




To: Clerk of the Legislature

From: Shirley Vargas, Ed.L.D.   
School Transformation Officer & Administrator

RE: College Pathway Program Act Annual Report

Date: December 1, 2024

Pursuant to Neb. Rev. Stat. §79-3701, the College Pathway Program Act provides “eligible providers with grants to provide educational services to underrepresented and low-income students in high school and postsecondary education.” As required by Neb. Rev. Stat. §79-3704, this report serves as an annual update regarding the College Pathway Program Act.

The funds for this grant program come from a two percent appropriation of the Nebraska Education Improvement Fund, called the College Pathway Program Cash Fund. This amount equates to \$469,404 for the 2024-2025 fiscal year.

The table below provides a list of the grant recipients and the grant award amounts:

Organization Name	Grant Award Amount
<a href="#">Avenue Scholars</a>	\$ 295,725
<a href="#">Central Plains Center for Services</a>	\$ 46,940
<a href="#">College Possible</a>	\$ 126,739

The report outlines a description of the student population served, work completed to-date, upcoming work, and plans for evaluating effectiveness, for each organization.

For more information, please contact Shirley Vargas, Ed.L.D., School Transformation Officer, via phone (402-326-5371) or email ([shirley.vargas@nebraska.gov](mailto:shirley.vargas@nebraska.gov)).

**Name of organization: Avenue Scholars****Student population served, including but not limited to demographic information, etc.:**

761 students are enrolled in the Avenue Scholars program for the 2024-2025 program year. 636 of the students benefiting in part from this grant are currently attending or are postsecondary students from the following high schools: Omaha Benson, Blair, Omaha Bryan, Westside High School, Millard North, Millard South, Omaha Northwest, Omaha North, Papillion La Vista, and Ralston. Avenue Scholars serves under-resourced and underrepresented students. "Under- resourced youth" refers to young people who face limited access to essential resources and support systems needed for success in areas like education and employment. These youth often come from low-income or marginalized communities, where systemic barriers such as poverty, lack of mentors or role models, and fewer opportunities for personal and professional growth are common. In addition to material disadvantages, under-resourced and underrepresented students often lack emotional and social support, safe environments, and opportunities to develop essential life skills. The Avenue Scholars program addresses these gaps by offering targeted resources and support to help these youth realize their potential.

**Demographics, Fall 2024-25**

Hispanic: 32%

Black: 21%

White: 28%

Multiracial: 11%

Asian: 7%

American Indian or Alaskan Native: 1%

**Gender, Fall 2024-25**

Female: 49%

Male: 48%

Non-Binary: 3%

**Participants by Industry Sectors, Fall 2024-25**

Business: 23%

Education: 5%

Information Technology: 10%

Healthcare: 28%

Skilled Trades: 18%

Transportation: 16%

Describe work completed to-date, including but not limited to timeline, activities, etc.:

Avenue Scholars Career Coaches, Community Resource Team, (previously referred to as the Student Support Services), and Business Outreach Team use four main activities with the students enrolled in its program for the 2024-2025 school year. These activities provide educational services and support that have been shown to improve outcomes for under-resourced and underrepresented students.

Career Awareness and Exploration Strategies – Avenue Scholars fosters a collaborative environment by partnering with local businesses and community organizations. This collaborative approach includes personalized career coaching, internships, job shadowing, and mentorship programs that connect students with industry professionals. Students participate in career-focused workshops, industry tours, and hands-on experiences to better understand career paths and nurture interest in high-demand industries. The program's approach aligns students' interests and skills with high-demand career fields, ensuring they are well-prepared for successful futures. High School Career Coaches provide educational services through a for-credit junior and senior level course that provides students with the materials, services and supports needed to graduate on time from high school, apply for admission to a postsecondary institution, and complete the requirements to receive an associate degree and/or industry-recognized credentials. Career Awareness experiences for the year are just beginning and data regarding the number of experiences and participating students will be detailed in subsequent reports.

