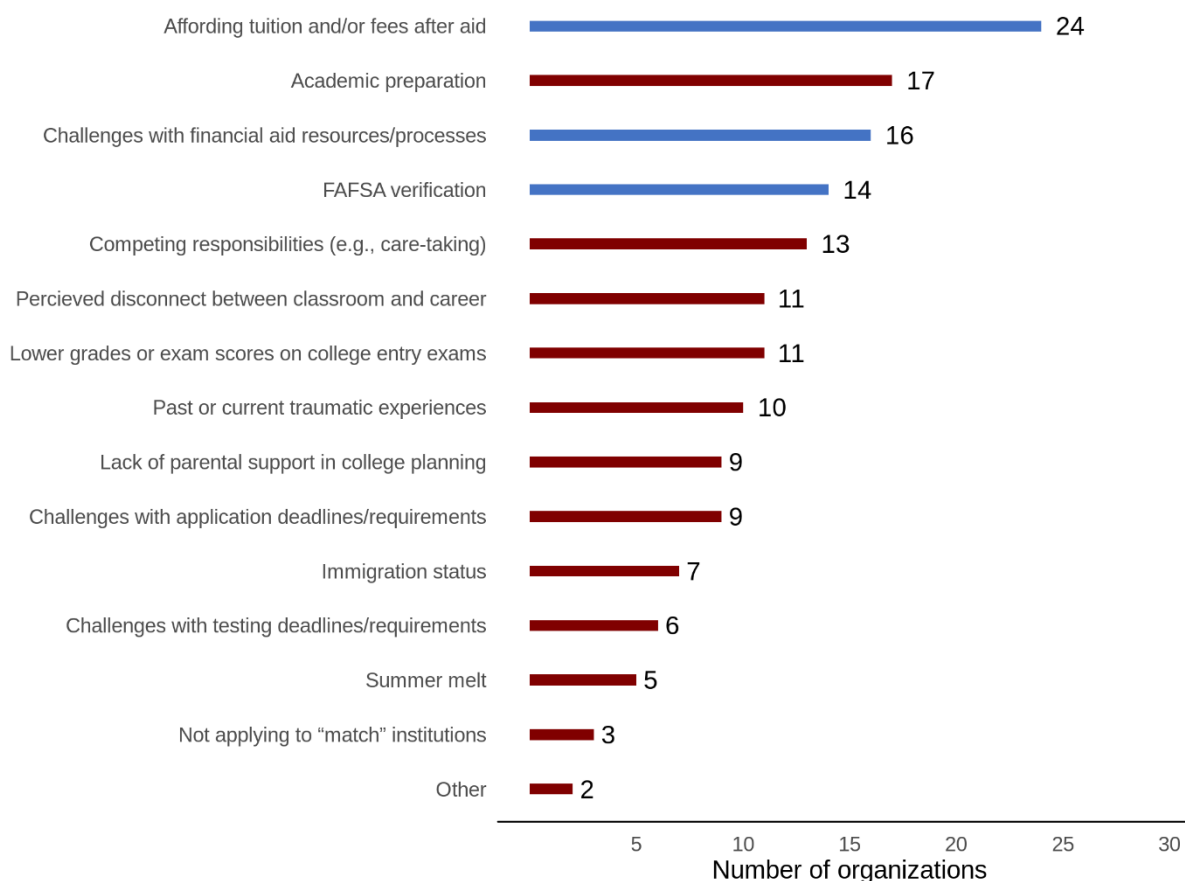
Distribution of landscape scan respondents by cluster, weighted by estimated program size



**Key Finding 4: Providers identify financial supports as a primary need among students, yet few providers focus primarily on addressing financial barriers in their programming**

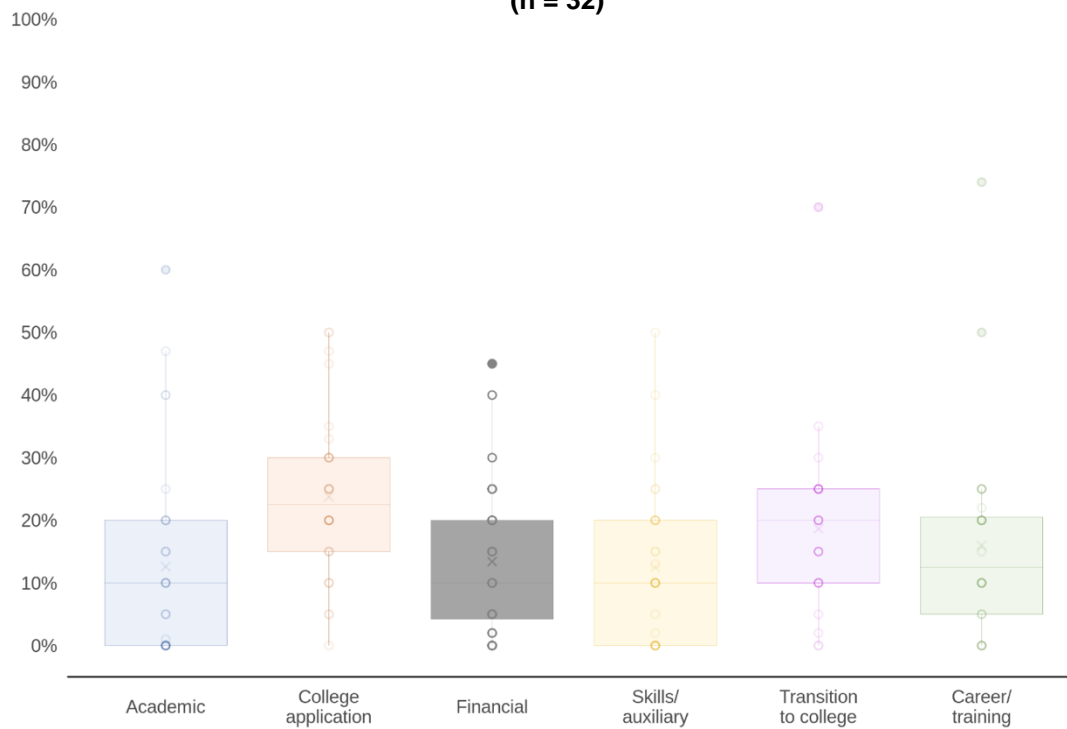
Financial supports were identified by scan respondents as a major barrier to college success, but are not a major part of programming for many college access and success providers. When asked to choose three areas in which their students most commonly face barriers in achieving college success, providers frequently mentioned financial barriers. In fact, three of the five most commonly reported barriers to college identified by providers were related to financial aid: *Affording tuition and/or fees after aid*, *Challenges with financial resources/processes*, and *FAFSA verification* (Figure 14). Yet, financial supports only make up about 10 percent of providers' total programming on average, and only about 13 percent of providers had a specific heightened focus on providing students with financial aid services (Figure 15).

**Figure 14: Landscape scan respondents' reported barriers to college success (n = 32)**



## ANALYSIS AND KEY FINDINGS

**Figure 15: Average distribution of program components by support type  
(n = 32)**

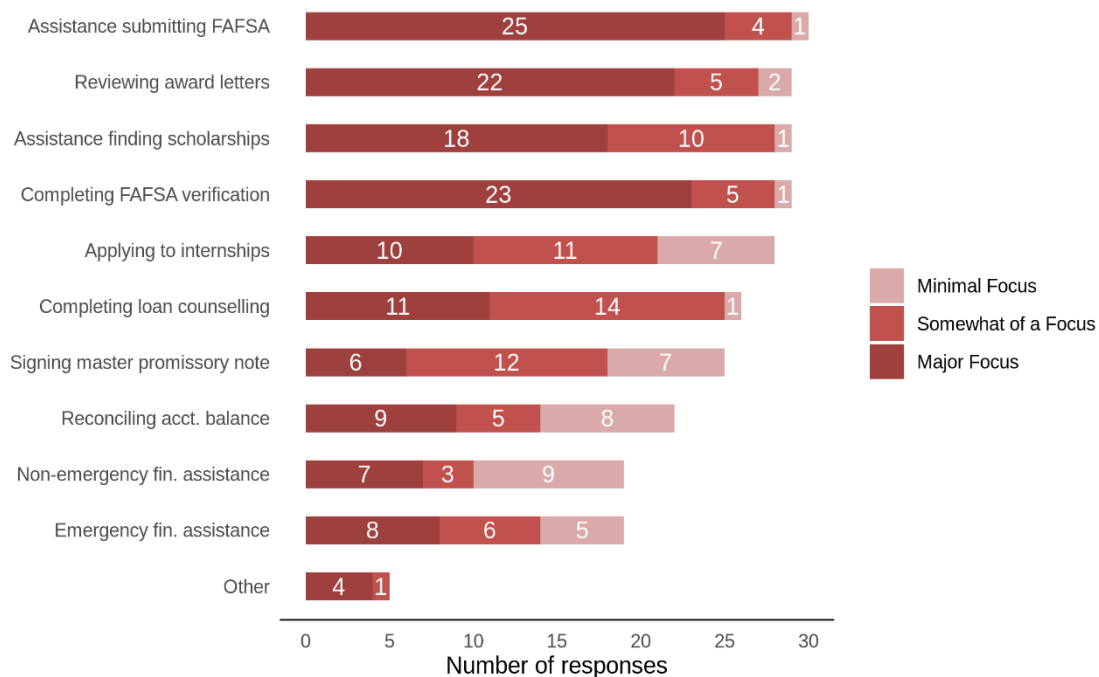


## ANALYSIS AND KEY FINDINGS

### Key Finding 5: Few providers offer scholarships and assistance for living expenses despite substantial identified need

In addition to a general lack of financial programming focus, there is a discrepancy between the identified financial need for students and the types of financial supports typically offered to students. *Affording tuition and fees after aid* was the single most common response providers gave when asked about students' biggest barriers to college. Yet, according to providers' responses about the nature and intensity of supports related to financial aid, the nature of offered financial supports tends to be more process-oriented (e.g., assistance submitting the FAFSA, completing the FAFSA verification, reviewing award letters) rather than the direct provision of aid (Figure 16). Five providers specifically stated that they would focus on providing direct aid to students if they had additional funding.

**Figure 16: Types of financial support offered by landscape scan respondents (n = 31)**



### **Key Finding 6: Opportunities exist for coordination and handoffs among providers**

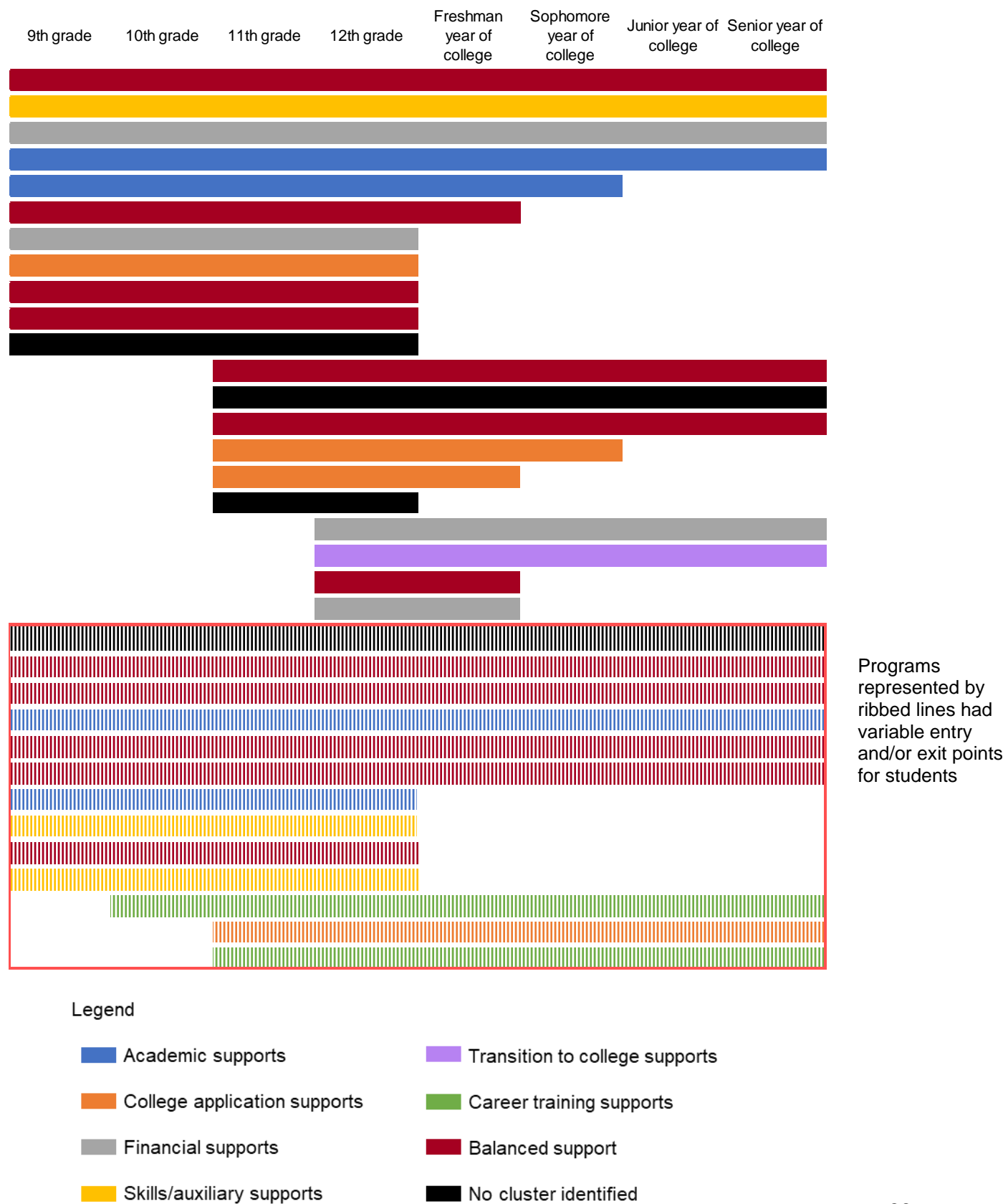
Given the differences in programming focus and the fact that programs last for different lengths of time, there are clear opportunities for collaboration across providers. A program that only lasts through junior and senior year of high school, for example, could work with a program that starts freshman year of college, while a program with a heavy focus on college application support could collaborate with a program with a particular focus on career and training supports.

Figure 17 shows the differing entry and exit points of programs, as well as their programmatic focus. Each row represents a specific provider that took the scan, where the left boundary of the rectangle shows when the program starts for students (e.g., 9<sup>th</sup> grade, 11<sup>th</sup> grade), and the right boundary of the rectangle shows when the program ends (e.g., 12<sup>th</sup> grade, senior year of college). The lighter rectangles in the red box at the bottom of the diagram are providers who reported they have variable entry or exit times (e.g., a student could enter the program at grade 9 or 10, or could leave as a freshman or sophomore in college). Each provider's rectangle is also color-coded by its programmatic focus "cluster," as outlined in the legend.

As seen in the figure, there is high variability in when and how providers in Chicago serve students. With such differences in entry and exit times for students, it is very plausible that students could be served by different providers at different points in their high school and college careers, allowing for years of continuous, coordinated college access and success support.

ANALYSIS AND KEY FINDINGS

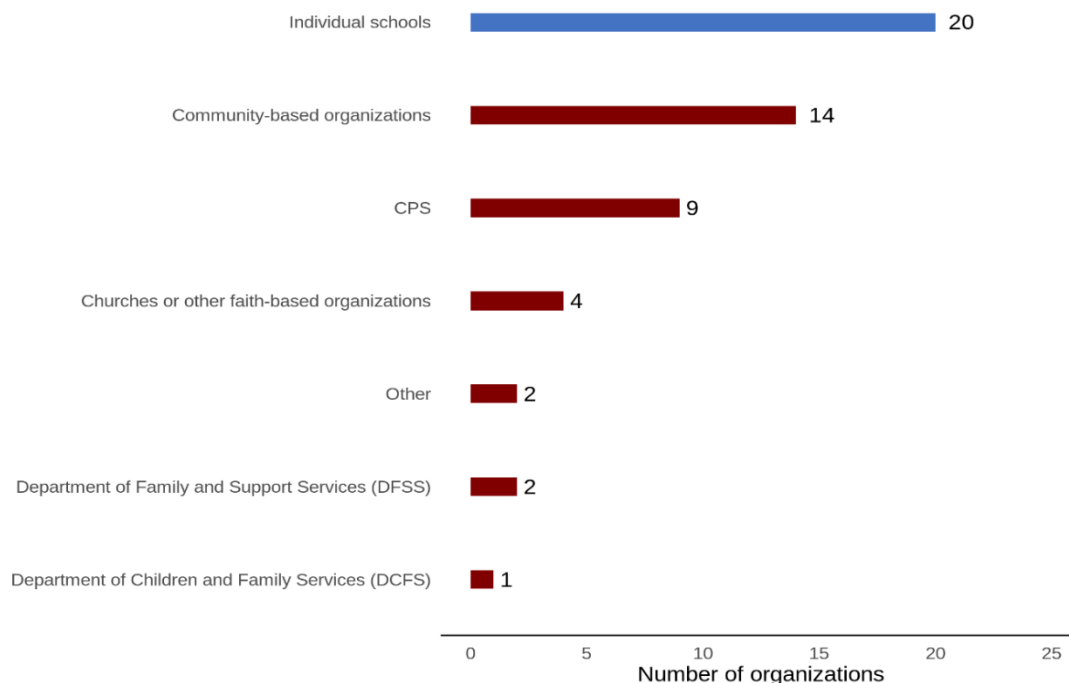
Figure 17: Entry and exit points of landscape scan respondents' programming, color-coded by programming focus (Provider n = 34)