Career Boot Camps – Avenue Scholars plans and coordinates career boot camps by collaborating with industry partners to design relevant, skill-focused curricula. Boot camps include hands-on training, workshops, and simulations to provide practical experience tailored to Avenue Scholars' six career pathways. Each boot camp includes soft skills development, such as communication and teamwork. The program ensures access to resources and support, including transportation and materials, to remove barriers for participants. The boot camp program follows a "learn while earning" model, providing students with a stipend as they build their skills. This approach allows students to earn income while dedicating time to the four-week program, helping to alleviate the impact on their work schedules. By offering financial support, the program not only makes the time commitment more manageable but also improves student retention rates.

Education and Training – Avenue Scholars' individualized career plans include completing coursework that supports on-time high school graduation and may include strategies such as internships, apprenticeships, job shadowing, and part-time and full-time employment. Career Coaches provide learning and skill development in work-ready habits and skills, including responsibility, work ethic, communication, positive attitude, professionalism, teamwork, and problem-solving. These skills are taught in a for-credit course taught in high school student's junior and senior years and throughout one-on-one coaching sessions. Avenue Scholars collaborates with Metropolitan Community College and training centers for dual enrollment and certification programs that lead to an associate degree and industry-recognized certifications.

Community Resource Team (previously referred to as Student Support Services) – Avenue Scholars collaborates with student support services within schools and community organizations to provide wraparound support, addressing challenges that may impact a student’s high school graduation and career progression. These services include assistance with basic needs, transportation, and scholarships for tuition and expenses related to industry-recognized certifications. Wraparound services address barriers such as lack of resources and limited career opportunities and ensure equitable access. The Community Resource team provides educational services to students to equip them with the knowledge and skills needed to address the most common factors hindering high school graduation, postsecondary transition, and economic stability of low-income students.

High School Career Coaches began teaching junior and senior level, for-credit courses in their assigned schools at the start of the school year. The curriculum meets the standards set by the Nebraska Department of Education and first quarter grades for the for-credit course will be included in the next report. At this point in time, three hundred seventy-eight Career Plan meetings have been completed. The employment rate of the 636 students is 74%. 32 students are employed in an internship.

Describe upcoming work, including but not limited to timeline, activities, expected reach, etc.:

Avenue Scholars for credit course – 636 students – present to May 2025

Career Coaching (High School & Postsecondary) – 636 students – present to program completion

Career Awareness and Exploration Strategies – 636 students – present to program completion  
Career Boot Camps – 60 students – Summer 2025

Education & Training – 636 students – present to program completion

Business Outreach – 636 students – present to program completion

Student Support – 636 students – present to program completion

Describe how the organization will evaluate the effectiveness of the grant received:

Avenue Scholars’ collects output and outcome metrics to evaluate the program. Output metrics center around the five program guarantees of Education/Training, Work Experience, Work-Ready Skills, Attendance, and Financial/Personal Well-being.

**Education/Training:** High School Grades, High School GPA, High School Graduation Rates, College Continuation Rates, First-year Postsecondary Retention Rates, Postsecondary Grades, Postsecondary GPA, Postsecondary Degree/Certification Attainment.

**Work Experience:** High School Part-time Employment Rates, Postsecondary Part-time Employment Rates, Student Employment Hours, Student Employment Wages, Internships.

**Work-Ready Skills:** Employer Feedback Scores: (Avenue Scholars Career Coaches gather employer feedback regarding participants' job performance. Employers rate participants using a 0-3 scale (a score of “3” being the highest) in seven categories – Responsibility, Work Ethic, Communication, Positive Attitude, Professionalism, Teamwork, and Problem-Solving).

**Attendance:** High School Attendance and Attendance at Avenue Scholars Programming Activities (such as Senior Academy and career exploration posts). Though not directly addressed, students' attendance at work is also a factor in the employer feedback scores discussed above, namely in the Responsibility and Professionalism categories.

Outcome metrics include High School Graduation rates, College continuation rates, employment status, and Alum outcomes. High School graduation and college continuation rates for students participating in the Avenue Scholars program are compared to school-level outcomes at each participating high school. Alum indicators of success are based on five factors - income at or above 150% of the minimum wage, work status of 30+ hours per week, availability of health benefits, job alignment with the student's industry area of focus, and opportunity for upward mobility.