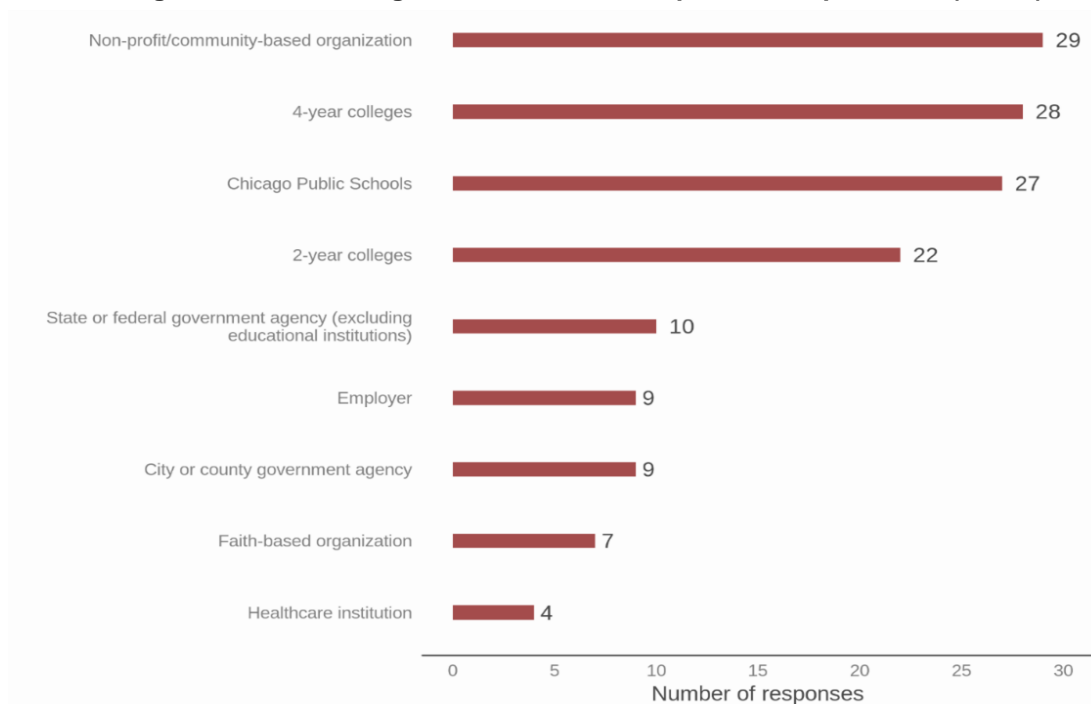
## ANALYSIS AND KEY FINDINGS

We also asked providers how they recruit students. Recruitment typically takes place through individual schools, though some recruitment occurs outside of schools through direct outreach to students (Figure 18). Therefore, schools are likely well positioned to coordinate different providers' services for their students, especially with the additional insight from this landscape scan. It also seems likely that providers would be open to additional collaboration with one another, since many described extant partnerships with various other entities like other non-profit organizations, CPS, and two- and four-year colleges (Figure 19).

**Figure 18: Recruitment referral organizations for landscape scan respondents (n = 21)**



**Figure 19: Partner organizations of landscape scan respondents (n = 31)**



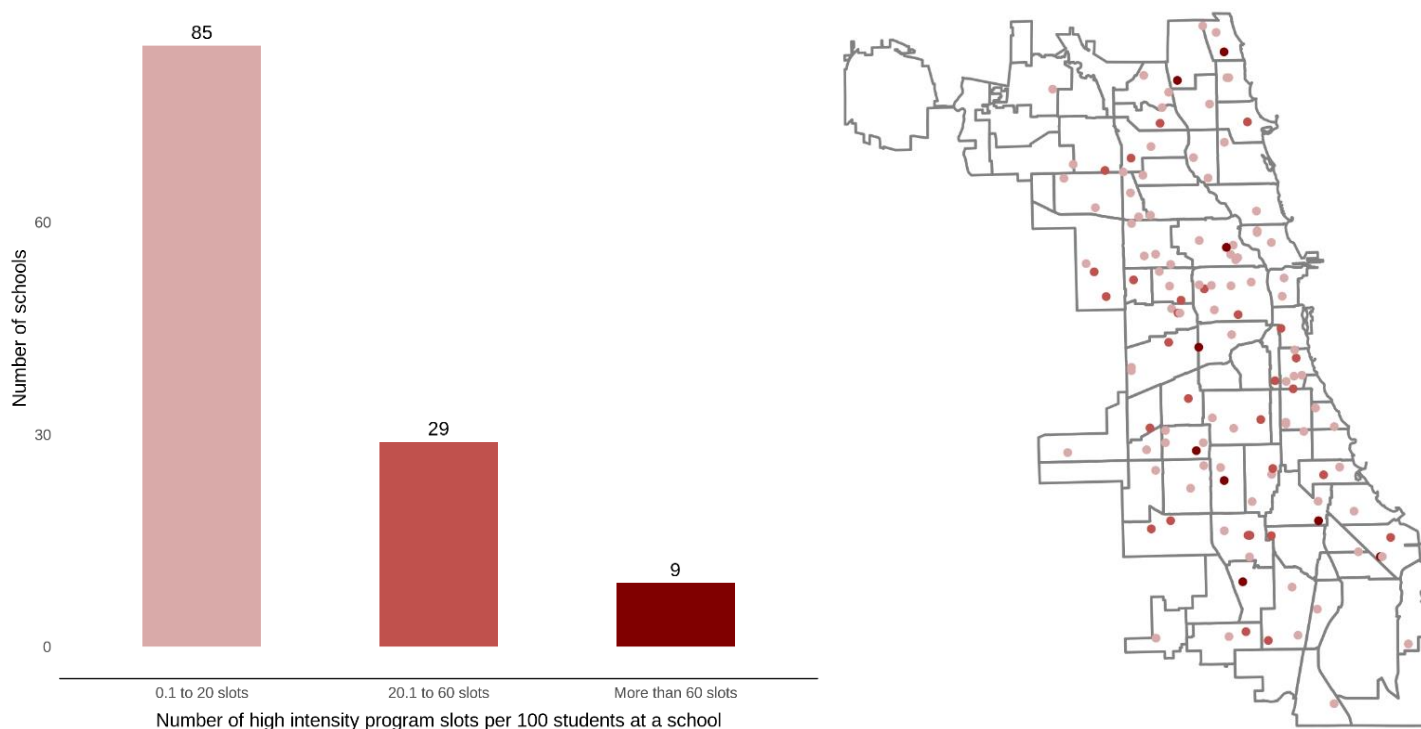
**Key Finding 7: Access to high-intensity programs varies significantly across the district**

One hundred and twenty-three of 175 CPS high schools, or 67.4 percent, had at least one student served by one or more of the high-intensity providers who took the follow-up survey. The schools with at least one high-intensity program slot are fairly evenly distributed geographically across schools throughout Chicago (Figure 20).

Eighty-five of these 123 schools, or 69.1 percent, had “low coverage” by high-intensity providers who took the follow-up survey. A “low-coverage school” is defined as one with 20 or fewer high-intensity provider slots for every 100 students at the school. The low-coverage schools have a fairly even geographic distribution as well.

Nine of the 123 schools, or 7.3 percent, had “high coverage” by high-intensity providers who took the follow-up survey. A “high-coverage school” is defined as one with more than 60 slots for every 100 students at the school. High-coverage schools seem be slightly more concentrated on the south side.

**Figure 20: Distribution of high-intensity follow-up survey respondents' program slots  
(Provider n = 13, school n = 123)**



**Key Finding 8: High-intensity providers tend to serve students in schools where there is demonstrated need for college access and success supports**

In general, there appears to be an inverse correlation between a school's performance and the number of high-intensity providers serving students at that school. That is, schools with higher college enrollment rates and ratings on CPS' School Quality Rating Policy (SQRP)<sup>5</sup> indicating higher performance tended to have fewer students served by high-intensity providers who took our survey. Conversely, schools with lower college enrollment rates and SQRP ratings indicating lower performance tended to be served by more high-intensity college access and success providers who took our survey (Table 3). This suggests that providers may be targeting schools that the district has identified as needing additional support.

**Table 3. Characteristics of schools by level of high-intensity provider coverage**

<i>High-Intensity Provider Coverage</i>	<i>Number of Slots per 100 Students</i>	<i># of Schools</i>	<i>SQRP Rating</i>	<i>Median College Enrollment Rate<sup>6</sup></i>	<i>Mean College Enrollment Rate<sup>7</sup></i>
Lowest Coverage	0.1 - 1	24	Level 1/ Level 1+	83.5	81.0
Low Coverage	0.1 - 20	85	Level 1	75.0	72.8
Middle Coverage	20.1 - 60	29	Level 2+	63.7	63.5
High Coverage	More than 60	9	Level 2	56.4	54.8
Highest Coverage	More than 80	4	Level 2	55.40	55.0

This finding seems to be robust: Even if we narrow the low-coverage threshold to only include schools with between 0.1 and one high-intensity program slot per 100 students ("lowest coverage" in the above table), and narrow the high-coverage threshold to schools with more than 80 program slots per 100 students ("highest coverage" in the table), the inverse correlation between college enrollment rates and high-intensity provider coverage remains.

<sup>5</sup> Ratings assigned to schools by CPS to indicate school quality based on performance on a number of metrics, such as student growth on the PSAT and SAT, student attainment on the SAT, freshman on-track rate, high school graduation rate, and college enrollment rate. Schools with SQRP levels 1+, 1, and 2+ are considered to be in good standing, while level 2 schools need "provisional support" and level 3 schools need "intensive support" ([CPS : School Quality Rating Policy," 2018](#)).

<sup>6</sup> College enrollment rates pulled from CPS' publicly available data on the CPS high school class of 2017, accessed August 2, 2019 ("CPS College Enrollment and Persistence Data Spreadsheet," 2018).

### Key Finding 9: Spots in high-intensity programs are concentrated in CPS neighborhood high schools

There is also a clear relationship between school type and high-intensity provider coverage. Neighborhood schools were overrepresented among high-coverage schools, while charter schools were overrepresented in low-coverage schools. Only 12.5 percent of the schools with lowest coverage by high-intensity providers were neighborhood schools, while 75 percent of schools with highest coverage by high-intensity providers were neighborhood schools. Charter schools made up 62.5 percent of lowest-coverage schools and 25 percent of highest-coverage schools (Table 4).

**Table 4. High-intensity program slot coverage by school type**

<i>School Type</i>	<i>Level of Coverage for High-Intensity Providers (Program slots per 100 students)</i>					<i>CPS Totals</i>	
	<b>Lowest</b> (0.1-1 slots)	<b>Low</b> (0.1-20 slots)	<b>Middle</b> (20.1-60 slots)	<b>High</b> (60.1+ slots)	<b>Highest</b> (80.1+ slots)	<b>% of schools</b>	<b># of schools</b>
Neighborhood	12.5%	32.9%	44.8%	77.8%	75.0%	30.9%	54
Options	0.0%	3.5%	0.0%	0.0%	0.0%	23.4%	41
Charter	62.5%	34.1%	27.6%	22.2%	25.0%	25.1%	44
Sel. Enroll.	16.6%	12.9%	0.0%	0.0%	0.0%	6.3%	11
Magnet	4.2%	3.5%	3.4%	0.0%	0.0%	2.3%	4
IB	4.2%	5.9%	3.4%	0.0%	0.0%	3.4%	6
STEM	0.0%	4.7%	10.3%	0.0%	0.0%	5.1%	9
Turnaround	0.0%	2.4%	6.9%	0.0%	0.0%	2.3%	4
Contract	0.0%	0.0%	3.4%	0.0%	0.0%	1.1%	2

In looking at these patterns, it is important to note that beyond the information presented as part of the scan, individual schools have varying levels of access to resources they can offer their students. These differences in supports provided directly by the school may influence the need for external programs.

## CONCLUSION

### Discussion and Next Steps

The landscape scan was designed to provide a systematic picture of the college access and success providers serving students in Chicago. The scan provides a high-level view of the programs operating in the city, who they are serving, and their areas of programmatic focus. In the process, we have found that while financial need remains one of the biggest barriers to college access and success for students, few programs provide scholarships or cash assistance to students. It is also likely that students in Options schools and those outside of the 2.0 to 3.0 unweighted GPA range are underserved relative to their peers.

These insights can help inform strategic investments and partnerships in the future. Additionally, the information we gathered can help identify opportunities for collaboration among the college access and success providers themselves, due to the providers' differing areas of focus and program entry and exit points.

In addition to these key insights, the original landscape scan raised specific questions around levels of access within schools. Through the follow-up survey analysis, we learned that there is significant variation in access to high-intensity supports at different schools, and that the concentration of supports seems to correlate to school type and school performance.

While much can be gleaned from this scan, the next phase of this research project will seek to answer additional questions around the effectiveness of college access and success programs and will identify characteristics of programs that are associated with the greatest impacts for different groups of students. This will also allow us to develop a deeper understanding of how best to support college access and success for young people in Chicago, yield actionable evidence to improve practice, and help more students achieve upward social mobility.

### Appendix A: Glossary

- **Clusters** – The seven different areas of programmatic focus we found that college access and success providers had, according to our cluster analysis. The seven clusters are academic; college application; skills and auxiliary; transition to college; career and training; financial; and balanced.
- **High-intensity providers** – Providers who serve students for more than 3 hours per week
- **High-coverage schools** – Schools that had more than 60 high-intensity provider slots for every 100 students at the school
- **Highest-coverage schools** – School that had more than 80 high-intensity provider slots for every 100 students at the school
- **Low-coverage schools** – Schools that had 20 or fewer high-intensity provider slots for every 100 students at the school
- **Lowest-coverage schools** - Schools that had between 0.1 and 1 high-intensity provider slots for every 100 students at the school
- **Large providers** – Providers who serve at least 300 students in Chicago per year
- **Follow-up survey** – The second survey we sent out to providers, asking for school level data on the schools and students they serve. We ultimately used follow-up survey data to look at coverage by high-intensity providers
- **Landscape scan (“original scan”)** – The first scan we sent out to providers, with 51 questions about college access and success programming and the students they serve
- **Options schools** – According to CPS, schools that “offer additional supports and services for students who have been out of school and seek to return, or who may need opportunities to earn credits in an accelerated program.” Options schools students include students who have been out of school, who have jobs during the traditional school day, who need to get back on track with credits, or who were involved in the juvenile justice system (“CPS : Departments: Innovation and Incubation: Education Options,” 2019).
- **School Quality Ratings Policy (SQRP) Ratings** – Ratings assigned to schools by CPS to indicate school quality based on performance on a number of metrics, such as student growth on the PSAT and SAT, student attainment on the SAT, freshman on-track rate, high school graduation rate, and college enrollment rate. There are five tiers: Level 3, Level 2, Level 2+, Level 1, and Level 1+. Level 3 is the lowest rating and Level 1+ is the best rating a school could receive. Schools with SQRP levels 1+, 1, and 2+ are considered to be in good standing, while level 2 schools need “provisional support” and level 3 schools need “intensive support” (“CPS : School Quality Rating Policy,” 2018).

## APPENDIX

### **Appendix B: Providers who completed the landscape scan**

- Albany Park Theater Project – College Access & Success Program
- AVID Center
- Bottom Line
- CCC – Postsecondary Navigators
- Chicago Housing Authority – Project SOAR
- Chicago Jesuit Academy – College Persistence Office
- Chicago Scholars
- College Possible
- Embarc, Inc.
- Enlace – AVANZA Program
- Gary Comer Youth Center
- Genesys Works
- Highsight
- iMentor
- Kennedy-King College – TRiO
- KIPP – KIPP Through College
- Loyola University –First Star Program
- Moneythink
- Northeastern Illinois University – Center for College Access & Success
- Northwestern Academy for Chicago Public Schools
- Northwestern University – College Bridge Program
- OneGoal
- Pass With Flying Colors
- Roosevelt University – Educational Talent Search
- SGA Youth and Family Services
- The Academy Group
- The Posse Foundation
- UChicago – College Advising Corps
- UChicago – Collegiate Scholars Program
- UChicago – Upward Bound
- UIC High School Partnerships Program
- Umoja Student Development Corporation
- Urban Alliance Foundation, Inc.
- Youth Guidance

### Appendix C: Landscape scan questions

Q1 Thank you for agreeing to participate in this scan of college access and success providers that directly engage with high school students enrolled in district-, contract-, and charter-managed schools within the Chicago Public Schools (CPS) district. Your help in completing this scan will be invaluable as the college access and success community seeks to identify systems-wide approaches to support high school students transition from high school to college.

#### How will this information be used?

The motivation for administering this survey is to understand the universe of college access and success supports available to low-income students beginning in high school and identifying specific supports and services that each organization provides. Responses and results from this survey will be presented in an aggregate format or used for program evaluation. Instead, we will analyze responses descriptively to provide a snapshot of services offered across Chicago. The analysis will include provider-specific profiles of services offered, as well as aggregate summaries of the services available citywide. We will link data from this survey to data on the distribution of students across the city to provide a picture of where support services are concentrated as well as to identify areas where services may be inadequately provided. Information from the survey will also be used to identify programs that the Poverty Lab will offer individualized technical assistance to in the form of descriptive analyses on program participants, which will provide detailed profiles of the students who participate in each of the programs. This technical assistance is completely optional and participating in the landscape scan is not contingent on participating in this analysis.

#### How do we define college success programming?

We define college access and success (college success) programming as programming with a primary focus on preparing students, starting in high school, to apply, enroll, and ultimately graduate from a two- or four-year college. For the purpose of this scan, we are focusing on programming that first engages students when they are entering or enrolled in a Chicago Public Schools (CPS) high school, but is separate from the support they may receive through their high school counselor or other school-based staff. This also includes programs that continue working with students after high school graduation.

**Who should participate in this scan?** Organizations that currently offer college success programming and support high school students in the transition to and/or through college. Staff completing the survey should have a firm understanding of the supports and services the organization provides to high school students in need of college success programming as well as the program's data collection process. The survey will take approximately 25 minutes to complete. If you have any questions about this survey, please contact [Poverty Lab Research Manager].