Any additional information (if needed): N/A

**Name of organization: Central Plains Center for Services**

Student population served, including but not limited to demographic information, etc.:

Throughout this reporting period, Central Plains Coaching Model has prioritized and supported the educational and career outcomes of the young people we serve. These young people have risk factors such as time in the foster care system, are young parents, and/or are housing unstable. Our one-on-one work with them has resulted in many young people preparing for and enrolling in postsecondary programs—with most being the first in their families to do so. Education is the stable foundation upon which they can build a successful future. Education is as unique as the individuals we coach, and each deserves the opportunity to define their educational path, regardless of their educational history, experiences, and abilities. We believe our longstanding history of providing postsecondary coaching services aligns well with the goals of this grant. Young people served through this grant to date represent the following demographics: 100% of the young people are vulnerable/at-risk young people of low income and/or are under-represented; 52% Caucasian and 48% being ethnically diverse; 34% being age 14-18, 42% being age 19-22, and 23% age 23-25.

Our efforts are community based; therefore, we bring educational coaching to the young people we serve therefore eliminating many barriers to participation. These young people come from diverse backgrounds and have had difficult life experiences. Their shared needs include poverty, lack of access to education and educational opportunities, few economic growth opportunities, limited social connections, and unstable housing. Our coaching is perfectly suited to a time when a young person's future is yet to be determined. We work with roughly 2,000 young people a year to ensure their successful transition to adulthood and beyond. 100% of young people served are within the age range for college preparation and enrollment.

Describe work completed to-date, including but not limited to timeline, activities, etc.:

Central Plains' *Coaching Model* is a collaborative, growth-focused, and results-orientated process in which the coach acts as both a catalyst and facilitator of the individualized growth of all participants. Our *Coaching Model* results in community-based prevention in which youth and young adults have the opportunity to work with a trained coach who can empower them to overcome challenges and systemic barriers, embrace opportunities, create a vision for their future, and pursue and thrive in education. Coaching is instrumental because it pairs an experienced, professional coach with a young person so that together, youth can achieve educational, economic, and social well-being. This approach is based on the development of a trusted and respectful relationship between the young person and their coach, which in turn, increases the youth's likelihood of establishing similar relationships with others throughout their life and leads them to a successful transition to adulthood and stable future. Foundationally, our *Coaching Model* ensures services are equitable to underserved, socially disadvantaged, and ethnically diverse groups. Central Plains is committed to providing culturally and linguistically appropriate services and ensures all staff participate in cultural competency/diversity training. Practicing in culturally sensitive ways is of the highest importance. Central Plains ensures the cultural competence of our staff through methods outlined by the National Association of Social Workers (NASW) *Code of Ethics*.

Central Plains has provided education and career coaching to all participants who have identified this as a goal. Roughly 28% of the 2,000 participants have an education or career related goal. Coaches use their training in the Back on Track (BOT) model to ensure young people have education preparation, bridging, and first year supports. BOT guides our coaching work by supporting coaches in inquiring about youths' individual interests, assessing their strengths, and developing an educational plan. Youth receive coaching support to navigate the often-complicated process of completing high school, exploring, and accessing various post-secondary options, and assisting with the steps to post-secondary enrollment. Coaching supports them in their time of transition and provides on-going support.

During this reporting period, coaches have provided support to students for FAFSA preparation, connecting students to on-campus supports, researching programs of study, assisting with highly competitive scholarship programs, and developing a personal support system.

Describe upcoming work, including but not limited to timeline, activities, expected reach, etc.:

Upcoming work will include on-going in person coaching services that promote education, post-secondary, and careers. Additionally, upcoming work will include FAFSA completion, community-based tax preparation assistance, arranging college visits, apply for admissions, monthly in person coaching with high school and college age participants, education and career goal setting, youth leadership opportunities, and collaboration with schools across the state and other community-based organizations to ensure youth have a clear and supported path toward post-secondary.

Describe how the organization will evaluate the effectiveness of the grant received:

Central Plains will ensure that ALL 2000 young people we serve receive educational coaching if they so desire. We will ensure they have the personal and financial supports to attend college and thrive in college. We will track the number of young people who attend college and persist onto their next term. We will utilize our web-based client driven system to effectively evaluate the effectiveness of the grant. Finally, we will survey young people twice a year on their strengths and their needs across all life domains to ensure young people are meeting benchmarks and achieving their goals.