## APPENDIX

### Q2 General Organizational Information

- ☐ Organization Name (1) \_\_\_\_\_
- ☐ Full Organization Address (2) \_\_\_\_\_
- ☐ Contact Full Name (3) \_\_\_\_\_
- ☐ Contact Position (4) \_\_\_\_\_
- ☐ Contact Email (5) \_\_\_\_\_
- ☐ Contact Phone (###-###-####) (6) \_\_\_\_\_

### Q3 Organization Type

- ☐ Private for-profit organization (1)
- ☐ Private non-profit organization (2)
- ☐ Other (briefly describe) (3) \_\_\_\_\_

Q4 Which CPS high schools do students enrolled in your college success programming attend?  
Select all that apply.

*[List of CPS high schools followed]*

Q5 Which Chicago community areas does your program serve? Select all that apply.

*[List of Chicago's 77 community areas followed]*

Q6 How many high school students in Chicago receive college success programming from your organization on an annual basis?

- |   |  |
|---|--|
| <input type="radio"/> Fewer than 25 (1) | <input type="radio"/> 500 to 999 (6)     |
| <input type="radio"/> 25 to 49 (2)      | <input type="radio"/> 1,000 to 4,999 (7) |
| <input type="radio"/> 50 to 99 (3)      | <input type="radio"/> 5,000 to 9,999 (8) |
| <input type="radio"/> 100 to 299 (4)    | <input type="radio"/> 10,000 or more (9) |
| <input type="radio"/> 300 to 499 (5)    |  |

## APPENDIX

Q7 Does your organization provide college success programming in other cities?

- ☐ Yes (1)
- ☐ No (2)

Q8 How long has your organization offered college success programming to high school students in Chicago?

- ☐ Less than 1 year (1)
- ☐ Between 1 and 4 years (2)
- ☐ Between 5 and 9 years (3)
- ☐ Between 10 and 14 years (4)
- ☐ Between 15 and 20 years (5)
- ☐ More than 20 years (6)

Q9 When does your programming primarily take place?

- ☐ All seasonal breaks (i.e. winter, spring, summer) (1)
- ☐ School year (2)
- ☐ Summer and school year, but not during seasonal breaks (3)
- ☐ Summer and school year, including during season breaks (4)
- ☐ Summer break only (5)

Q10 How many students can your organization serve at a time in its college success program(s)?

- |   |  |
|---|--|
| <input type="radio"/> Fewer than 25 (1) | <input type="radio"/> 500 to 999 (5)     |
| <input type="radio"/> 25 to 49 (2)      | <input type="radio"/> 1,000 to 1,999 (6) |
| <input type="radio"/> 50 to 99 (3)      | <input type="radio"/> 2,000 to 4,999 (7) |
| <input type="radio"/> 100 to 499 (4)    | <input type="radio"/> 5,000 or more (8)  |

## APPENDIX

Q11 Which of the following options best describes your organization's current capacity to serve high school students?

- ☐ Able to serve all eligible high school students (1)
- ☐ Able to serve more eligible high school students than currently serving (2)
- ☐ Cannot serve all eligible high school students (3)

Q12 Please estimate the number of eligible students who apply to your programming but who you cannot serve on an annual basis. \_\_\_\_\_

Q13 Does your organization maintain a program wait list?

- ☐ Yes (1)
- ☐ No (2)

Q14 What grade are students enrolled in when the program cycle begins? Select all that apply.

- ☐ Freshman year of high school (1)
- ☐ Sophomore year of high school (2)
- ☐ Junior year of high school (3)
- ☐ Senior year of high school (4)
- ☐ Students can enter at different grades in high school (5)

Q15 What grade are students enrolled in when the program cycle concludes? Select all that apply.

- |   |  |
|---|--|
| <input type="radio"/> Freshman year of high school (1)  | <input type="radio"/> Sophomore year of college (6)  |
| <input type="radio"/> Sophomore year of high school (2) | <input type="radio"/> Junior year of college (7)   |
| <input type="radio"/> Junior year of high school (3)    | <input type="radio"/> Senior year of college (8)   |
| <input type="radio"/> Senior year of high school (4)    | <input type="radio"/> Program is designed for students to exit at different grades/years (9) |
| <input type="radio"/> Freshman year of college (5)      |  |

Q16 Briefly describe student requirements for participating in your program.

---

## APPENDIX

Q17 What is the gender distribution of the high school students served by your organization? Please enter a percentage for each gender below. Total must add up to 100%. If unknown, please estimate to the best of your knowledge.

Male : \_\_\_\_\_ (1)  
Female : \_\_\_\_\_ (2)  
Transgender/non-binary : \_\_\_\_\_ (3)  
Total : \_\_\_\_\_

Q18 What is the race/ethnicity distribution of the high school students served by your organization? Please enter a percentage for each group below. Total must add up to 100%. If unknown, please estimate to the best of your knowledge.

African-American : \_\_\_\_\_ (1)  
Asian : \_\_\_\_\_ (2)  
Caucasian : \_\_\_\_\_ (3)  
Latinx/Hispanic : \_\_\_\_\_ (4)  
Native American : \_\_\_\_\_ (5)  
Bi-racial : \_\_\_\_\_ (6)  
Other : \_\_\_\_\_ (7)  
Total : \_\_\_\_\_

Q19 Please estimate the distribution of CPS school types that students served by your organization attend. Total must add up to 100%.

Charter : \_\_\_\_\_ (1)  
Contract : \_\_\_\_\_ (2)  
International Baccalaureate : \_\_\_\_\_ (3)  
Magnet : \_\_\_\_\_ (4)  
Neighborhood : \_\_\_\_\_ (5)  
Selective Enrollment : \_\_\_\_\_ (6)  
STEM : \_\_\_\_\_ (7)  
Turnaround : \_\_\_\_\_ (8)  
Other : \_\_\_\_\_ (9)  
Options : \_\_\_\_\_ (10)  
Total : \_\_\_\_\_

## APPENDIX

Q20 Which of the following populations does your program prioritize? Select all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> African-American males (1)                  | <input type="checkbox"/> Underrepresented minorities (7)       |
| <input type="checkbox"/> English language learners (ELL or ESL) (2)  | <input type="checkbox"/> Undocumented youth (8)                |
| <input type="checkbox"/> Latino males (3)                            | <input type="checkbox"/> Youth from low-income backgrounds (9) |
| <input type="checkbox"/> Students in foster care (4)                 | <input type="checkbox"/> None of the above (10)                |
| <input type="checkbox"/> Students who have experienced trauma (5)    | <input type="checkbox"/> Other (11)                            |
| <input type="checkbox"/> Students with GPAs ranging from 2.0-2.9 (6) |  |

Q21 Which criteria do you use to select students into your programming? Select all that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> 1-on-1 interview or audition (1)   | <input type="checkbox"/> Letters of recommendation (5)                        |
| <input type="checkbox"/> Essay (2)  | <input type="checkbox"/> No selection criteria (first come, first served) (6) |
| <input type="checkbox"/> GPA (3)  | <input type="checkbox"/> Portfolio submission (7)                             |
| <input type="checkbox"/> Group interview or audition (i.e., with more than one student applicant) (4) | <input type="checkbox"/> Proof or level of familial income (8)                |
|   | <input type="checkbox"/> Other (9) _____                                      |

Q22 On average, what is the unweighted cumulative high school GPA of youth you serve when they enter your program?

- ☐ Below 2.0 (1)
- ☐ 2.0 to 2.49 (2)
- ☐ 2.5 to 3.0 (3)
- ☐ 3.01 to 3.5 (4)
- ☐ Above 3.5 (5)

## APPENDIX

Q23 Please select three areas in which students served by your organization most commonly face barriers in achieving college success.

- ☐ Academic preparation (1)
- ☐ Competing responsibilities (e.g., care-taking) (2)
- ☐ Diminished academic engagement after prolonged school breaks (i.e., “summer melt”) (3)
- ☐ FAFSA verification (4)
- ☐ Immigration status (5)
- ☐ Challenges in paying for tuition and/or fees after the financial aid process (6)
- ☐ Non-competitive grades or exam scores on college entry exams (7)
- ☐ Not applying to “match” institutions (8)
- ☐ Not having parental support or engagement with planning for college (9)
- ☐ Past or current traumatic experiences (10)
- ☐ Perceived disconnect between postsecondary ed & pathway of interest (11)
- ☐ Challenges with application deadlines/requirements (12)
- ☐ Challenges with financial aid resources/processes (13)
- ☐ Challenges with testing deadlines/requirements (14)
- ☐ Other (15) \_\_\_\_\_

Q24 Does your organization provide a postsecondary seminar at one or more of the schools you serve?

- ☐ Yes (1)
- ☐ No (2)

Q25 Does the seminar meet during the school day or outside of it?

- ☐ During the school day (1)
- ☐ Outside of the school day (2)

## APPENDIX

Q26 What is the distribution of supports provided by your organization? Please enter a percentage for each type of support below. Total must add up to 100%. If unknown, please estimate to the best of your knowledge.

Academic Support : \_\_\_\_\_ (1)  
 College Application Support : \_\_\_\_\_ (2)  
 Financial Support : \_\_\_\_\_ (3)  
 Skills and Auxiliary Support : \_\_\_\_\_ (4)  
 Transition to College Support : \_\_\_\_\_ (5)  
 Career Exploration and Training Support : \_\_\_\_\_ (6)  
 Total : \_\_\_\_\_

Q27 Select all the **academic** supports and services that your organization directly provides to high school students and the degree to which these supports are a focus in your programming.

	Do Not Provide (1)	Minimal Focus (2)	Somewhat of a Focus (3)	Major Focus (4)
Advanced Placement or International Baccalaureate Exam preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and participating in service learning opportunities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning general study skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting high school courses (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring during college (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring during high school (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## APPENDIX

Q28 Select all the **application** supports and services that your organization directly provides to high school students and the degree to which these supports are a focus in your programming.

	Do Not Provide (1)	Minimal Focus (2)	Somewhat of a Focus (3)	Major Focus (4)
Evaluating and accepting a college offer of admission (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recommendations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Researching and identifying “best-fit/match” colleges to apply to (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitting college applications (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitting scores for college entrance exams (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitting transcript information (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying for college entrance exams (including TOEFL) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing application essays (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## APPENDIX

Q29 Select all the **financial** supports and services that your organization directly provides to high school students and the degree to which these supports are a focus in your programming.

	Do Not Provide (1)	Minimal Focus (2)	Somewhat of a Focus (3)	Major Focus (4)
Assistance submitting financial aid applications (e.g., FAFSA) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance identifying scholarship opportunities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing FAFSA verification (e.g., helping students gather requested documents, submitting documents to schools, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing loan counseling (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly providing emergency financial assistance (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directly providing non-emergency scholarships/financial aid (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and applying to paid internships/jobs (including work-study opportunities) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconciling account balance (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing and/or responding to financial aid award letters (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signing master promissory note (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## APPENDIX

Q30 Select all the **skills/auxiliary** supports and services that your organization directly provides to high school students and the degree to which these supports are a focus in your programming.

	Do Not Provide (1)	Minimal Focus (2)	Somewhat of a Focus (3)	Major Focus (4)
Civil rights/advocacy (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a college mindset (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a growth mindset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a sense of belonging (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a sense of self-efficacy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELL/ESL training (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial literacy education (e.g. health insurance, medical expenses, personal finance, and tax filing) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job-readiness/soft skills training (customer service, time management, communication, conflict resolution) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social-emotional learning (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports for diverse learners (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports for undocumented students (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology literacy (e.g., computers, internet access) (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## APPENDIX

Q31 Select all the high school transition supports and services that your organization directly provides to high school students and the degree to which these supports are a focus in your programming.

	Do Not Provide (1)	Minimal Focus (2)	Somewhat of a Focus (3)	Major Focus (4)
College course registration (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and connecting with on-campus academic supports (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and connecting with on-campus extra-curricular support (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for placement tests (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 Select all the career exploration and preparation/training supports and services that your organization directly provides to high school students and the degree to which these supports are a focus in your programming.

	Do Not Provide (1)	Minimal Focus (2)	Somewhat of a Focus (3)	Major Focus (4)
Apprenticeship (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business/industry field trips (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career advising/counseling (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying internships (on- or off-campus) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job shadowing (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-apprenticeship (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## APPENDIX

Q33 On average, how many hours each week do students participate in programming or services provided by your organization? If unknown, please estimate to the best of your knowledge.

- ☐ Less than 3 hours (1)
- ☐ 3 to 5 hours (2)
- ☐ 6 to 10 hours (3)
- ☐ 11 to 15 hours (4)
- ☐ More than 15 hours (5)

Q35 Of the options below, which recruitment strategies does your organization use to target high school students? Select all that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Offering services in locations easily accessible to high school students (1) | <input type="checkbox"/> Social media (Facebook, Twitter, etc.) (6) |
| <input type="checkbox"/> Peer recruiters (2)  | <input type="checkbox"/> Texting/calling high school students (7)   |
| <input type="checkbox"/> Program promotion/marketing (3)  | <input type="checkbox"/> Word of mouth (8)                          |
| <input type="checkbox"/> Providing transportation to programming (4)                                  | <input type="checkbox"/> None of the above (9)                      |
| <input type="checkbox"/> Referrals (5)  | <input type="checkbox"/> Other (10) _____                           |

Q36 Which referral services does your organization use to recruit high school students? Select all that apply and specify referring agencies where appropriate.

- ☐ Churches or other faith-based organizations (1)
- ☐ Community-based organizations (2)
- ☐ CPS (please specify which CPS school or department) (3)
- ☐ Department of Children and Family Services (DCFS) (4)
- ☐ Department of Family and Support Services (DFSS) (5)
- ☐ Healthcare provider (6)
- ☐ Individual schools (7)

## APPENDIX

Q37 Do you measure or track data on the participation, progress, or success of the high school students you serve?

- ☐ Yes (1)
- ☐ No (2)

Q38 Please select the types of student outcomes data your organization collects on the high school students you serve.

- ☐ GPA (1)
- ☐ High school attendance (2)
- ☐ High school graduation (3)
- ☐ College enrollment (4)
- ☐ College persistence (5)
- ☐ College graduation (6)
- ☐ Match and fit (7)
- ☐ None of the above (8)
- ☐ Other (9) \_\_\_\_\_

Q39 Please select the types of program data that your organization collects on the high school students you serve.

- ☐ Completion (1)
- ☐ Early exit (2)
- ☐ Participant demographics (3)
- ☐ Program attendance (4)
- ☐ Program satisfaction/feedback (5)
- ☐ Reason for leaving program (6)
- ☐ None of the above (7)
- ☐ Other (8) \_\_\_\_\_

## APPENDIX

Q41 Please select the top three outcomes that your organization prioritizes in supporting high school students in achieving college success.

- ☐ Applying to a target number of “match” schools (1)
- ☐ College acceptance (2-year) (2)
- ☐ College acceptance (4-year) (3)
- ☐ College enrollment (2-year) (4)
- ☐ College enrollment (4-year) (5)
- ☐ College persistence (6)
- ☐ College retention (continuous enrollment at the same institution) (7)
- ☐ Associate’s degree attainment (8)
- ☐ Transferring from a 2-year college to a 4-year college (regardless of associate’s degree attainment) (9)
- ☐ Transferring from a 2-year college to a 4-year college (with an associate’s degree) (10)
- ☐ Bachelor’s degree attainment (11)
- ☐ Student debt burden after graduation (12)
- ☐ Other (13) \_\_\_\_\_

Q42 Does your organization use data from the National Student Clearinghouse to track college outcomes (i.e., college enrollment, persistence, retention, graduation)?

- ☐ Yes (1)
- ☐ No (2)

## APPENDIX

Q43 Please select all the ways in which your organization uses data on high school student services and outcomes.

- ☐ Fundraising and organizational promotion (1)
- ☐ Grant reporting (2)
- ☐ Performance monitoring (3)
- ☐ Program evaluation (4)
- ☐ Program improvement (5)
- ☐ Reporting to board of directors (6)
- ☐ Strategic planning (7)
- ☐ None of the above (8)
- ☐ Other (9) \_\_\_\_\_

Q44 Please select all the data collection and tracking tools your organization uses.

- ☐ Assessments (1)
- ☐ Data management system (Please specify system(s) e.g., Cityspan, Salesforce, Efforts to Outcomes (ETO), etc.) (2)
- ☐ Data sharing agreements with organizations/agencies (3)
- ☐ Focus groups (4)
- ☐ Interviews (5)
- ☐ Observation (6)
- ☐ Pre-post tests (7)
- ☐ Spreadsheets (8)
- ☐ Surveys (9)
- ☐ None of the above (10)
- ☐ Other (11) \_\_\_\_\_

## APPENDIX

Q45 Would you be interested in connecting with the Poverty Lab for data support?

- ☐ Yes (Please describe the type of data support you seek.) (1) \_\_\_\_\_
- ☐ No (2)

Q46 Select all the types of organizations your organization partners with to support high school students in accessing, persisting, or graduating from college.

- |   |  |
|---|--|
| <input type="checkbox"/> 2-year colleges (1)                  | <input type="checkbox"/> Healthcare institution (7)  |
| <input type="checkbox"/> 4-year colleges (2)                  | <input type="checkbox"/> Non-profit/community-based organization (8)                                 |
| <input type="checkbox"/> Chicago Public Schools (3)           | <input type="checkbox"/> State or federal government agency (excluding educational institutions) (9) |
| <input type="checkbox"/> City or county government agency (4) | <input type="checkbox"/> None of the above (10)  |
| <input type="checkbox"/> Employer (5)                         | <input type="checkbox"/> Other (11) _____  |
| <input type="checkbox"/> Faith-based organization (6)         |  |

Q47 What is the estimated average direct annual program cost per high school students served? This should reflect the estimated “true cost” to your organization per high school students served, rather than funder payment limitations.

- ☐ Less than \$1,000 per high school student (1)
- ☐ \$1,000 to \$4,999 per high school student (2)
- ☐ \$5,000 to \$9,999 per high school student (3)
- ☐ \$10,000 to \$14,999 per high school student (4)
- ☐ \$15,000 to \$19,999 per high school student (5)
- ☐ \$20,000 to \$29,999 per high school student (6)
- ☐ \$30,000 or more per high school student (7)
- ☐ Unknown (8)

## APPENDIX

Q48 Are there additional services that you would like to provide for high school students but have not been able to fund? If yes, please describe below.