Any additional information (if needed): N/A

**Name of organization: College Possible**Student population served, including but not limited to demographic information, etc.:

College Possible coaches recently wrapped up recruitment of high school seniors for available positions within the program. They continue to recruit high school juniors with an anticipated end date of December. As of November 12<sup>th</sup>, the following students were enrolled in the College Possible program:

<b>High School</b>	<b>Senior Class (2025 Grad Year)</b>	<b>Junior Class (2026 Grad Year)</b>
Bellevue East	22	0
Benson	16	3
Millard South	32	5
Omaha North	20	1
Omaha Northwest	20	9
Omaha South	20	99
Omaha Westview	N/A (first year at school)	12
Papillion La Vista	11	2
Ralston	<u>22</u>	<u>12</u>
Total	<u>163</u>	<u>53 (goal 240)</u>

College Possible is currently serving 1,161 Omaha originating students on the college campuses listed below.

724 students are attending universities/colleges in Nebraska

67 students attend universities/colleges outside of Nebraska

370 students are designated unenrolled, but continue to receive outreach from the College Success Team

<b>Nebraska Universities/Colleges</b>		<b>Out of State Universities/Colleges</b>	
Bellevue University	9	Arizona Christian University	1
Clarkson College	8	Arizona State University Immersion Campus	1
College of Saint Mary	8	Barry University	1
Concordia University – NE	1	Bellmont Abbey College	1
Creighton University	9	Black Hills State University	1
Doane University	2	Coe College	1
Hastings College	4	College of DuPage	1
Metropolitan Community College	98	College of Marin	1
Midland University	3	Colorado College	1
NE Methodist College Nursing	15	Columbia College Chicago	2
Nebraska Wesleyan University	12	Cornell University	1
Southeast Community College Area	3	Cuesta College	1
University of NE Kearney	5	Des Moines Community College	1
University of NE Omaha	433	Ellsworth Community College	1
University of NE Lincoln	97	Everglades University	1
UNMC	5	Full Sail University	1
Wayne State College	12	Georgetown University	1
		Grand Canyon University	1
		Harvard University	1
		Howard University	1



		Illinois College	1
		Iowa State University	2
		Iowa Western College	10
		Langston University	1
		Lindenwood University	1
		Long Beach City College	1
		Louisiana State University	1
		Massachusetts Institute of Technology	1
		Moberly Community College	1
		Northwest Missouri State University	2
		Post University	1
		Princeton University	2
		Rockhurst University	1
		Rocky Mountain College of Art and Design	1
		Smith College	1
		Southern New Hampshire University	1
		Southwestern Assemblies of God University	1
		Southwestern Community College	1
		Tennessee State University	1
		Texas Southern University	1
		The University of Tampa	1
		University of Iowa	1
		University of Kansas	1
		University of North Carolina Chapel Hill	1
		University of North Dakota	1
		University of Notre Dame	1
		University of Oregon	1
		University of Phoenix – Arizona	1
		University of South Dakota	1
		University of Toledo	1
		University of Virginia – Main Campus	1
		University of Westminster	1
		Washington University – St Louis	1
		Wesleyan University	1

Describe work completed to-date, including but not limited to timeline, activities, etc.:

**August – Both the College Access and College Success Teams participated in Welcome Weeks – an intensive three-week onboarding/training designed to prepare coaches to deliver curriculum and support students on their student journey to include applying to college, enrolling in college, persistence through college and degree attainment.**

From August 12, 2024 through August 30, 2024, all AmeriCorps service members who were selected to serve as a College Possible coach were required to participate in a three-week intensive onboarding known as Welcome Weeks. Over the course of these three weeks coaches learned about College Possible's mission, vision, and values; the Higher Education Landscape and how College Possible helps

students navigate barriers to college graduation; the student journey from junior year to degree attainment; College Possible's coaching model and its intended impact on student outcomes; data privacy and social change in data; defining match and fit and how this can lead to student success when the right college is selected based upon students' strengths and goals; supporting students in crisis and mandated reporting that clearly defines what a coach is trained to do and when they must direct students to qualified resources for support; the importance of family engagement as students are not necessarily the sole decision maker when considering a college pathway; how to lead effective coaching conversations and how this impacts group sessions as well as one to one coaching sessions; as well as additional trainings that affect their coaching experience including available tools/resources, support from their supervisors and the requirement of continued learning sessions throughout their ten-month term of service.