☐ Yes (1) \_\_\_\_\_

☐ No (2)

Q49 What are the greatest challenges facing organizations supporting high school students in accessing, persisting, and graduating from college?

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Q50 Please tell us about local examples of innovative or particularly promising approaches or models for serving high school students in this area that we can learn from.

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Q51 What recommendations do you have for our city to better address the needs of high school students in accessing and graduating from college?

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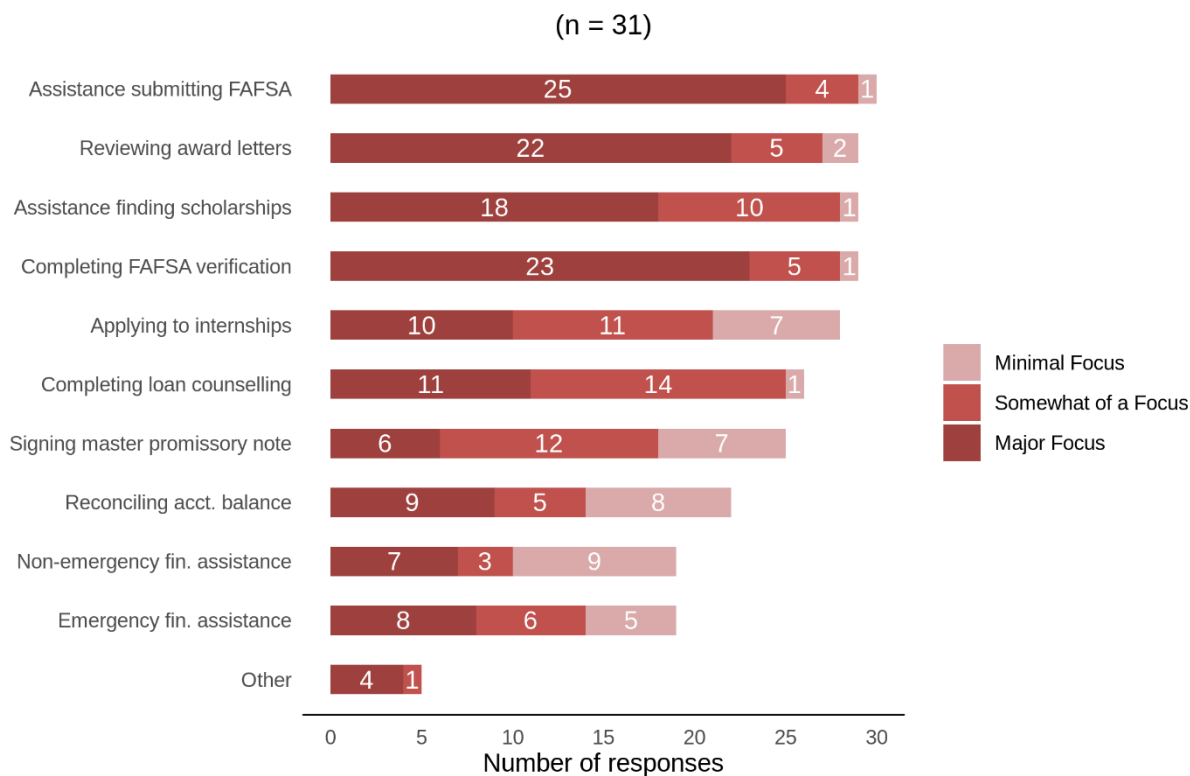
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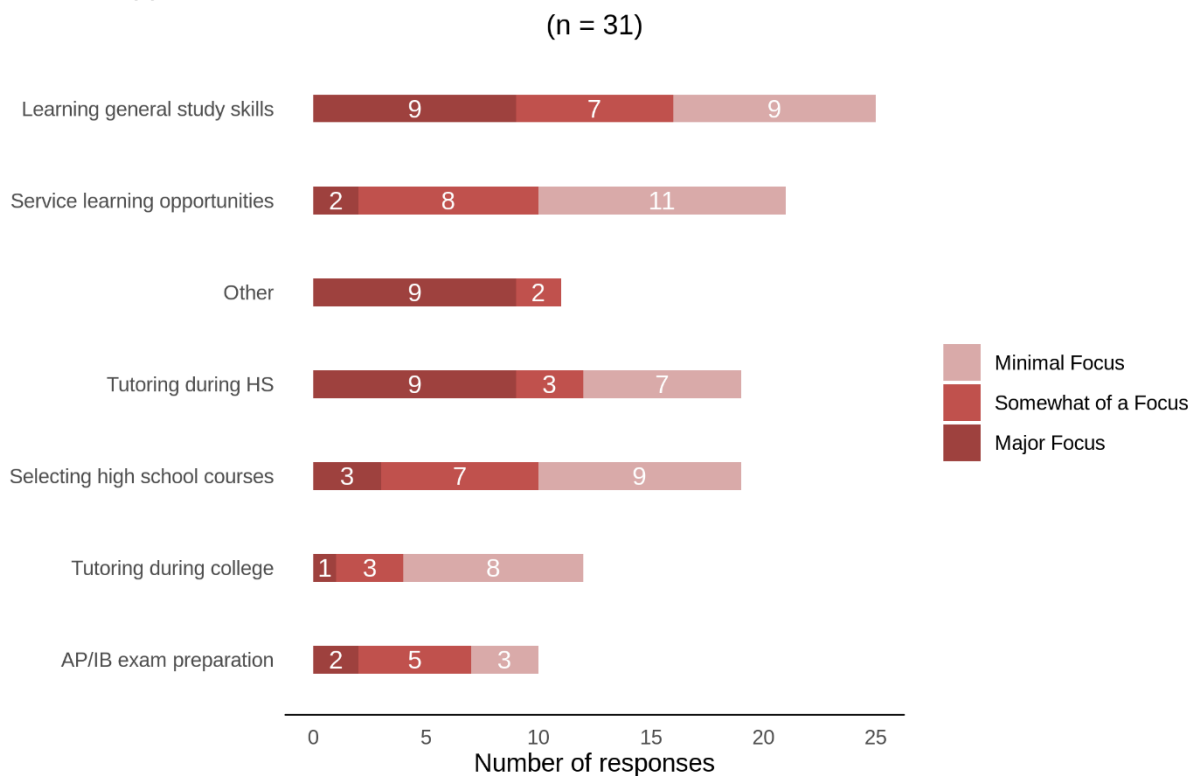
## APPENDIX