### **College Access Program (High School)**

#### **September**

Starting in September, College Possible coaches began recruitment efforts at their assigned high schools. Coaches were tasked with recruiting high school seniors for open positions within the senior cohort and recruiting 240 high school juniors. While actively recruiting students into the program, coaches also facilitated group sessions for active seniors and scheduled one to one meetings with students already active in the program. The September Curriculum included the following:

#### **Junior Class**

Coaches guided students and their parents through completing the College Possible application. As applications were processed, coaches began reaching out to newly accepted juniors to introduce themselves to the students and to provide an overview of the College Possible programming. As junior recruitment continues through the end of the year, coaches will have students create profiles on Appily or Big Future to begin researching colleges in preparation for creating their top 5 list.

#### **Senior Class**

##### College Possible Program

Seniors learned group norms, began to build community within their cohort, and learned the senior year program structures and activities. They reflected on summer experiences and previous goals, and revised or created new goals for their senior year.

##### Building a College List

Seniors reviewed the concept of "fit" and revisited their personal fit factors. They reviewed their Top Five College lists and began their final research.

##### College Applications

Students began to select the colleges they were interested in applying to. Coaches made sure seniors understood the requirements of each application and helped them choose a system to track deadlines and applications. Students began to explore application platforms to determine which one best fit their needs.

### Financial Aid Applications

Students reviewed the key affordability concepts and the timeline for FAFSA. They learned what information and documentation they needed to collect and prepare to discuss with their families.

### Workshop: College Essays

Coaches hosted an optional workshop for students to create or get feedback on their college essay draft.

Newsletters were sent to students on September 13<sup>th</sup> and 27<sup>th</sup>.

## **October**

### **Junior Class**

Coaches guided students and their parents through completing the College Possible application. As applications were processed, coaches began reaching out to newly accepted juniors to introduce themselves to the students and to provide an overview of the College Possible programming. As junior recruitment continues through the end of the year, coaches will have students create profiles on Apply or Big Future to begin researching colleges in preparation for creating their top 5 list.

### **Senior Class**

#### Financial Aid Applications

Seniors created their FSA IDs in preparation for the FAFSA launch in December.

#### College Applications

Coaches helped guide and empower students to submit their first college applications focusing on applications with November deadlines.

#### Scholarships

College Access Coaches launched the Fund Your Future initiative which will require each student to apply to a minimum of 2 scholarships each month while enrolled in the College Possible program. Coaches will share a scholarship database created by the Access Team which links to various scholarships available to students. The database is constantly updated as new scholarship opportunities are discovered.

#### ACT

Coaches checked in with students who took the October 5<sup>th</sup> ACT to review student scores and determine if students would be retaking the test.

#### Workshop

Coaches hosted an optional workshop to assist students with completing their Dell Scholars application.

Newsletters were sent to students on October 11<sup>th</sup> and 25<sup>th</sup>.

Mission Possible Career Panels were held at three partner high schools in October. Panelists are comprised of emerging leaders in various professional fields from across the metro. Following hour long panel discussions and Q&A students were allotted time to visit with admission representatives from the University of Nebraska Omaha, Doane University, Wayne State College and College of Saint Mary. The panels were open to juniors and seniors – both College Possible and non-College Possible students.

October 8<sup>th</sup> – Ralston High School

Panelists:

Mark Batt, Sarpy County Government

Crystal Schaefer, Mutual of Omaha

Shukura Huggins, UNO

Attendance: 40

October 15 – Westview High School

Panelists:

Flora Mondj, ROSS Leaders

Zoia Morrow, Great Plains Communications

Moses Dunbar, College Possible

Attendance: 150

October 24<sup>th</sup> - Millard South High School

Panelists:

Martin Shudak, Mutual of Omaha

Grant Jenkins, Mutual of Omaha

Davielle Phillips, Holland Basham

Melissa Westbrook, MENTOR Nebraska

Attendance: 25

## **November**

### **Junior Class**

Coaches guided students and their parents through completing the College Possible application. As applications were processed, coaches began reaching out to newly accepted juniors to introduce themselves to the students and to provide an overview of the College Possible programming. As junior recruitment continues through the end of the year, coaches will have students create profiles on Appily or Big Future to begin researching colleges in preparation for creating their top 5 list.

### **Senior Class**

#### Scholarships

Students learned how to repurpose college essays to minimize time and effort for their strongest essay. The Buffet Scholars Portal opened, and coaches began reaching out to students to encourage them to complete their applications as well as to determine what assistance they might need to do so.

### College Academics

Students learned the importance of professionalism in post-secondary education and best practices for communicating professionally with professors, administrators, etc.

### Digital Presence

Students learned the prevalence of checking an applicant's online presence and how to analyze and improve their own digital presence to strengthen their applications.

### Workshop

Coaches hosted an optional workshop for students to receive help completing scholarship and college applications they are working on.

Newsletters were sent on November 8<sup>th</sup> and will be sent on November 26<sup>th</sup>.

Mission Possible Career Panels were held at three partner high schools in October. Panelists are comprised of emerging leaders in various professional fields from across the metro. Following hour long panel discussions and Q&A students were allotted time to visit with admission representatives from the University of Nebraska Omaha, Doane University, Wayne State College and College of Saint Mary. The panels were open to juniors and seniors – both College Possible and non-College Possible students.

November 7<sup>th</sup> – Bellevue East High School

Panelists:

Helen Anderson, Mutual of Omaha

Davielle Phillips, Holland Basham

Joshua Livingston, Koenig/Dunne

Attendance: 30

November 14<sup>th</sup> – Benson High School

Panelists:

Marco Ortize, Conagra Brands

Martin Shudak, Mutual of Omaha

Grant Jenkins, Mutual of Omaha

Attendance: 40

November 20<sup>th</sup> – North High School

Panelists:

Katie Kodad, Children's Nebraska

Kellee Mikuls, Ignite Nebraska

Davielle Phillips, Holland Basham

Dan Kreshna, Mutual of Omaha

Projected Attendance: 30

**College Success Program (college)**

The College Success Program segments students and the curriculum/support they receive based upon the following:

Enrolled in College – First Time in College (FTIC)

Enrolled in College – Core Years (CY)

Enrolled in College – Approaching Graduation

Enrolled in College – Community or Technical College (C & TC)

Enrolled in College – Community or Technical College Non-First Year

Enrolled in College – Community or Technical College Intends to Transfer

College – Not Enrolled

College – Non-Matriculating or recent stop out and wish to reenroll

College Students who are enrolled in college will receive coaching and support on the following topics throughout the year based upon their enrollment status:

<b>Academics</b>	<b>Financial Fitness</b>	<b>Building Community</b>	<b>Planning for the Future</b>
Time Management	Federal Financial Aid	Social-Emotional Learning	Career Planning
Study Skills	Scholarships	Connecting on Campus	Study Abroad
Academic Support Resources	Loans	Balancing Family Responsibilities	Making a Plan for Summer
Mapping College	Account Balance	Navigating Hardships	Taking Time Off
Choosing a Major	College Finances		Experiential Learning
College Academics	Financial Literacy		Skills Development
Academic Growth			Preparing for Graduation

College students who are enrolled in technical college, community college, and wish to transfer will receive coaching and support around the following topics:

Choosing a Best Fit School

Exploring Transferring

Transfer Logistics

College students who recently stopped out and wish to reenroll will receive coaching and support around the following topics;

Choosing a best fit school

Exploring re-enrolling

Re-Enrolling Logistics

## **September**

### College Students, First Time Enrolled, Bachelor Granting Institutions (FTIC)

Student meetings and/or conversations focused on connecting on campus and time management. As part of their milestones, FTIC students were encouraged to engage with campus activities and resources, confirm enrollment in the fall term and confirm arrangements to pay for the fall term.

### College Students Enrolled, Core Years

Student meetings and/or conversations focused on choosing a major or exploring opportunities within their major. As part of their milestones, core year students were to confirm enrollment in the fall term and participate in a major-related co-curricular activity.

### College Students, Approaching Graduation

Student meetings and/or conversations focused on mapping their remaining time in college and planning for graduation. As part of their milestones, students approaching graduation were to confirm their enrollment and payment for the fall term.

### College Students at Community or Technical Colleges First Time in College (FTIC)

Student meetings and/or conversations focused on connecting on campus and time management. As part of their milestones, FTIC students were encouraged to engage with campus activities and resources, confirm enrollment in the fall term and confirm arrangements to pay for the fall term.