### Appendix D: Specific supports offered by providers

#### Financial supports

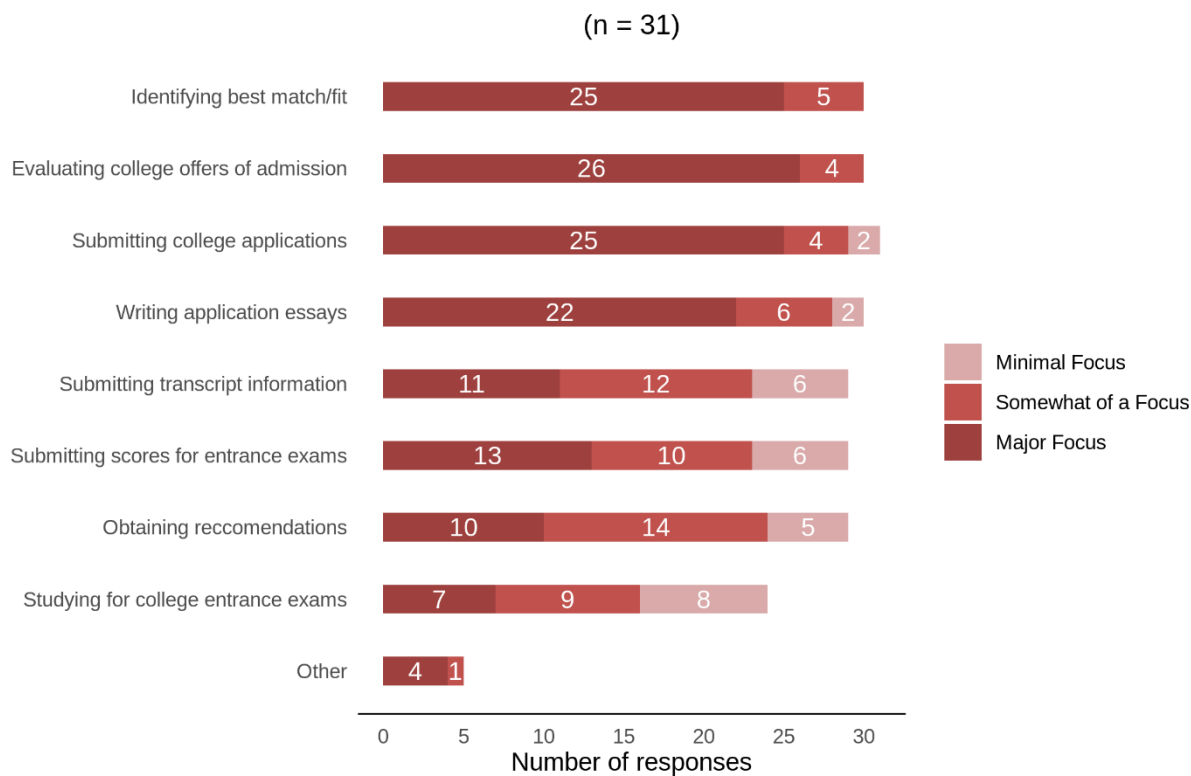


#### Academic supports

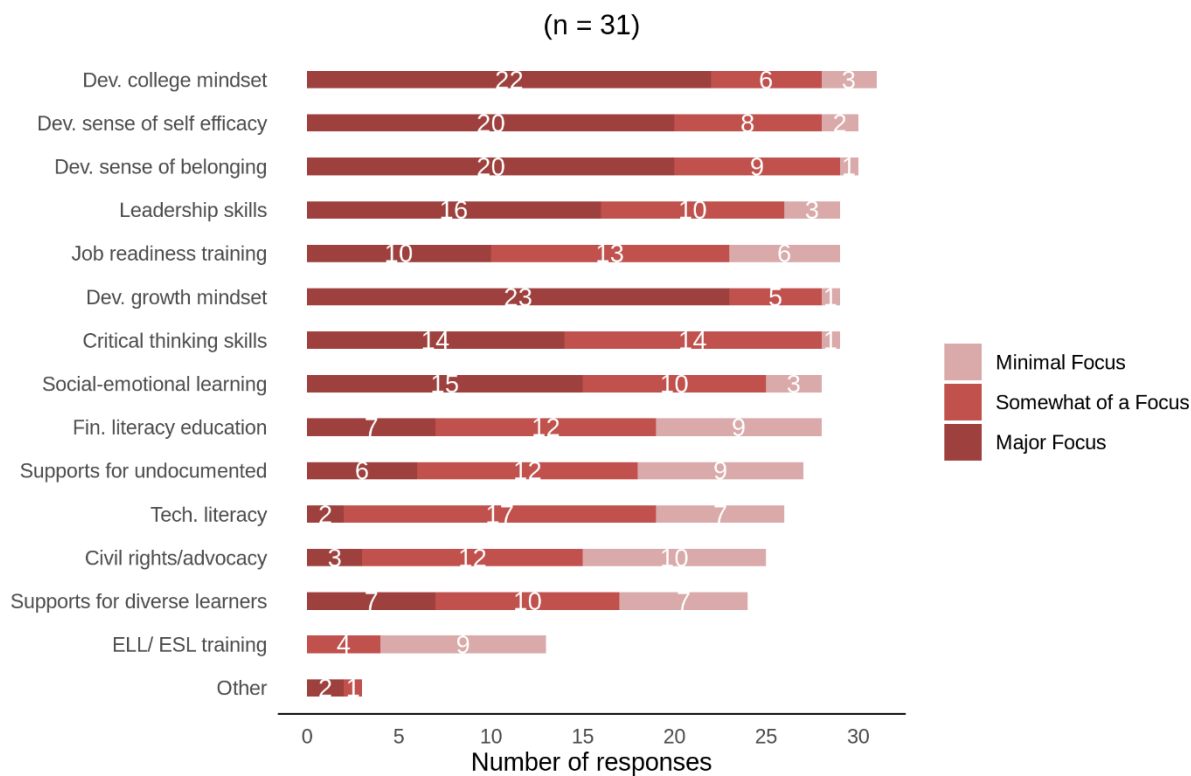


## APPENDIX

### College application supports



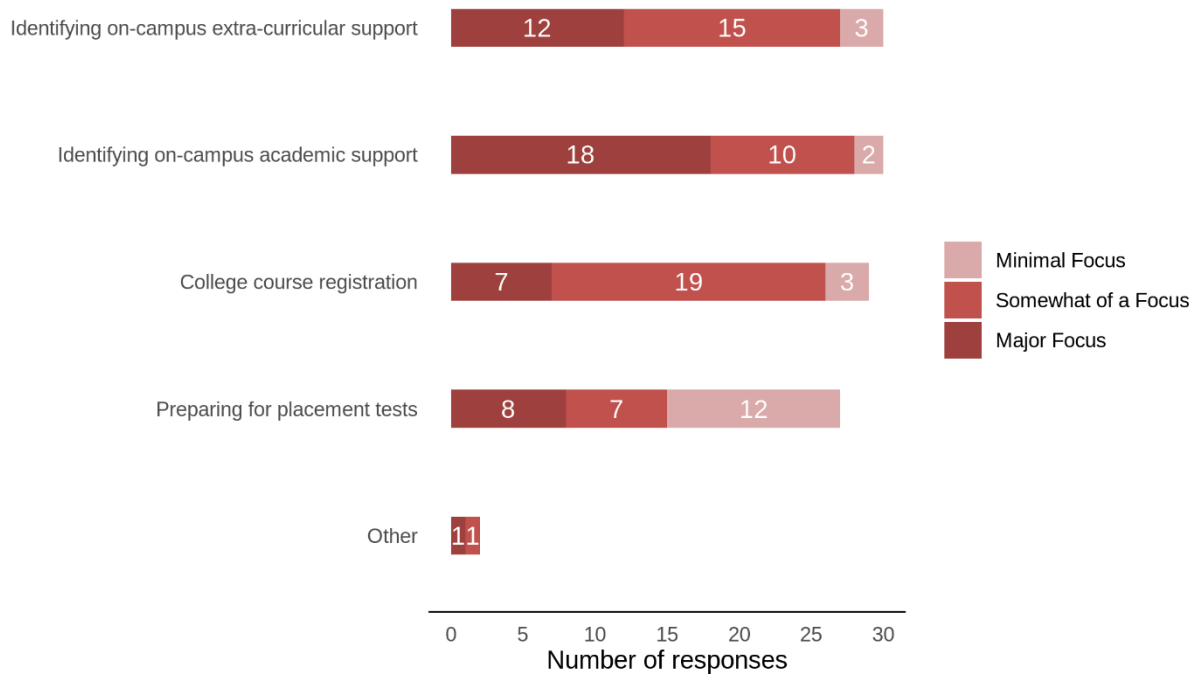
### Skills/auxiliary supports



## APPENDIX

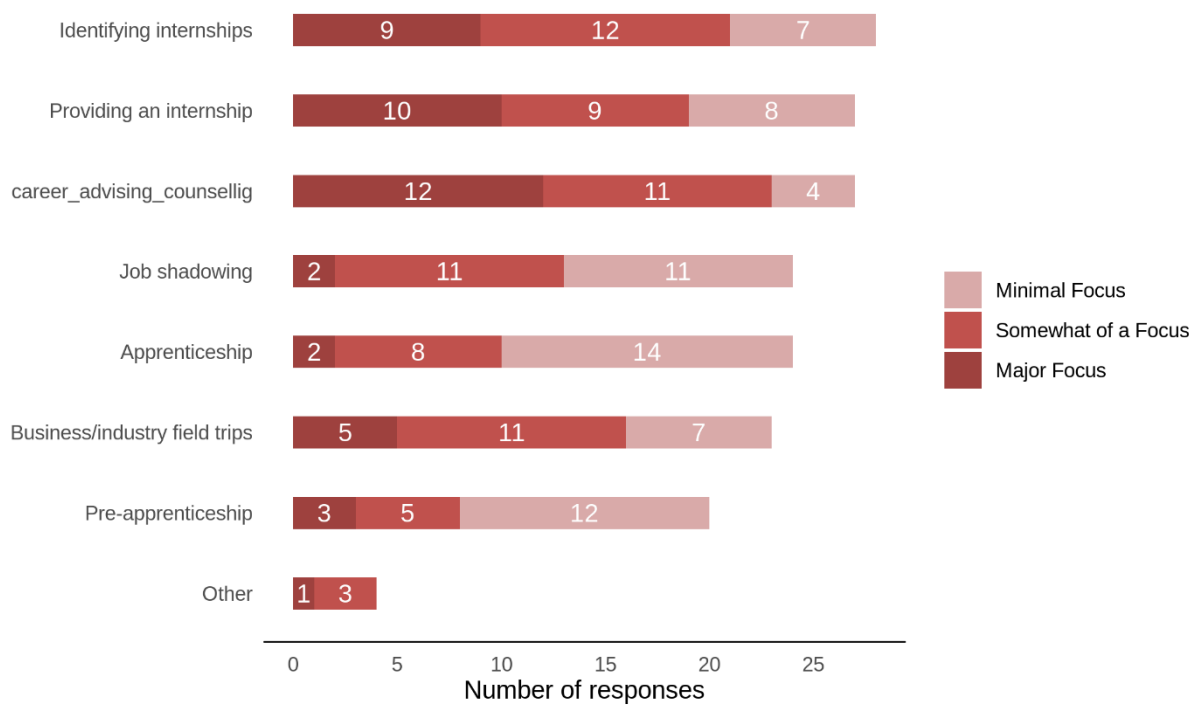
### *Transition to college supports*

(n = 30)



### *Career/training supports*

(n = 28)



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