### College Students at Community College or Technical Colleges Non-First Year

Student meetings and/or conversations focused on choosing a major. As part of their milestones, Non-First Year Students confirmed enrollment and payment of the fall term.

### College Students at Community College or Technical College Intends to Transfer

Student meetings and/or conversations focused on federal financial aid, academic growth, and academic planning as a transfer student. As part of their milestones, students confirmed enrollment and payment of the fall term.

### Unenrolled Students Reenrolling

Student conversations focused on using College Possible as a resource and exploring goal setting tips to assist with reenrollment.

### Unenrolled Students

Student outreach focused on using College Possible as a resource.

## **October**

### College Students, First Time Enrolled, Bachelor Granting Institutions (FTIC)

Student meetings and/or conversations focused on connecting on campus and time management. As part of their milestones, FTIC students were encouraged to engage with campus activities and resources, confirm enrollment in the fall term and confirm arrangements to pay for the fall term.

#### College Students Enrolled, Core Years

Student meetings and/or conversations focused on choosing a major or exploring opportunities within their major. As part of their milestones, core year students were to confirm enrollment in the fall term and participate in a major-related co-curricular activity.

#### College Students, Approaching Graduation

Student meetings and/or conversations focused on mapping their remaining time in college and planning for graduation. As part of their milestones, students approaching graduation were to confirm their enrollment and payment for the fall term.

#### College Students at Community or Technical Colleges First Time in College (FTIC)

Student meetings and/or conversations focused on connecting on campus and time management. As part of their milestones, FTIC students were encouraged to engage with campus activities and resources, confirm enrollment in the fall term and confirm arrangements to pay for the fall term.

#### College Students at Community College or Technical Colleges Non-First Year

Student meetings and/or conversations focused on choosing a major. As part of their milestones, Non-First Year Students confirmed enrollment and payment of the fall term.

#### College Students at Community College or Technical College Intends to Transfer

Student meetings and/or conversations focused on federal financial aid, academic growth and academic planning as a transfer student. As part of their milestones, students confirmed enrollment and payment of the fall term.

#### Unenrolled Students Reenrolling

Student conversations focused on using College Possible as a resource and exploring goal setting tips to assist with reenrollment.

#### Unenrolled Students

Student outreach focused on using College Possible as a resource.

### **November**

#### College Students, First Time Enrolled, Bachelor Granting Institutions (FTIC)

Student meetings and/or conversations focused on connecting on campus and time management. As part of their milestones, FTIC students were encouraged to apply for financial aid, meet with their academic advisor, register for the spring term. Coaches also reminded students to begin preparing to complete the FAFSA.

#### College Students Enrolled, Core Years

Student meetings and/or conversations focused on mapping their college experience. As part of their milestones, core year students were to meet with their academic advisors, apply for financial aid, and



register for the spring semester. Coaches also reminded students to begin preparing to complete the FAFSA.

#### College Students, Approaching Graduation

Student meetings and/or conversations focused on mapping their remaining time in college and planning for graduation. As part of their milestones, students approaching graduation were to meet with their academic advisor and register for the spring semester (if appropriate). Students were also directed to on campus resources for graduating students.

#### College Students at Community or Technical Colleges First Time in College (FTIC)

Student meetings and/or conversations focused on study skills and academic support resources. As part of their milestones, FTIC students to meet with their academic advisors and register for the spring term. Students were also reminded about the importance of preparing to complete the FAFSA.

#### College Students at Community College or Technical Colleges Non-First Year

Student meetings and/or conversations focused on mapping their college path and academic growth. As part of their milestones, Non-First Year Students applied for financial aid and met with their academic advisor.

#### College Students at Community College or Technical College Intends to Transfer

Student meetings and/or conversations focused on federal financial aid, academic growth and academic planning as a transfer student. As part of their milestones, students met with their academic advisors, applied for financial aid, and registered for the spring semester.

#### Unenrolled Students Reenrolling

Student conversations focused on social-emotional learning and exploring educational pathways. As part of their milestones, students focused on clearing any academic or financial holds that would prevent their reenrollment.

#### Unenrolled Students

Student outreach focused on using College Possible as a resource.

#### Describe upcoming work, including but not limited to timeline, activities, expected reach, etc.:

##### **December**

##### **Junior Class**

Coaches will guide students and their parents through completing the College Possible application. As applications are processed, coaches will reach out to newly accepted juniors to introduce themselves to the students and to provide an overview of the College Possible programming. Coaches will have students create profiles on Appily or Big Future to begin researching colleges in preparation for creating their top 5 list. Student recruitment of high school juniors is scheduled to end mid-December.

##### **Senior Class**

Coaches will continue to provide assistance to high school seniors on the completion of their FAFSA during group sessions and scheduled one to one meetings. Two newsletters, as in earlier months, will be sent to seniors on December 6<sup>th</sup> and December 20<sup>th</sup>. At least one workshop will be scheduled to assist students with the completion of their FAFSA (priority) and college applications (second priority).

### **College Success**

#### College Students, First Time Enrolled, Bachelor Granting Institutions (FTIC)

Student meetings and/or conversations will continue to focus on connecting on campus and time management. As part of their milestones, FTIC students will confirm financial aid applications, meet with their academic advisor, and registration for the spring term.

Coaches will provide FAFSA Support as needed by students.

#### College Students Enrolled, Core Years

Student meetings and/or conversations will continue to focus on mapping their college experience. As part of their milestones, core year students will meet with their academic advisors, apply for financial aid, and register for the spring semester. Coaches will provide FAFSA completion support as needed.

#### College Students, Approaching Graduation

Student meetings and/or conversations will focus on mapping their remaining time in college and planning for graduation. As part of their milestones, students approaching graduation will meet with their academic advisor and register for the spring semester (if appropriate).

#### College Students at Community or Technical Colleges First Time in College (FTIC)

Student meetings and/or conversations will focus on study skills and academic support resources. As part of their milestones, FTIC students will meet with their academic advisors and register for the spring term. Students will also receive FAFSA completion support as needed.

#### College Students at Community College or Technical Colleges Non-First Year

Student meetings and/or conversations will focus on mapping their college path and academic growth. As part of their milestones, Non-First Year Students will confirm they have applied for financial aid and met with their advisor.

#### College Students at Community College or Technical College Intends to Transfer

Student meetings and/or conversations will focus on financial aid, academic growth, and academic planning as a transfer student. As part of their milestones, students will meet with their academic advisors, apply for financial aid, and register for the spring semester.

#### Unenrolled Students Reenrolling

Student conversations will focus on social-emotional learning and exploring educational pathways. As part of their milestones, students will confirm they have cleared any academic or financial holds that would prevent their reenrollment.

### Unenrolled Students

Student outreach will focus on using College Possible as a resource.

### Describe how the organization will evaluate the effectiveness of the grant received:

College Possible will measure the effectiveness of programming funded by the grant by measuring the following:

- Acceptance to College  
90% of College Possible high school seniors will earn admission to college.
- Enrollment in College  
85% of College Possible students will enroll in college
- First Year to Second Year Persistence  
80% of first-time college students will persist from year 1 to year 2
- Graduation Rate – 50% of students will graduate in 6 years

### Other KPIs (Key Performance Indicators) that will be monitored throughout the year are:

- Number of College Applications Submitted – high school students will submit at least 5 college applications
- Number of Scholarships Applied to – Students will apply to at least two scholarships per month
- FAFSA Completion – 95% of students will complete the FAFSA

### Any additional information (if needed):

Both College Access and Success coaches participated in Continuous Learning Classes to ensure they were ready to present curriculum and provide support to students:

#### September

All Team - Strategies for Mental Health Support, LMS Introduction, How to Talk About College Possible  
College Access (high school) – Intro to College Essays and Editing Essays, Resources and Referrals

College Success (college) – Campus Resources and Making Effective Referrals, Supporting Unenrolled Students

#### October

All Team – Supporting Students with Disabilities, Career Planning Foundations Part I  
College Access (high school) – Texting with Students Workshop, Goodrich Scholarship Presentation, Meeting with UNO Representatives, Differentiation, Buffet Scholarship Presentation  
College Success (college) – Texting with Students Workshop, College Course Registration

#### November

All Team – FAFSA Completion Part I, Sustainable Service, FAFSA Completion Part II, Supporting Students Who are Undocumented, College Access (high school) – Meeting with Wayne State College Reps